

# GERALDINE HIGH SCHOOL

## CONSOLIDATED FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2022



Principal:	Simon Coleman
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Ministry Number:	352
Accountant/Service Provider:	Accounting For Schools Limited

# GERALDINE HIGH SCHOOL

Consolidated Financial Statements - For the year ended 31 December 2022

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# GERALDINE HIGH SCHOOL

## Consolidated Statement of Responsibility For the year ended 31 December 2022

The Board has pleasure in presenting the annual report of Geraldine High School incorporating the financial statements and the auditor's report for the year ended 31 December 2022.

The Board accepts responsibility for the preparation of the annual consolidated financial statements and the judgements used in these consolidated 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 group's financial reporting.


It is the opinion of the Board and management that the consolidated annual financial statements for the year ended 31 December 2022 fairly reflects the financial position and operations of the group.

The School's 2022 financial statements were authorised for issue by the Board after 31 May 2023, therefore they did not meet the statutory deadline.

Sally Prattley

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Full Name of Presiding Member

  
Sally Prattley (Aug 4, 2023 19:23 GMT+12)

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Signature of Presiding Member

Aug 4, 2023

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Date:

Simon Coleman

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Full Name of Principal - Geraldine High School

  
Simon Coleman (Aug 4, 2023 15:22 GMT+12)

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Signature of Principal - Geraldine High School

Aug 4, 2023

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Date:

# GERALDINE HIGH SCHOOL

## Consolidated Statement of Comprehensive Revenue and Expense For the year ended 31 December 2022

		2022	Parent 2022 Budget	2021	2022	Group 2022 Budget	2021
	Notes	Actual \$	(Unaudited) \$	Actual \$	Actual \$	(Unaudited) \$	Actual \$
<b>Revenue</b>							
Government Grants	2	7,943,721	7,013,083	3,804,961	7,943,721	7,013,083	3,804,961
Locally Raised Funds	3	377,011	243,481	52,595	347,011	243,481	52,595
Investment Revenue Earned		11,247	2,000	3,268	47,717	2,000	19,567
		8,331,979	7,258,564	3,860,824	8,338,449	7,258,564	3,877,123
<b>Expenses</b>							
Locally Raised Funds	3	254,296	170,536	72,115	254,296	170,536	72,115
Learning Resources	4	6,142,970	5,358,538	3,152,229	6,142,970	5,358,538	3,152,229
Administration	5	414,632	150,696	354,900	418,825	150,696	356,376
Finance		5,704	-	4,453	5,704	-	4,453
Property	6	1,048,190	1,510,652	725,392	1,048,190	1,510,652	725,392
Loss on Disposal of Property, Plant and Equipment		-	-	5,126	338	-	5,126
		7,865,792	7,190,422	4,314,215	7,870,323	7,190,422	4,315,691
<b>Net Surplus/(Deficit) for the year</b>		466,187	68,142	(453,391)	468,126	68,142	(438,568)
Other Comprehensive Revenue and Expenses		-	-	-	(94,559)	-	16,133
<b>Total Comprehensive Revenue and Expense for the Year</b>		466,187	68,142	(453,391)	373,567	68,142	(422,435)
<b>Attributable to:</b>							
Board of the School		466,187	68,142	(453,391)	373,567	68,142	(422,435)
		466,187	68,142	(453,391)	373,567	68,142	(422,435)

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



# GERALDINE HIGH SCHOOL

## Consolidated Statement of Changes in Net Assets/Equity For the year ended 31 December 2022

	2022 Actual \$	Parent 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
<b>Balance at 1 January</b>	920,037	920,037	1,373,428	1,846,172	1,846,172	2,268,607
Total comprehensive revenue and expense for the year	466,187	68,142	(453,391)	373,567	68,142	(422,435)
Contribution - Furniture and Equipment Grant	3,584	-	-	3,584	-	-
Contribution to Ministry owned Buildings	(17,782)	-	-	(17,782)	-	-
<b>Equity at 31 December</b>	<b>1,372,026</b>	<b>988,179</b>	<b>920,037</b>	<b>2,205,541</b>	<b>1,914,314</b>	<b>1,846,172</b>
Accumulated comprehensive revenue and expense	1,372,026	988,179	920,037	2,205,541	1,914,314	1,846,172
<b>Equity at 31 December</b>	<b>1,372,026</b>	<b>988,179</b>	<b>920,037</b>	<b>2,205,541</b>	<b>1,914,314</b>	<b>1,846,172</b>

The above Consolidated Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.



# GERALDINE HIGH SCHOOL

## Consolidated Statement of Financial Position

As at 31 December 2022

		2022	Parent 2022 Budget	2021	2022	Group 2022 Budget	2021
	Notes	Actual \$	(Unaudited) \$	Actual \$	Actual \$	(Unaudited) \$	Actual \$
<b>Current Assets</b>							
Cash and Cash Equivalents	7	375,174	357,079	420,440	410,996	443,776	507,137
Accounts Receivable	8	478,078	383,000	399,272	479,255	383,389	399,661
Funds held for Capital Works Projects	17	247,802	-	162,023	247,802	-	162,023
GST Receivable		51,950	50,000	97,568	51,950	50,000	97,568
Inventories	9	1,878	4,000	3,848	1,878	4,000	3,848
Investments	10	210,163	217,413	157,413	312,527	318,020	258,020
Prepayments		25,980	25,000	20,217	25,980	25,000	20,217
		1,391,025	1,036,492	1,260,781	1,530,388	1,224,185	1,448,474
<b>Current Liabilities</b>							
Accounts Payable	12	640,635	597,000	816,475	643,269	598,250	817,725
Finance Lease Liability	15	43,331	40,000	45,877	43,331	40,000	45,877
Funds held in Trust	16	42,365	-	-	42,365	-	-
Funds held for Capital Works Projects	17	8,305	-	75,897	8,305	-	75,897
Funds held on behalf of Transport Network Cluster	18	76,628	49,102	80,002	76,628	49,102	80,002
Funds held on behalf of Itinerant Music Cluster	19	68,694	55,336	55,336	68,694	55,336	55,336
Provision for Cyclical Maintenance	14	9,000	328,967	351,634	9,000	328,967	351,634
Revenue Received in Advance	13	137,143	15,000	74,640	137,143	15,000	74,640
		1,026,101	1,085,405	1,499,861	1,028,735	1,086,655	1,501,111
<b>Working Capital Surplus/(Deficit)</b>		364,924	(48,913)	(239,080)	501,653	137,530	(52,637)
<b>Non-current Assets</b>							
Investments	10	60,916	-	60,000	757,702	739,692	799,692
Property, Plant and Equipment	11	1,164,757	1,255,000	1,234,405	1,164,757	1,255,000	1,234,405
		1,225,673	1,255,000	1,294,405	1,922,459	1,994,692	2,034,097
<b>Non-current Liabilities</b>							
Finance Lease Liability	15	28,195	30,000	35,739	28,195	30,000	35,739
Provision for Cyclical Maintenance	14	190,376	187,908	99,549	190,376	187,908	99,549
		218,571	217,908	135,288	218,571	217,908	135,288
<b>Net Assets</b>		1,372,026	988,179	920,037	2,205,541	1,914,314	1,846,172
<b>Attributable to:</b>							
Board of the School		1,372,026	988,179	920,037	2,205,541	1,914,314	1,846,172
<b>Total equity</b>		1,372,026	988,179	920,037	2,205,541	1,914,314	1,846,172

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



# GERALDINE HIGH SCHOOL

## Consolidated Statement of Cash Flows

For the year ended 31 December 2022

		2022	Parent 2022 Budget	2021	2022	Group 2022 Budget	2021
Notes		Actual \$	(Unaudited) \$	Actual \$	Actual \$	(Unaudited) \$	Actual \$
<b>Cash flows from Operating Activities</b>							
Government Grants		2,427,697	1,944,756	596,970	2,427,697	1,944,756	596,970
Locally Raised Funds		280,852	191,767	124,233	250,852	191,767	124,233
International Students		70,794	-	-	70,794	-	-
Goods and Services Tax (net)		45,618	47,568	(52,973)	45,618	47,568	(52,973)
Payments to Employees		(1,400,615)	(1,195,298)	(775,427)	(1,368,148)	(1,195,298)	(775,427)
Payments to Suppliers		(1,261,622)	(1,075,086)	(146,250)	(1,245,858)	(1,075,086)	(146,477)
Interest Paid		(5,704)	-	(4,453)	(5,704)	-	(4,453)
Interest Received		9,193	(83)	2,351	44,875	(83)	18,626
Net cash from/(to) the Operating Activities		166,213	(86,376)	(255,549)	220,126	(86,376)	(239,501)
<b>Cash flows from Investing Activities</b>							
Purchase of PPE (and Intangibles)		(36,850)	(20,595)	(2,674)	(31,724)	(20,595)	(2,674)
Proceeds from Sale of Investments		(53,666)	-	87	(107,076)	-	(469)
Net cash from/(to) the Investing Activities		(85,390)	(20,595)	(2,587)	(139,138)	(20,595)	(3,143)
<b>Cash flows from Financing Activities</b>							
Furniture and Equipment Grant		1,262	-	-	1,262	-	-
Finance Lease Payments		(61,909)	(11,616)	(23,106)	(61,909)	(11,616)	(23,106)
Funds Administered on Behalf of Third Parties		(65,442)	55,226	245,950	(116,482)	55,226	245,950
Net cash from Financing Activities		(126,089)	43,610	222,844	(177,129)	43,610	222,844
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(45,266)</b>	<b>(63,361)</b>	<b>(35,292)</b>	<b>(96,141)</b>	<b>(63,361)</b>	<b>(19,800)</b>
Cash and cash equivalents at the beginning of the year	7	420,440	420,440	455,732	507,137	507,137	526,937
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>375,174</b>	<b>357,079</b>	<b>420,440</b>	<b>410,996</b>	<b>443,776</b>	<b>507,137</b>

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



# GERALDINE HIGH SCHOOL

## Notes to the Consolidated Financial Statements

For the year ended 31 December 2022

### 1. Statement of Accounting Policies

#### a) Reporting Entity

Geraldine High School (the School) and their controlled entity are collectively 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.

The Geraldine High School Group (the "Group") consists of the School and its subsidiary The Geraldine High School Foundation (the "Foundation"). The School controls The Geraldine High School Foundation for financial reporting purposes because, in substance, the School pre-determined the objectives of the Foundation at establishment and benefits from the Foundation's complementary activities.

#### b) Basis of Preparation

##### **Reporting Period**

The financial reports have been prepared for the period 1 January 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

##### **Basis of Preparation**

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

##### **Basis of Consolidation**

The group financial statements are prepared by adding together like items of assets, liabilities, equity, revenue, expenses, and cash flows of entities in the group on a line-by-line basis. All intra-group balances, transactions, revenue, and expenses are eliminated on consolidation.

##### **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 consolidated 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 Group 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 Group qualifies for Tier 2 as the group 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 consolidated financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

##### **Presentation Currency**

These consolidated 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 consolidated financial statements are set out below.





# GERALDINE HIGH SCHOOL

## Notes to the Consolidated Financial Statements

For the year ended 31 December 2022

### 1. Statement of Accounting Policies

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

The preparation of consolidated 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 14.

#### *Useful lives of property, plant and equipment*

The Group reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The Group 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. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 24b.

#### *Consolidation of entities*

The Group consolidates entities based on whether the Group has established control of the subsidiary. The subsidiaries which are controlled are disclosed at Note 26.

### **c) Revenue Recognition**

#### **Government Grants**

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

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



# GERALDINE HIGH SCHOOL

## Notes to the Consolidated Financial Statements

For the year ended 31 December 2022

### 1. Statement of Accounting Policies

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period they relate to. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

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

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

#### ***Other Grants where conditions exist***

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

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

Donations, gifts and bequests are recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

#### ***Interest Revenue***

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

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

Payments made under operating leases are recognised in the Consolidated 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 expected credit losses (uncollectable debts). The schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

#### **h) Inventories**

Inventories are consumable items held for sale and comprise of stationery and Group 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 Consolidated Statement of Comprehensive Revenue and Expense in the period of the write down.



# GERALDINE HIGH SCHOOL

## Notes to the Consolidated Financial Statements

For the year ended 31 December 2022

### 1. Statement of Accounting Policies

#### 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 consolidated financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements (funded by the Board) to buildings owned by the Crown or directly by the board are recorded at cost, less accumulated depreciation and impairment losses.

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

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

The estimated useful lives of the assets are:

Building improvements - Crown	18 - 50 years
Furniture and equipment	6 - 15 years
Information and communication technology	2 - 10 years
Motor vehicles	5 - 10 years
Leased assets held under a Finance Lease	Term of the lease typically 3 years
Library resources	12.5% Diminishing value



# GERALDINE HIGH SCHOOL

## Notes to the Consolidated Financial Statements

For the year ended 31 December 2022

### 1. Statement of Accounting Policies

#### k) Impairment of property, plant, and equipment and intangible assets

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

##### *Non cash generating assets*

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

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

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

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

#### l) Accounts Payable

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

#### m) Employee Entitlements

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

Employee 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, and also annual leave earned, by non teaching staff, to but not yet taken at balance date.

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

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in surplus or deficit in the period in which they arise.



# GERALDINE HIGH SCHOOL

## Notes to the Consolidated Financial Statements

For the year ended 31 December 2022

### 1. Statement of Accounting Policies

#### n) Revenue Received in Advance

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

The Group holds sufficient funds to enable the refund of unearned fees in relation to international students, should the Group be unable to provide the services to which they relate.

#### o) Funds Held in Trust

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

#### p) Funds held for Capital works

The school directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose as such these transactions are not recorded in the Statement of Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

#### q) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Revenue and Expense. In instances where the school is determined to be the principal for providing the service related to the Shared Funds (such as the RTLB programme), all income and expenditure related to the provision of the service is recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

#### r) Provision for Cyclical Maintenance

The property from which the Group 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 Group sites in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

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



# GERALDINE HIGH SCHOOL

## Notes to the Consolidated Financial Statements

For the year ended 31 December 2022

### 1. Statement of Accounting Policies

#### s) Financial Instruments

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

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

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

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

The consolidated 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 consolidated statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

#### u) Budget Figures

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

#### v) Services received in-kind

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



# GERALDINE HIGH SCHOOL

## Notes to the Consolidated Financial Statements

For the year ended 31 December 2022

### 2. Government Grants

	2022 Actual \$	Parent 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	2,268,469	1,832,376	675,225	2,268,469	1,832,376	675,225
Teachers' Salaries Grants	4,619,967	4,000,000	2,642,312	4,619,967	4,000,000	2,642,312
Use of Land and Buildings Grants	896,057	1,068,327	396,610	896,057	1,068,327	396,610
Other Government Grants	159,228	112,380	90,814	159,228	112,380	90,814
	<b>7,943,721</b>	<b>7,013,083</b>	<b>3,804,961</b>	<b>7,943,721</b>	<b>7,013,083</b>	<b>3,804,961</b>

### 3. Locally Raised Funds

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

	2022 Actual \$	Parent 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>						
Donations	101,967	74,500	30,857	71,967	74,500	30,857
Fees for Extra Curricular Activities	152,338	114,691	14,673	152,338	114,691	14,673
Fundraising & Community Grants	(2,930)	-	(4,069)	(2,930)	-	(4,069)
Other Revenue	82,709	43,290	522	82,709	43,290	522
Trading	33,600	11,000	10,612	33,600	11,000	10,612
International Student Fees	9,327	-	-	9,327	-	-
	<b>377,011</b>	<b>243,481</b>	<b>52,595</b>	<b>347,011</b>	<b>243,481</b>	<b>52,595</b>
<b>Expenses</b>						
Extra Curricular Activities Costs	185,348	153,936	56,644	185,348	153,936	56,644
Fundraising and Community Grant Costs	104	-	-	104	-	-
Trading	48,386	13,000	7,967	48,386	13,000	7,967
International Student - Employee Benefit - Salaries	9,585	3,600	7,078	9,585	3,600	7,078
International Student - Other Expenses	10,873	-	426	10,873	-	426
	<b>254,296</b>	<b>170,536</b>	<b>72,115</b>	<b>254,296</b>	<b>170,536</b>	<b>72,115</b>
<b>Locally Raised Funds Surplus</b>	<b>122,715</b>	<b>72,945</b>	<b>(19,520)</b>	<b>92,715</b>	<b>72,945</b>	<b>(19,520)</b>

During the year the School hosted 1 International student (2021: 0)



# GERALDINE HIGH SCHOOL

## Notes to the Consolidated Financial Statements

For the year ended 31 December 2022

### 4. Learning Resources

	2022 Actual \$	Parent 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	368,379	357,026	122,512	368,379	357,026	122,512
Employee Benefits - Salaries	5,565,973	4,951,212	2,921,463	5,565,973	4,951,212	2,921,463
Information Technology	15,401	16,000	4,980	15,401	16,000	4,980
Library Resources	-	1,500	-	-	1,500	-
Staff Development	40,026	32,800	18,562	40,026	32,800	18,562
Depreciation	153,191	-	84,712	153,191	-	84,712
	6,142,970	5,358,538	3,152,229	6,142,970	5,358,538	3,152,229

### 5. Administration

	2022 Actual \$	Parent 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	449	20,000	(3,451)	1,833	20,000	(2,201)
Board of Trustees Expenses	3,397	5,700	2,883	3,397	5,700	2,883
Board of Trustees Fees	4,970	6,000	2,890	4,970	6,000	2,890
Communication	10,437	10,300	2,991	10,437	10,300	2,991
Consumables	41,813	45,050	13,776	41,813	45,050	13,776
Employee Benefits - Salaries	256,311	-	301,421	256,311	-	301,421
Insurance	17,779	15,000	2,928	17,779	15,000	2,928
Legal Fees	8,390	-	2,000	8,390	-	2,000
Operating Lease	468	-	195	468	-	195
Other	62,672	43,646	25,966	65,481	43,646	26,192
Service Providers and Contractors	7,946	5,000	3,301	7,946	5,000	3,301
	414,632	150,696	354,900	418,825	150,696	356,376





# GERALDINE HIGH SCHOOL

## Notes to the Consolidated Financial Statements

For the year ended 31 December 2022

### 6. Property

	2022	Parent	2021	2022	Group	2021
	Actual	2022	Actual	Actual	2022	Actual
	\$	Budget	\$	\$	Budget	\$
		(Unaudited)			(Unaudited)	
		\$			\$	
Caretaking and Cleaning	26,676	18,500	9,652	26,676	18,500	9,652
Consultancy and Contract Services	18,274	10,000	4,321	18,274	10,000	4,321
Cyclical Maintenance Expense	(251,807)	43,025	129,126	(251,807)	43,025	129,126
Employee Benefits - Salaries	193,460	240,000	107,328	193,460	240,000	107,328
Grounds	5,736	3,000	2,143	5,736	3,000	2,143
Heat, Light and Water	76,442	71,500	32,371	76,442	71,500	32,371
Repairs and Maintenance	76,049	50,800	40,617	76,049	50,800	40,617
Use of Land and Buildings	896,057	1,068,327	396,610	896,057	1,068,327	396,610
Security	7,303	5,500	3,224	7,303	5,500	3,224
	1,048,190	1,510,652	725,392	1,048,190	1,510,652	725,392

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

	2022	Parent	2021	2022	Group	2021
	Actual	2022	Actual	Actual	2022	Actual
	\$	Budget	\$	\$	Budget	\$
		(Unaudited)			(Unaudited)	
		\$			\$	
Bank Current Account	375,174	357,079	420,440	410,996	443,776	507,137
Cash equivalents for Consolidated Cash Flow Statement	375,174	357,079	420,440	410,996	443,776	507,137

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

Of the \$375,174 Cash and Cash Equivalents, \$15,200 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 2023 on Crown owned school buildings.

Of the Cash and Cash Equivalents and Short Term investments, \$76,628 is held by the School on behalf of the Transport Network Cluster. See note 18 for details of how the funding received for the cluster has been spent in the year.



# GERALDINE HIGH SCHOOL

## Notes to the Consolidated Financial Statements

For the year ended 31 December 2022

### 8. Accounts Receivable

	2022	Parent 2022 Budget (Unaudited)	2021	2022	Group 2022 Budget (Unaudited)	2021
	Actual \$	\$	Actual \$	Actual \$	\$	Actual \$
Receivables	100,794	5,000	12,926	100,794	5,000	12,926
Interest Receivable	2,971	3,000	917	4,148	3,389	1,306
Teacher Salaries Grant Receivable	374,313	375,000	385,429	374,313	375,000	385,429
	478,078	383,000	399,272	479,255	383,389	399,661
Receivables from Exchange Transactions	103,765	8,000	13,843	104,942	8,389	14,232
Receivables from Non-Exchange Transactions	374,313	375,000	385,429	374,313	375,000	385,429
	478,078	383,000	399,272	479,255	383,389	399,661

### 9. Inventories

	2022	Parent 2022 Budget (Unaudited)	2021	2022	Group 2022 Budget (Unaudited)	2021
	Actual \$	\$	Actual \$	Actual \$	\$	Actual \$
School Uniforms	1,878	4,000	3,848	1,878	4,000	3,848
	1,878	4,000	3,848	1,878	4,000	3,848



# GERALDINE HIGH SCHOOL

## Notes to the Consolidated Financial Statements

For the year ended 31 December 2022

### 10. Investments

The Group and School's investment's are classified as follows:

	2022 Actual \$	Parent 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
<b>Current Asset</b>						
Bank Deposits with Maturities Greater than Three Months and no Greater than One Year	210,163	217,413	157,413	312,527	318,020	258,020
Bank Deposits with Maturities Greater than One Year	60,916	-	60,000	60,916	-	60,000
	<u>271,079</u>	<u>217,413</u>	<u>217,413</u>	<u>373,443</u>	<u>318,020</u>	<u>318,020</u>
<b>Non-current Asset</b>						
<i>Available for Sale Investments</i>						
Equity Investments	-	-	-	631,885	719,354	719,354
<i>Held to Maturity Investments</i>						
Debt Securities (NZ Corporate)	-	-	-	64,901	20,338	20,338
<i>Loans and Receivables</i>						
Bank Deposits with Maturities greater than One Year	-	-	-	-	-	-
	<u>-</u>	<u>-</u>	<u>-</u>	<u>696,786</u>	<u>739,692</u>	<u>739,692</u>

The carrying value of bank deposits with maturities greater than one year approximates their fair value at 31 December 2022.

### 11. Property, Plant and Equipment

#### Parent and GROUP

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2022</b>						
Buildings	796,033	-	-	-	(30,543)	765,490
Furniture and Equipment	308,949	25,144	-	-	(54,139)	279,954
Information Technology	10,831	4,313	-	-	(6,401)	8,743
Motor Vehicles	16,529	-	-	-	(3,153)	13,376
Leased Assets	78,195	51,819	-	-	(55,948)	74,066
Library Resources	23,868	2,267	-	-	(3,007)	23,128
<b>Balance at 31 December 2022</b>	<u>1,234,405</u>	<u>83,543</u>	<u>-</u>	<u>-</u>	<u>(153,191)</u>	<u>1,164,757</u>



# GERALDINE HIGH SCHOOL

## Notes to the Consolidated Financial Statements

For the year ended 31 December 2022

### 11. Property, Plant and Equipment (Cont.)

Parent and GROUP	2022	2022	2022	2021	2021	2021
	Cost or	Accumulated	Net Book	Cost or	Accumulated	Net Book
	Valuation	Depreciation	Value	Valuation	Depreciation	Value
	\$	\$	\$	\$	\$	\$
Buildings	1,277,359	(511,869)	765,490	1,277,359	(481,326)	796,033
Furniture and Equipment	953,986	(674,032)	279,954	928,842	(619,893)	308,949
Information Technology	125,660	(116,917)	8,743	132,121	(121,290)	10,831
Motor Vehicles	31,535	(18,159)	13,376	31,535	(15,006)	16,529
Leased Assets	361,450	(287,384)	74,066	309,631	(231,436)	78,195
Library Resources	77,635	(54,507)	23,128	75,368	(51,500)	23,868
<b>Balance at 31 December</b>	<b>2,827,625</b>	<b>(1,662,868)</b>	<b>1,164,757</b>	<b>2,754,856</b>	<b>(1,520,451)</b>	<b>1,234,405</b>

The net carrying value of equipment held under a finance lease is \$74,066 (2021: \$78,195).

### 12. Accounts Payable

	2022	Parent	2021	2022	Group	2021
	Actual	2022	Actual	Actual	2022	Actual
	\$	Budget	\$	\$	Budget	\$
		(Unaudited)			(Unaudited)	
		\$			\$	
Creditors	197,951	200,000	410,911	200,585	201,250	412,161
Accruals	98	10,000	7,649	98	10,000	7,649
Employee Entitlements - Salaries	431,363	375,000	385,429	431,363	375,000	385,429
Employee Entitlements - Leave	11,223	12,000	12,486	11,223	12,000	12,486
	<b>640,635</b>	<b>597,000</b>	<b>816,475</b>	<b>643,269</b>	<b>598,250</b>	<b>817,725</b>
Payables for Exchange Transactions	629,412	585,000	803,989	632,046	586,250	805,239
Payables for Non-exchange Transactions - Other	11,223	12,000	12,486	11,223	12,000	12,486
	<b>640,635</b>	<b>597,000</b>	<b>816,475</b>	<b>643,269</b>	<b>598,250</b>	<b>817,725</b>

The carrying value of payables approximates their fair value.

### 13. Revenue Received in Advance

	2022	Parent	2021	2022	Group	2021
	Actual	2022	Actual	Actual	2022	Actual
	\$	Budget	\$	\$	Budget	\$
		(Unaudited)			(Unaudited)	
		\$			\$	
International Student Fees	61,467	-	-	61,467	-	-
Student Fees	75,676	15,000	74,640	75,676	15,000	74,640
	<b>137,143</b>	<b>15,000</b>	<b>74,640</b>	<b>137,143</b>	<b>15,000</b>	<b>74,640</b>



# GERALDINE HIGH SCHOOL

## Notes to the Consolidated Financial Statements

For the year ended 31 December 2022

### 14. Provision for Cyclical Maintenance

	2022 Actual \$	Parent 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	451,183	451,183	322,057	451,183	451,183	322,057
Increase to the Provision During the Year	-	43,025	129,126	-	43,025	129,126
Payments made During the Year	-	-	-	-	-	-
Other Adjustments	(251,807)	-	-	(251,807)	-	-
Provision at the End of the Year	199,376	494,208	451,183	199,376	494,208	451,183
Cyclical Maintenance - Current	9,000	328,967	351,634	9,000	328,967	351,634
Cyclical Maintenance - Non Current	190,376	187,908	99,549	190,376	187,908	99,549
	199,376	516,875	451,183	199,376	516,875	451,183

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2023. This plan is based on the schools 10 Year Property plan.

### 15. Finance Lease Liability

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

	2022 Actual \$	Parent 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	45,890	40,000	51,104	45,890	40,000	51,104
Later than One Year and no Later than Five Years	28,813	30,000	37,995	28,813	30,000	37,995
Later than Five Years	-	-	-	-	-	-
Future Finance Charges	(3,177)	-	(7,483)	(3,177)	-	(7,483)
	71,526	70,000	81,616	71,526	70,000	81,616
<b>Represented by</b>						
Finance lease liability - Current	43,331	40,000	45,877	43,331	40,000	45,877
Finance lease liability - Non Current	28,195	30,000	35,739	28,195	30,000	35,739
	71,526	70,000	81,616	71,526	70,000	81,616



# GERALDINE HIGH SCHOOL

## Notes to the Consolidated Financial Statements

For the year ended 31 December 2022

### 16. Funds held in Trust

	2022 Actual \$	Parent 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	42,365	-	-	42,365	-	-
	42,365	-	-	42,365	-	-

These funds are held in trust for Homestay Funds.

### 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. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7.

Parent and GROUP		Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M) \$	Closing Balances \$
2022						
Fencing	<i>In progress</i>	-	15,651	(17,973)	2,322	-
Hauora Hub	<i>In progress</i>	-	-	(51,660)	-	(51,660)
Blocks K, O & W Heatpumps	<i>In progress</i>	8,605	-	(300)	-	8,305
Gym Upgrade	<i>In progress</i>	(115,871)	-	(11,000)	-	(126,871)
GSE Modifications	<i>In progress</i>	(2,970)	-	-	-	(2,970)
Admin Block Upgrade	<i>In progress</i>	56,249	-	(101,835)	-	(45,586)
K Block Literacy Room	<i>In progress</i>	(18,998)	-	-	-	(18,998)
Boiler Demolition	<i>In progress</i>	(22,488)	9,998	(2,970)	15,460	-
Burst Pipe	<i>In progress</i>	11,043	-	(11,043)	-	-
LED Replacement	<i>In progress</i>	(1,696)	-	(21)	-	(1,717)
Totals		(86,126)	25,649	(196,802)	17,782	(239,497)

#### Represented by:

Funds Held on Behalf of the Ministry of Education  
Funds Receivable from the Ministry of Education

8,305  
(247,802)  
(239,497)



# GERALDINE HIGH SCHOOL

## Notes to the Consolidated Financial Statements

For the year ended 31 December 2022

### 17. Funds Held for Capital Works Projects (Cont.)

Parent and GROUP		BOT Contribution/ (Write-off to R&M)				Closing Balances
2021		Opening Balances \$	Receipts from MoE \$	Payments \$	\$	\$
Blocks K, O & W Heatpumps	<i>In progress</i>	8,605	-	-	-	8,605
Gym Upgrade	<i>In progress</i>	(115,871)	-	-	-	(115,871)
GSE Modifications	<i>In progress</i>	(2,970)	-	-	-	(2,970)
Admin Block Upgrade	<i>In progress</i>	(25,573)	441,500	(359,678)	-	56,249
K Block Literacy Room	<i>In progress</i>	(18,998)	-	-	-	(18,998)
Boiler Demolition	<i>In progress</i>	3,445	-	(25,933)	-	(22,488)
Burst Pipe	<i>In progress</i>	-	11,043	-	-	11,043
LED Replacement	<i>In progress</i>	15,414	-	(17,110)	-	(1,696)
Totals		(135,948)	452,543	(402,721)	-	(86,126)
Funds Held on Behalf of the Ministry of Education						75,897
Funds Due from the Ministry of Education						(162,023)
						(86,126)

### 18. Funds Held on Behalf of the Transport Network Cluster

Geraldine High School is the lead school and is funded by the Ministry of Education to share the school transport network.

Parent and GROUP		2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Funds held at beginning of the year		80,002	80,002	43,508
<i>Revenue</i>				
Transport Grant		1,325,161	1,200,000	620,529
Total Revenue		1,325,161	1,200,000	620,529
<i>Expenses</i>				
Contract expenses		772,573	860,000	386,752
Employee Benefit - Salaries		29,695	34,000	14,828
Other Expenses		955	12,000	3,680
Total Expenses		803,223	906,000	405,260
Surplus/deficit for the year		601,940	374,002	258,777
Distributions		525,312	324,900	178,775
Funds Held at Year End		76,628	49,102	80,002



# GERALDINE HIGH SCHOOL

## Notes to the Consolidated Financial Statements

For the year ended 31 December 2022

### 19. Funds Held on Behalf of Itinerant Music Cluster

Geraldine High School is the lead school and holds funds on behalf of the Itinerant Music cluster, a group of schools funded by the Ministry of Education to share Music development.

	2022	2022	2021
Parent and GROUP	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Funds Held at Beginning of the Year	55,336	55,336	74,477
Funds Received from MoE	66,248	65,000	16,246
Funds Spent on Behalf of the Cluster	(52,890)	(65,000)	(35,387)
Funds Held at Year End	68,694	55,336	55,336

### 20. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the Group. The Group 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 Group 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 conditions no more or less favourable than those that it is reasonable to expect the Group 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.

### 21. Remuneration

*Key management personnel compensation (School and Group)*

Key management personnel of the Group include all School trustees of the Board, Principal, Deputy Principals and Heads of Departments.

	2022	2021
	Actual	Actual
	\$	\$
<b>Board Members - Geraldine High School</b>		
Remuneration	4,970	2,890
<b>Leadership Team - Geraldine High School</b>		
Remuneration	632,512	331,998
Full-time equivalent members	5.00	2.50
Total key management personnel remuneration	637,482	334,888

There are 7 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. 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.





# GERALDINE HIGH SCHOOL

## Notes to the Consolidated Financial Statements

For the year ended 31 December 2022

### 21. Remuneration (Cont.)

#### Principal

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	180 - 190	200 - 210
Benefits and Other Emoluments	4 - 5	4 - 5

#### Other Employees

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

	Remuneration \$000	2022 FTE Number	2021 FTE Number
<b>Geraldine High School</b>			
	100 - 110	6	2
	110 - 120	5	6
	120 - 130	1	-
	130 - 140	-	1
		12	9

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

### 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:

	2022 Actual	2021 Actual
<b>Parent and GROUP</b>		
Total	-	-
Number of People	-	-

### 23. Contingencies

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

In 2022 the Ministry of Education provided additional funding for both the support staff in School's Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School is yet to receive a final wash up that adjusts the estimated quarterly installments for the actual teacher aides employed in 2022. The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2022. Even though the payment is confirmed, the amount to be received is not known with a high level of certainty. The School has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2023.

#### Holidays Act Compliance – schools payroll

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

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

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



# GERALDINE HIGH SCHOOL

## Notes to the Consolidated Financial Statements

For the year ended 31 December 2022

### 24. Commitments

#### (a) Capital Commitments

As at 31 December 2022 the Board has entered into contract agreements for capital works as follows:

(i) to upgrade the gym at a total cost of \$3,651,464, which is fully funded by the Ministry. To date, \$0 has been received and \$126,871 has been spent;

(ii) to undertake learning support property modifications at a total cost of \$30,455, which is fully funded by the Ministry. To date, \$27,401 has been received and \$30,371 has been spent; and

(iii) to upgrade the Admin block at a total cost of \$535,000, which is fully funded by the Ministry. To date, \$481,500 has been received and \$527,086 has been spent; and.

(iii) to upgrade the fencing at a total cost of \$19,390, which is fully funded by the Ministry. To date, \$15,651 has been received and \$8,756 has been spent.

(Capital commitments at 31 December 2021: \$541,290)

#### (b) Operating Commitments

As at 31 December 2022 the Board has not entered into any contracts.

(Operating commitments at 31 December 2021: \$Nil)

### 25. Financial Instruments

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

	2022 Actual	Parent 2022 Budget (Unaudited)	2021 Actual	2022 Actual	Group 2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$	\$	\$	\$
<b>Financial assets measured at amortised cost</b>						
Cash and Cash Equivalents	375,174	357,079	420,440	410,996	443,776	507,137
Receivables	478,078	383,000	399,272	479,255	383,389	399,661
Investments - Term Deposits	271,079	217,413	217,413	373,443	318,020	318,020
Debt Securities (NZ Corporate)	-	-	-	64,901	20,338	20,338
Total financial assets measured at amortised cost	1,124,331	957,492	1,037,125	1,328,595	1,165,523	1,245,156
<b>Held at Fair Value through Other Comprehensive Revenue and Expense</b>						
Investments - Equities	-	-	-	719,354	702,508	719,354
Total held at Fair Value through Other Comprehensive Revenue and Expense	-	-	-	631,885	719,354	719,354
<b>Financial liabilities measured at amortised cost</b>						
Payables	640,635	597,000	816,475	643,269	598,250	817,725
Finance Leases	71,526	70,000	81,616	71,526	70,000	81,616
Total Financial Liabilities Measured at Amortised Cost	712,161	667,000	898,091	714,795	668,250	899,341

# GERALDINE HIGH SCHOOL

## Notes to the Consolidated Financial Statements

For the year ended 31 December 2022

### 26. The Geraldine High School Foundation

The Geraldine High School Foundation (the Foundation) is a registered Charitable Trust. The Foundation has a number of purposes including to further the education of students at Geraldine High School (the School) and to promote and support the interest and welfare of the School. The Foundation is considered to be controlled by the Board of Trustees. Consequently, the accounts of the Foundation are consolidated in this Annual Report.

	2022 Actual \$	2021 Actual \$
<b>Foundation Revenue</b>		
Interest, dividends and other	36,470	16,299
	36,470	16,299
<b>Less Foundation Expenses</b>	34,531	1,476
<b>Surplus for the year</b>	1,939	14,823
<b>Current Assets</b>		
Bank Accounts and Cash	35,822	86,697
Debtors and prepayments	1,177	389
Investments	102,364	100,607
	139,363	187,693
<b>Non Current Assets</b>		
Investments	696,786	739,692
	696,786	739,692
<b>Less Current Liabilities</b>		
Creditors and accrued expenses	2,634	1,250
<b>Net Assets</b>	833,515	926,135
<b>Foundation Equity</b>		
Accumulated surpluses	618,324	616,445
Unrealised gains on investments	215,191	309,690
<b>Total Equity</b>	833,515	926,135

### 27. Events After Balance Date

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

### 28. Comparatives

The comparatives figures provided for the School cover the period 5 July 2021 to 31 December 2021, as the School was Governed by the Combined Board of Geraldine High School and Carew Peel Forest School until 4 July 2021.

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



# GERALDINE HIGH SCHOOL

Members of the Board

For the year ended 31 December 2022

Name	Position	How position on Board gained	Term expired/expires
Sally Prattley	Presiding Member	Elected Jun 2019	Sept 2025
Simon Coleman	Principal - Geraldine High School	Appointed	
Olivia Chapman	Student Rep	Elected Sep 2021	Sept 2025
Michelle Cramond	Staff Rep - Geraldine High School	Elected	Sept 2025
Chelley Leov	Parent Rep	Elected Jun 2019	Sept 2025
Pip Long	Parent Rep		Sept 2025
Glen Smith	Parent Rep	Elected Sep 2021	Sept 2025
Sharon Wallace	Parent Rep	Elected Jun 2019	Sept 2025



## Geraldine High School

RESPECT • RELATIONSHIPS • RESPONSIBILITY • ACHIEVEMENT

### Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2022

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<i>The school has policies in place to guide employer responsibility. The board complies with legislation and conditions obtained in employment contracts for all staff. Our Health and Safety Committee monitors working conditions via monthly meetings and is a topic at staff meetings.</i>
What is in your equal employment opportunities programme?  How have you been fulfilling this programme?	<i>The board employs based on skills, qualifications, abilities and aptitudes without bias or discrimination.  The school promotes a workplace that is free from sexual and racial harassment.</i>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>All external teaching roles are advertised via the edgazette and support staff are advertised via Seek. All recruitment is determined via an interview panel which is usually made up of the Principal (or a member of SLT acting for him), the Head of Department and the Line Manager. The interview panel is set prior to the advertising and provides input to the advertisement itself as well as the questions for the interview. The panel discusses and decides on the appropriate applicants to interview, referee check and then to hire.</i>
How are you recognising, <ul style="list-style-type: none"><li>- The aims and aspirations of Maori,</li><li>- The employment requirements of Maori, and</li><li>- Greater involvement of Maori in the Education service?</li></ul>	<i>The market for teaching staff is very tight at the moment. We are not always able to fill our advertised roles the first time around so attracting anyone to apply is difficult. We have a bicultural lead within the school and have a Te Ao Maori Advisor providing professional development to our staff and our senior leadership team.</i>
How have you enhanced the abilities of individual employees?	<i>All employees are provided opportunities to apply for additional roles within the school each year. Employees have access to PLD and can apply at any time. The school runs PLD throughout the year as well. Our SCT provides support to our teaching staff to ensure they are up to speed on our programmes and systems and supports the new starters and beginning teachers throughout the year. Support staff are offered PLD for their roles and are also provided opportunities to try different roles and tasks.</i>

How are you recognising the employment requirements of women?	<i>We employ a lot of women, in fact it is harder to attract males than it is females which is predictable in education. We support our staff to take parental leave where necessary and support keeping in touch hours and a return to work that allows for flexible working arrangements and space to breastfeed if necessary. Working from home is provided as well if it can be accommodated.</i>
How are you recognising the employment requirements of persons with disabilities?	<i>Whilst we don't currently have any employees with physical disabilities we are conscious of ensuring our school can accommodate. As we upgrade our school we ensure that the physical spaces allow for disabilities.</i>  <i>We provide EAP for mental health related issues and support our staff to seek additional help when required.</i>

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy . The Ministry of Education monitors these policies:

<b>Reporting on Equal Employment Opportunities (EEO) Programme/Policy</b>	<b>YES</b>	<b>NO</b>
Do you operate an EEO programme/policy?	Yes	
Has this policy or programme been made available to staff?	Yes	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?		No
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?		No
Does your EEO programme/policy set priorities and objectives?		No

# **GERALDINE HIGH SCHOOL**

## **Kiwisport Statement**

**For the year ended 31 December 2022**

Kiwisport is a Government funding initiative to support student participation in organised sport.

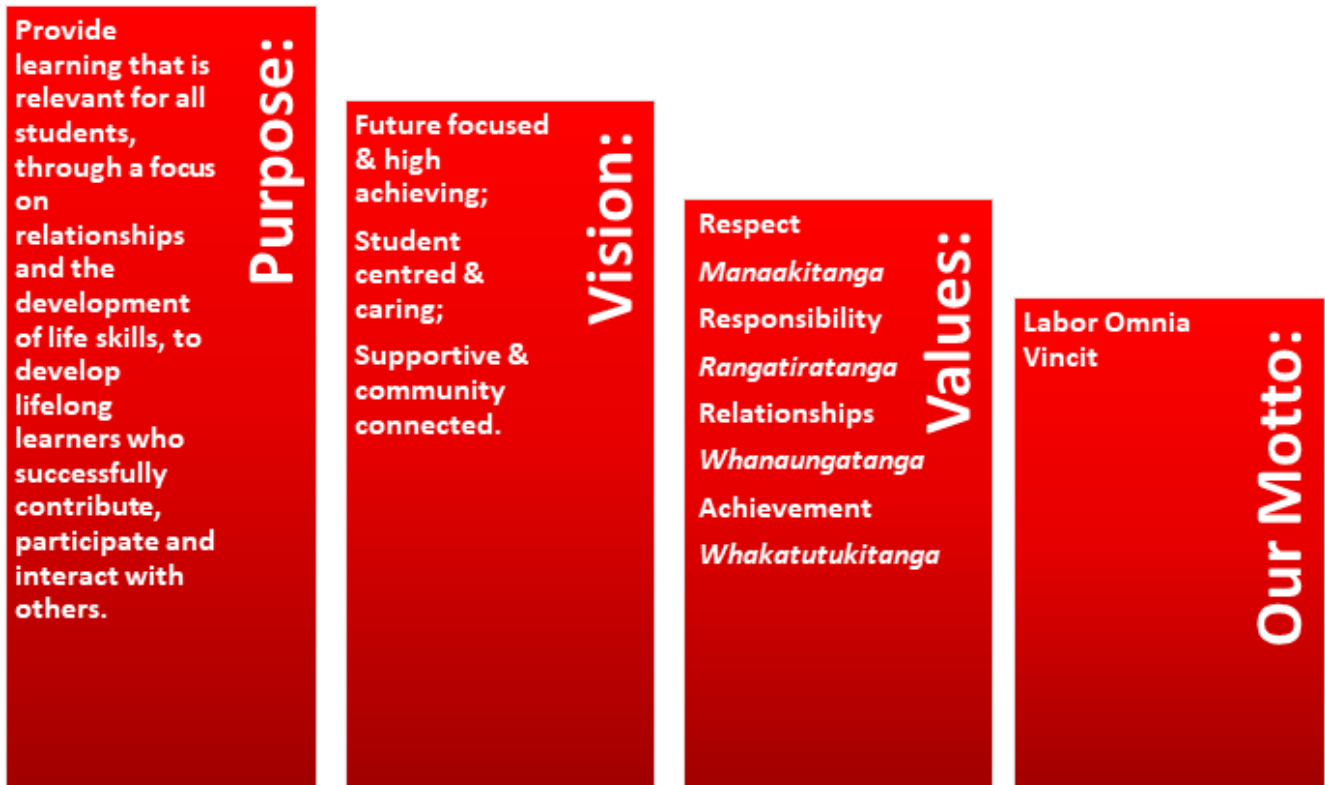
In 2022 the School received total Kiwisport funding of \$12,385 excluding gst. (2021: \$3,139).

The funding was spent on part funding a Sports Coordinator. The Coordinator provided sports skills sessions in the schools and organising lunch time physical activities, along with planning events and competitions.



## Geraldine High School

### *Strategic Plan 2019 - 2022*



#### OUR SCHOOL

**Geraldine High School** is located in the picturesque country town of Geraldine in South Canterbury. We have a roll of around 600 students from Years 7 to 13, with 55 teaching staff and a further 35 ancillary and support staff.

Most students come from Geraldine Primary School, Woodbury Primary School, Carew Peel Forest and Winchester Rural School with over 340 [approx 58%] students commuting by bus.

We have a staff of fully qualified, experienced and motivated teachers with a programme of professional learning and leadership development aimed at continual improvement of our teaching practices.

Our school has a strong pastoral care ethos, with students in Year level forms that meet daily for mentoring and team building, supported by Year Level Wellbeing Deans and House Coordinators, and we believe in operating fair and consistent rewards and consequences for student behaviour.

An outstanding feature of our school is its environment, with its large campus, attractive and well-resourced classrooms, and its location among the rivers and mountains of the central South Island.

Our senior Outdoor Education, Agriculture [PIA] and Gateway programmes are highly subscribed and well recognised for preparing young people for careers in these industries, while our EOTC programmes at all levels make the most of



the environment in which we live.

Student leadership, Community service and House spirit all contribute to developing well rounded, young people who are proud of their school and who go on to succeed in many ways beyond school.

Student Leadership is visible in all areas of our school from Student Led Assemblies, Student guides for any visitors to the school right through to a highly effective, proactive Student Council.

We benefit from the support of a visionary Board of Trustees, a positive and proactive PTA, and the contributing schools and businesses in the community. In 2013 Geraldine High School celebrated its 50<sup>th</sup> year as New Zealand's first Form 1 to 7 school.

Every year we have a theme for the year with 2021 being '**Kotahitanga**' *Unity, solidarity, togetherness and collective action*. This is integrated into our school values of **Respect/Manaakitanga, Responsibility/Rangatiratanga, Relationships/Whanaungatanga and Achievement/Whakatutukitanga** throughout the school year with one focus value per term. These are incorporated into Assemblies, House meetings, Whanaungatanga (form time) , Student Leaders, Student Council and in the classroom.

#### Students statistics:

Ethnicity	European – 444	74.9%
	Maori – 74	11.6%
	Pacifica - 7	1.6%
	Asian - 4	7.2%
	MELAA - 16	3.4%
	Other - 4	0.5%
Gender	Males – 319	52.5%
	Female – 288	47.5 %
	<b>Total - 607</b>	

#### Curriculum Vision [Marautanga Orama]

Our vision is for a rich and balanced curriculum that maximises opportunities to meet the learning aspirations and achievement of each student in order to equip everyone for positive and successful lives, where students are encouraged to achieve their personal excellence. Teaching and Learning programmes build on existing good practice and maximise the use of local resources and opportunities. Our curriculum is underpinned by the principles, key competencies and values of the New Zealand Curriculum.

We provide unified and purposeful programmes of learning that prioritises literacy, numeracy, problem solving, creativity, inquiry learning, thinking skills, managing self, participating and contributing, and relating to others. This is the basis for all learning, and builds foundations in the skills and knowledge required to be confident, connected and actively involved as lifelong learners.

Each student is seen as an individual who brings their own interests, passions and prior knowledge that we value, foster and use to empower them to take ownership of their learning and future direction.

The most able students are catered for through extension and enrichment programmes co-ordinated by our designated GATE Coordinator and Academic Dean. Dedicated Learning Support through our Te Whare Ako School, caters for those students who need extra assistance.

Our Year 7 and 8 students experience a broad and diverse curriculum taught by subject specialist teachers in purpose built environments including Technology, Science, Physical Education, Outdoor Education and the Arts. Year 9 and 10 students begin to make choices about the subjects they wish to take, creating individualised pathways that lead on to

senior school options.

Senior students have the opportunity to specialise in order to meet the requirements of NCEA as well as preparing for tertiary study or work pathways. We offer a wide range of senior subjects with specialist teachers and resources. Students can also access courses from Correspondence School, Ara Polytechnic and University of Canterbury. Outdoor Education and Primary Industries are areas in which our school is accredited to deliver industry standard programmes. We also provide workplace learning through the Gateway programme.

### Teaching and Learning (Ako)

A collaborative approach to have a positive effect on student achievement in the classroom.

To identify the strategies that work and don't work in the classroom. Identifying what we want to see as core aspects of lessons that we know and what research indicates helps increase learning and establish these as common practice. This is based around the inquiry process and is both deliberate and reflective. This has led to a curriculum focus over 2021 to focus on Foundation Learning which has a focus on the quality of teaching which will be improved through shared efficacy around effective feedback, critical thinking, communication skills and a focus on growth mindset.

Ako means both to teach and to learn. Ako recognises that knowledge is something that both teachers and students bring to the classroom (both teacher and student can learn from each other). Ako also acknowledges the way that new knowledge and understanding can grow out of shared learning experiences.

Embracing the principle of ako enables teachers to build caring and inclusive learning communities where each person feels that their contribution is valued and that they can participate to their full potential. Building productive relationships, between teacher and students and among students, where everyone is empowered to learn. This has been an important factor in the development of a Personal and Social Education scaffolded programme with all our year groups for one teaching period per week.

### STRATEGIC GOALS

Based on the feedback from the staff, students and community into the strategic planning process in 2019, the following strategic goal areas were identified by the BOT and if these are achieved then the School's purpose will be met: **Provide learning that is relevant for all students, through a focus on relationships and the development of life skills, to develop lifelong learners who successfully contribute, participate and interact with others.**

### 2019 – 2022 STRATEGIC GOALS

Geraldine High School is committed to COL Achievement Challenges	Geraldine High School is committed to biculturalism	Geraldine High School is committed to continuing to develop a future focused, innovatively pedagogical curriculum.
<ul style="list-style-type: none"><li>• The links across and between each sector of education in the Geraldine area is essential for our students to transition successfully, achieving to their potential</li></ul>	<ul style="list-style-type: none"><li>• Making the most of what makes our school unique in its place as part of Aotearoa involves meaningfully engaging with Te Tiriti o Waitangi. Weaving our bicultural heritage into the school helps give our students a sense of belonging.</li></ul>	<ul style="list-style-type: none"><li>• By continuing to review our curriculum pedagogies and structures we can create a meaningful, engaging and future focused learning experience for all our students.</li></ul>

#### Strategic Goals for 2019-2022 and Annual Goals for 2021

##### 1. COL Achievement Challenges

These goals focus on the Transition of students from Primary to Secondary school as well as from Junior School (Year 8) to Year 9, Student's Wellbeing, Numeracy and Literacy, and the area of NCEA.

Annual Goals:

- To build teacher capacity in their understanding of: Literacy learning tools; Wellbeing as an integral part of our curriculum; and, to review our current transition practices for Years 6-13 so that our learners successfully engage and contribute to their communities with confidence, integrity and respect.

2. The School is committed to biculturalism

Annual Goal

- Weave bi-culturalism into the culture, physical facilities and social life of the School

3. The school is committed to continuing to develop a future focused, innovatively pedagogical curriculum.

Annual Goal

- By continuing to review our curriculum pedagogies and structures we can create a meaningful, engaging and future focused learning experience for all our students.

# Analysis of Variance - 2021 Goals

## Strategic Aim 1:

Geraldine High School is committed to COL Achievement Challenges

**Annual Goal:** *To build teacher capacity in their understanding of: Oral Language as a learning tool; Wellbeing as an integral part of our curriculum; and, to review our current transition practices for Years 6-7 and Years 8-9 so that our learners successfully engage and contribute to their communities with confidence, integrity and respect.*

### Targets:

- Continuation of integration of Oral Strategies within the classroom, with the key focus on Writing Skills.
- Modelling of strategies within departments and school
- Integration of Kohiko Mai programme with Wellbeing strategies overlaid in GHS.
- Development of a 'Transitional Steps' to create a guide of learning journey across each Year group.

### Note:

Here is the overall Kahui Ako Document that was sent to MOE at the end of our term on these and as we set our new goals for this group. In this are the specifics of the Literacy, Wellbeing and Transition which are part of the Strategic Goal 1 and the Kahui Ako Achievement Challenges.

 [Ka Awa Whiria Kāhui Ako Review 2019-2021](#)

Here is the PLD report on the Oral Language work done across the COL that is related to Annual Goal one.

 [Ka Awa Whiria PLD Impact Report 2021.pptx](#)

Baseline data: [Dec 2020 - April 2021] What we do now?	Actions: [Feb/March] Our Plan for this year	Staff Responsible/ Timeframe	Outcomes: [March - November 2021] What Happened?	Evaluation and Where to next: [March - December 2021] What will we do next year?
Continuation of integration of Oral Strategies within the classroom, with the key focus on Writing Skills.	<ul style="list-style-type: none"> <li>• PLD funding was successful last year and we have another 12 months (80 hours) of PLD for Oral Language - this will focus primarily on integrating strategies into the classroom.</li> <li>• To utilise Cognition in working predominantly with the English Department around literacy and what can be developed in English</li> </ul>	Across Schools Lead (Sw)	<ul style="list-style-type: none"> <li>• This continued to be the primary work for COL AST and working with English department and outside provider.</li> <li>• COVID proved to reduce the work plan for this focus and across all of the departments and staff the priorities changed</li> </ul>	<ul style="list-style-type: none"> <li>• The loss of our AST due to COVID meant a loss of knowledge, drive and focus on this area in Term 4 and need to address this as a new COL Lead Principal and AST is established at the start of 2022 when these are appointed.</li> <li>• We will need to look at this area across both the Yr 7 &amp; 8 and English departments with Pd working alongside these HOD's to ensure</li> </ul>

	programmes in Yr 9 and 10.		to the basics of engagement with learners and ensuring what needed to be done was done.	<p>consistency.</p> <ul style="list-style-type: none"> <li>To see how this work can be integrated with the Foundation Learning work next year.</li> </ul>
Modelling of strategies within departments and school	<ul style="list-style-type: none"> <li>Departments will continue with the various strategies gained through the COL over the last few years and have these as part of practice in the classroom.</li> </ul>	Across Schools Lead (Sw)	<ul style="list-style-type: none"> <li>This work continued to some degree over 2021 but was significantly impacted on throughout the year with both inability to get into schools, loss of momentum in getting both Del Costello down to our schools and the focus away from this into core business in both our school and the rest of the COL as we all struggled with staffing, online learning and attendance/engagement with students throughout this year.</li> </ul>	<ul style="list-style-type: none"> <li>This will need to be reframed in 2022 with new leads and in looking to achieve what we intended this year into next year.</li> </ul>
Integration of Kohiko Mai programme with Wellbeing strategies overlaid in Geraldine High School.	<ul style="list-style-type: none"> <li>Whanau hui for Maori families across the Kahui Ako (once a term)</li> <li>Student Hui with a variety of students across the Kahui Ako</li> <li>Further develop the Kohiko Mai programme</li> </ul>	Lead Principal Across Schools Lead (Sw), Wellbeing within school teachers, Cs, Ha	<p>We could only manage 1 Hui due to the Covid issues of gatherings of people which inhibited a number of actions.</p> <p>Our students were involved in a number of surveys and student voices for a wide range of events etc.</p> <p>The Kohiko Mai programme trialled in 2020 never eventuated in 2021 mainly due to time and necessity to have a number of face to face meetings.</p> <p>Unable again due to Covid to have students from all schools to come together as we had in previous years.</p>	<ul style="list-style-type: none"> <li>To utilise our Te Ao Maori Lead along with possible role models to have more Hui's that are sharing of the work being done.</li> <li>To visit each Maori whanau at the start of the year to introduce ourselves [Addie and Cs] and encourage them to connect with our school.</li> <li>Encourage our student exec to run various Hui's to get feedback on the support and wellbeing programmes we can offer.</li> <li>The Wellbeing Team to consider what further support can be offered throughout the year for both parents and students.</li> <li>To ensure the PSE programme has elements that assist in growing confidence, self worth and desire to be successful regardless of age.</li> <li>Look for appropriate role models both Maori and past students who can share their stories and support students to grow and</li> </ul>

				develop.
Development of a 'Transitional Steps' to create a guide of learning journeys across each Year group.	<ul style="list-style-type: none"> <li>To continue this work so that we can ensure the best start for any new student to our school. This will require: <ul style="list-style-type: none"> <li>Visiting each feeder Primary school regularly for data, observations as well as discussing each individual student with their Yr 6 teacher for an understanding of needs.</li> <li>Running afternoons at each school to meet parents and discuss the transition from mid year.</li> <li>Ensuring that all the staff of Yr 7 students are aware of the needs and levels of each student.</li> <li>Getting regular feedback from contributing schools, staff and students and check points along the way of how things can be improved.</li> </ul> </li> </ul>	Cm, Sw	<ul style="list-style-type: none"> <li>Visiting schools was very limited in 2021 due to the COVID restrictions on visitors to schools.</li> <li>The covid issues created more awareness around transition as we had a number of students that couldn't engage online.</li> <li>Our AST developed tables on data from the primary schools along with our reformatted transition form from schools to increase the knowledge of what levels the students transitioning into school are at.</li> <li>SLT and Deans were part of any new enrollment meeting for students above Yr 7 so that we can have more information on each enrollment.</li> <li>Below is the work from Cm on the current practice and what could change in transitions for students.</li> </ul> <div> <div>Transition Yr 6 - 7. What to w...</div> <div>_Transition Yr 8 - 9 What to ...</div> </div>	<ul style="list-style-type: none"> <li>Ensuring that this work is integrated into the Curriculum changes specifically in the Personal and Social Education planning at each year group.</li> <li>Create a consistent document available for all teachers on what are the key things that each teacher can do to enable the transition to be easier.</li> <li>The Lead to spend time at feeder schools regularly to get the appropriate information for students coming in.</li> <li>The Lead works with the Pathways team to ensure that the progression from school is done well and with the same intent as those coming in. This will require upskilling on quals and options for our students as they leave school.</li> </ul>
<b>Planning for next year 2022:</b> <i>High Quality Teaching</i> <ul style="list-style-type: none"> <li>Develop Critical Thinking and growth mindset</li> <li>Engage through authentic context</li> <li>Create cohesion within assessment and feedback processes</li> </ul>				

## Strategic Aim 2:

Geraldine High School is committed to bi-culturalism.

**Annual Goal:** *Weave bi-culturalism into the culture, physical facilities and social life of the School*

**Targets:**

- Establishment of key roles to continue this work and create a sustainable plan for our biculturalism commitment here at Geraldine High School.

Roles include:

Bicultural Lead Position 2021

Te Ao Maori Lead JD 2021

Kapahaka Lead JD 2021

- Biculturalism committee to set a clear one and three year plan to focus the achievement of their goals.

Baseline data: [Dec 2020 - April 2021] What we do now?	Actions: [Feb/March] Our Plan for this year	Staff Responsible/ Timeframe	Outcomes: [March - November 2021] What Happened?	Evaluation and Where to next: [March - December 2021] What will we do next year?
Establishment of key roles to continue this work and create a sustainable plan for our biculturalism commitment here at Geraldine High School.	<ul style="list-style-type: none"> <li>These positions were written up with the Bicultural group and SLT</li> </ul> <p>Roles include:</p> <p><u>Bicultural Lead Position 2021</u></p> <p><u>Te Ao Maori Lead JD 2021</u></p> <p><u>Kapahaka Lead JD 2021</u></p> <ul style="list-style-type: none"> <li>These were put out to staff in March.</li> <li>These were appointed and ensured that the time was available to work on the KPI's of these.</li> <li>A focus from these roles was to have a number of areas of our school with a bi-cultural perspective.</li> </ul>	Te, Ha, Ange, Bicultural Group, Cs, SLT	<ul style="list-style-type: none"> <li>There were a number of dedicated staff meetings to Mataurangi Maori.</li> <li>A structure was developed to gain voice of the students, staff and whanau.</li> <li>Actions were developed to deliver across different avenues.</li> <li>Hui's with Whanau were set up so that they are part of the solution.</li> <li>Kapa Haka was established in teaching time for 1 hour week</li> <li>The Te Ao Maori role delivered PLD to staff but also looked at how our school environment would best reflect our Biculturalism.</li> <li>The Rangitahi Lead Student was incredible in building awareness of Te Ao Maori.</li> <li>As a whole school we developed 2 major aspects in 2021 - the use of Te Reo across the school in as many areas as we can particularly with our staff and</li> </ul>	<ul style="list-style-type: none"> <li>Covid disrupted many of the aspects we wanted to achieve and for many whanau it was more about managing their own personal situations.</li> <li>We lost Ange Dudson-Moko during 2021 to another position which left many things not fully realised.</li> <li>We were fortunate at the end of the year to appoint Whaea Addie Couch-Snow to be our Te Au Maori Lead on .2FTE and look forward to having her in 2022.</li> <li>Kapa Haka was established and though small was able to grow their understanding and performance. One aspect of need was to have boys involved in this as very few took up the opportunity.</li> <li>A great deal was set in place for 2022 which we aim to continue and develop such as: <ul style="list-style-type: none"> <li>Karakia used in every setting</li> <li>The use of Te Reo from all staff especially Student Exec and SLT in the various setting they have</li> <li>Utilise the values in Maori frequently</li> </ul> </li> </ul>

			secondly - the introduction of a Karakia at the start of every day over our speakers. This continued into all staff meetings and student meetings such as Student Council.	<ul style="list-style-type: none"> <li>○ Develop work toward Pouwhenua for the school at our school entrance</li> <li>○ Kapa Haka to gain more students and males particularly</li> <li>○ A PSE class particularly for those that identify as Maori from Yr 7-13 as opposed to year group.</li> </ul>
Biculturalism committee to set a clear one and three year plan to focus the achievement of their goals.	This was set up and was a focus of Bicultural meetings	Te, Ha and Bicultural Group	<ul style="list-style-type: none"> <li>● Unfortunately the management of COVID and the disruption it brought had an impact on the work in these goals.</li> <li>● A basic plan was developed that would encompass all the aspects of the established roles in point 1 and to have a vision for the work to be done.</li> </ul> <p><a href="#">W GHS Three Year Ac...</a></p>	<ul style="list-style-type: none"> <li>● Having both the plan and the Te Ao Maori Coordinator alongside the Bicultural Lead and Kapa Haka coordinator has now given a platform to ensure the ongoing progress of this strategic goal.</li> <li>● The Rangitahi Student Lead and the Rangitahi Committee needs to be developed further in 2022 to enable many of the actions.</li> <li>● Establishing practices as the norm will be the focus across the school but particularly of the SLT and Student Exec as they need to lead by example.</li> <li>● It has been identified in 2021 that our school does not show in the environment a bicultural sensitivity which needs to be a focus over the next few years.</li> </ul>
<b>Planning for next year 2022</b> <i>Matauranga Maori</i> <ul style="list-style-type: none"> <li>● Use the Hikairo schema and our school's Cultural Competency He Poutoma to create authentic contexts within teaching programmes.</li> </ul>				

### Strategic Aim 3:

**Geraldine High School is committed to continuing to develop a future focused, innovative curriculum.**

**Annual Goal:** *By continuing to review our curriculum pedagogies and structures we can create a meaningful, engaging and future focused learning experience for all our students.*

**Targets:**



- Continue to develop and implement the Year 7-10 Digital Curriculum
- Put in place the final systems and structures for the change in GHS's curriculum
- Develop a graduate profile.

<b>Baseline data:</b> <b>[Dec 2020 - April 2021]</b> <b>What we do now?</b>	<b>Actions:</b> <b>[Feb/March]</b> <b>Our Plan for this year</b>	<b>Staff Responsible /Timeframe</b>	<b>Outcomes:</b> <b>[March - November 2021]</b> <b>What Happened?</b>	<b>Evaluation and Where to next:</b> <b>[March - December 2021]</b> <b>What will we do next year?</b>
Continue to develop and implement the Year 7-10 Digital Curriculum	<ul style="list-style-type: none"> <li>● Develop a digital plan in Yr 9 and 10 that gives the levels of skills and knowledge for future years as well as refine the Yr 7 and 8 delivery.</li> <li>● Continue the mapping of the 2 strands of the digital curriculum across the school curriculum focussed on Yr 7 - 10.</li> <li>● Department will continue to increase digital delivery.</li> </ul>	Mn/Ci	<ul style="list-style-type: none"> <li>● Covid and the issues with so much teaching and learning from home both developed this area but also prevented some actions due to the lack of inschool time.</li> <li>● The mapping was done and highlighted areas to focus on for 2022 which will be:               <ul style="list-style-type: none"> <li>○ More start of the year emphasis for Yr 7 in particular on the basics of Digital awareness and competency.</li> <li>○ Ensuring the Yr 9 and 10 Digital course covers both strands in detail.</li> <li>○ Look to bring both strands into the HR classes.</li> </ul> </li> <li>● Continuing from the previous year, COVID and the ongoing staff and students delivering from home meant that the digital aspects of doing this continued to grow the capacities of all. The engagement for many grew as did their competencies however, a number did not engage and the consequence will many a number of students will not have progressed to the</li> </ul>	<ul style="list-style-type: none"> <li>● It has been obvious from the experiences of 2021 that mapping takes more than a year particularly with the national changes ahead of us and Matarunga Maori and Lit/Num that is a primary focus that can take away from this focus. We need to do the following to ensure this goal is maintained:               <ul style="list-style-type: none"> <li>○ More than 1 person tasked in this area.</li> <li>○ Regular reporting to an SLT member and HOD's on the work done and needing to be done.</li> </ul> </li> <li>● Establish a new lead teacher for the mapping and digital teaching in Yr 7-10. The hope is to have 2 staff be involved in this for sustainability.</li> <li>● Continue the mapping across the school to then shape the direction schoolwide.</li> <li>● Look to develop the DTE at Yr 7 and 8 to then allow changes in Yr 9.</li> </ul>

			<p>levels they should have.</p> <ul style="list-style-type: none"> <li>• Our staff have all become genuine in their online delivery and the need to have a google classroom in place for every department and teacher can only enhance the teaching and learning for the future.</li> <li>• The loss of the lead teacher due to COVID has meant a loss of traction at the end of 2021 which will need to be addressed for 2022.</li> </ul>	
Put in place the final systems and structures for the change in GHS's curriculum	<ul style="list-style-type: none"> <li>• Whanau class time worked to a specific programme around Personal and Social development throughout the year in whanau time.</li> <li>• A curriculum team of each lead and SLT was set up to meet monthly and discuss the work being done and next steps.</li> <li>• The different curriculum groups to define the actions for 2022 and decisions to be made on what the structures will be so timetabling can be developed.</li> <li>• A timetable group and SLT to ensure that the time is available for PSE to be integrated into the following year.</li> <li>• Electives to be developed for action in 2022 and buy in from all staff.</li> <li>• Foundation Learning to be refined to department level so that all HOD's understand the requirements of their department around the teaching and units delivered to fit an overarching</li> </ul>	Cs, Cf, Ha, Pd, Wn, Ro, CI	<ul style="list-style-type: none"> <li>• A PSE programme was developed for each Year Level that scaffolded each year and encompassed teaching and learning that was outside of specific curriculum learning.</li> <li>• Curriculum team did meet however it was not as frequent as intended due to having to focus more on basics with the ongoing disruption with COVID and teaching often being online.</li> <li>• At the end of 2021 - presentations were made to all staff and decisions made on next steps. These decisions for 2022 were that: <ul style="list-style-type: none"> <li>○ PSE will be a dedicated hour and will be in year groups as opposed to current vertical form system</li> <li>○ Our timetable will move to a 10 day one and that curriculum areas will have more equitable times.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Have the structure, timetable and planning in place for a dedicated PSE programme for 2022.</li> <li>• Ensure more regular meetings around the Curriculum change with SLT and Leads.</li> <li>• Give time through staff and HOD meetings dedicated to the Foundation Learning to ensure consistency across all curriculum areas for 2022.</li> <li>• Develop a reporting framework on the FL over 2022 to bring into the school system in 2023.</li> </ul>

	framework.		<ul style="list-style-type: none"> <li>○ A trial of student agency will occur with a class called Project based learning which will occur in 2022.</li> <li>○ Electives which give some student agency will be developed in 2022 and a trial of this to occur at some stage in that year.</li> <li>● The focus in 2021 on foundation learning and what it will look like has been developed across all curriculum areas.</li> </ul>	
Develop a graduate profile.	<ul style="list-style-type: none"> <li>● This is setup to develop through the work done both with Curriculum change but also the COL work.</li> </ul>	Cs, Cf, Pd	<ul style="list-style-type: none"> <li>● Very little was done in this space with the focus predominantly on the COVID situation and refocus on priorities which were the development of online learning and wellbeing of both staff and students.</li> <li>● Big outcome of 2021 and the outcome of COVID was the development of learners who inadvertently gained the graduate skills we need. These were seen through the lockdown situation which created the following outcomes for our students: <ul style="list-style-type: none"> <li>○ Time management and organisational skills</li> <li>○ Online Digital skills</li> <li>○ Ability to be involved and contributed to online classrooms</li> <li>○ Personal responsibility</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Through the development of our Curriculum change it is evident that the profile will come from this work over time. Over 2021 we developed the learning competencies that would generate the outcomes our learner profile will be. These are: <ul style="list-style-type: none"> <li>○ Relating to others</li> <li>○ Managing self</li> <li>○ Participating and contributing</li> <li>○ Digital Skills</li> <li>○ Verbal Skills</li> <li>○ Written Skills</li> <li>○ Visual Skills</li> <li>○ Critical and creative thinking</li> </ul> </li> <li>● 2022 will see the development of both a new Strategic Plan and Curriculum change reporting which will generate the framework for a Graduate Profile.</li> </ul>

**Planning for next year 2022:***Personal and Social Education*

- Nurure their emotional wellbeing through Te Whare Tapu Wha
- Develop a PSE curriculum

**BOT Sign off:**

*Board Chair, Sally Prattley*

  
Sally Prattley (Aug 4, 2023 19:23 GMT+12)

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**INDEPENDENT AUDITOR'S REPORT****TO THE READERS OF GERALDINE HIGH SCHOOL'S GROUP FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022**

The Auditor-General is the auditor of Geraldine High School and its controlled entities (collectively referred to as 'the Group'). The Auditor-General has appointed me, Jane Jackman, using the staff and resources of Nexia Audit Christchurch, to carry out the audit of the financial statements of the Group on his behalf.

**Opinion**

We have audited the financial statements of the Group on pages 2 to 25, that comprise the statement of financial position as at 31 December 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the Group:

- present fairly, in all material respects:
  - its financial position as at 31 December 2022; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with the Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 4 August 2023. This is the date at which our opinion is expressed.

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

In preparing the financial statements, the Board of Trustees is responsible on behalf of the Group for assessing the Group's ability to continue as a going concern. The Board of Trustees is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the Group, 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 Group'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 Group's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Group'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 Group 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 obtain sufficient appropriate audit evidence regarding the financial statements of the entities or business activities within the group to express an opinion on the consolidated financial statements. We are responsible for the direction, supervision and performance of the group audit. We remain solely responsible for our audit opinion.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arises from the Public Audit Act 2001.

### **Other information**

The Board is responsible for the other information. The other information comprises the information included on Analysis of Variance, Kiwisport Statemen and Good Employer Disclosure, 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 Group in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 (Revised): *Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

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



### **Jane Jackman**

Nexia Audit Christchurch  
On behalf of the Auditor-General  
Christchurch, New Zealand