

# GERALDINE HIGH / CAREW PEEL FOREST SCHOOLS

## CONSOLIDATED FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2020



School Address:	Geraldine High School McKenzie Street Geraldine 7930	Carew Peel Forest School 1051 Ealing-Montalto Road Carew Ashburton 7775
School Phone:	03 693 0017	03 696 3556
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Ministry Number:	352	3308
Accountant/Service Provider:	Accounting For Schools Limited	

# GERALDINE HIGH / CAREW PEEL FOREST SCHOOLS

Consolidated Financial Statements - For the year ended 31 December 2020

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# GERALDINE HIGH / CAREW PEEL FOREST SCHOOLS

## Consolidated Statement of Responsibility

For the year ended 31 December 2020

The Board of Trustees (the Board) has pleasure in presenting the annual report of Geraldine High / Carew Peel Forest Schools incorporating the financial statements and the auditor's report for the year ended 31 December 2019.

The Board of Trustees 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 financial year ended 31 December 2020 fairly reflects the financial position and operations of the group.


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

Sally Prattley  
Full Name of Board Chairperson

  
Signature of Board Chairperson

27/5/2021  
Date:

Simon Coleman  
Full Name of Principal - Geraldine High School

  
Signature of Principal - Geraldine High School

27/5/2021  
Date:

Sharon Jeanette Ketter  
Full Name of Principal - Carew Peel Forest School

  
Signature of Principal - Carew Peel Forest School

27/5/2021  
Date:

# GERALDINE HIGH / CAREW PEEL FOREST SCHOOLS

## Consolidated Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

Notes	Parent			Group			
	2020	2020	2019	2020	2020	2019	
	Actual \$	Budget (Unaudited) \$	Actual \$	Actual \$	Budget (Unaudited) \$	Actual \$	
<b>Revenue</b>							
Government Grants	2	8,070,139	7,266,799	7,359,415	8,070,139	7,266,799	7,359,415
Locally Raised Funds	3	563,220	386,644	414,528	548,220	386,644	414,528
Investment Revenue Earned		17,473	18,000	22,245	38,037	18,000	49,257
Gain on Sale of Property, Plant and Equipment		18,261	-	-	31,400	-	13,285
International Students	4	173,271	247,500	285,263	173,271	247,500	285,263
Other Revenue		-	-	-	38,597	-	-
Transport Grant		664,242	280,000	642,048	664,242	280,000	642,048
		9,506,606	8,198,943	8,723,499	9,563,906	8,198,943	8,763,796
<b>Expenses</b>							
Locally Raised Funds	3	227,163	220,980	307,498	227,163	220,980	307,498
International Students	4	193,822	227,000	217,667	193,822	227,000	217,667
Learning Resources	5	6,319,387	5,933,891	5,712,205	6,319,982	5,933,891	5,712,205
Administration	6	496,046	192,785	480,236	500,830	192,785	481,988
Finance		13,063	-	19,839	13,063	-	19,839
Property	7	1,658,865	1,735,737	1,833,746	1,658,865	1,735,737	1,833,746
Depreciation	8	282,202	108,000	254,840	282,202	108,000	254,840
Loss on Disposal of Property, Plant and Equipment		-	-	203	-	-	203
Transport		122,535	293,500	115,441	122,535	293,500	115,441
		9,313,083	8,711,893	8,941,675	9,318,462	8,711,893	8,943,427
<b>Net Surplus/(Deficit) for the year</b>		193,523	(512,950)	(218,176)	245,444	(512,950)	(179,631)
Other Comprehensive Revenue and Expenses		-	-	-	36,401	-	96,875
<b>Total Comprehensive Revenue and Expense for the Year</b>		193,523	(512,950)	(218,176)	281,845	(512,950)	(82,756)
<b>Attributable to:</b>							
Board of the School		193,523	(512,950)	(218,176)	281,845	(512,950)	(82,756)
		193,523	(512,950)	(218,176)	281,845	(512,950)	(82,756)

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 / CAREW PEEL FOREST SCHOOLS

## Consolidated Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

	2020	Parent	2019	2020	Group	2019
	Actual	2020	Actual	Actual	2020	Actual
	\$	Budget (Unaudited) \$	\$	\$	Budget (Unaudited) \$	\$
<b>Balance at 1 January</b>	2,240,050	2,240,054	2,640,546	3,018,755	3,018,759	3,283,831
Total comprehensive revenue and expense for the year	193,523	(512,950)	(218,176)	281,845	(512,950)	(82,756)
Distributions to the Crown	(150,678)			(150,678)		
Contribution - Furniture and Equipment Grant	40,473	-	1,984	40,473	-	1,984
Transfer of gain on disposal of equity investments at fair value through other comprehensive income to retained earnings				18,071		
Prior Year Adjustment	-	-	(184,304)	-	-	(184,304)
<b>Equity at 31 December</b>	<b>2,323,368</b>	<b>1,727,104</b>	<b>2,240,050</b>	<b>3,208,466</b>	<b>2,505,809</b>	<b>3,018,755</b>
Retained Earnings	2,323,368	1,727,104	2,240,050	3,208,466	2,505,809	3,018,755
<b>Equity at 31 December</b>	<b>2,323,368</b>	<b>1,727,104</b>	<b>2,240,050</b>	<b>3,208,466</b>	<b>2,505,809</b>	<b>3,018,755</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 / CAREW PEEL FOREST SCHOOLS

## Consolidated Statement of Financial Position

As at 31 December 2020

	Notes	2020 Actual \$	Parent 2020 Budget (Unaudited) \$	2019 Actual \$	2020 Actual \$	Group 2020 (Unaudited) \$	2019 Actual \$
<b>Current Assets</b>							
Cash and Cash Equivalents	9	178,781	191,996	257,955	289,924	328,463	394,423
Accounts Receivable	10	410,092	362,000	377,734	410,457	362,725	378,459
Funds held for Capital Works Projects	19	137,299	-	138,352	137,299	-	138,352
GST Receivable		83,342	80,000	98,724	83,342	80,000	98,723
Inventories	11	4,166	2,000	1,768	4,166	2,000	1,768
Investments	12	772,161	300,000	513,850	872,161	300,000	513,850
Prepayments		35,606	35,000	207,828	35,606	35,000	207,828
		1,621,447	970,996	1,596,211	1,832,955	1,108,188	1,733,403
<b>Current Liabilities</b>							
Accounts Payable	14	826,917	423,500	652,192	828,051	424,538	653,230
Finance Lease Liability - Current Portion	17	62,287	62,000	89,495	62,287	62,000	89,495
Funds held in Trust	18	-	80,000	77,758	-	80,000	77,758
Funds held on behalf of Transport Network Cluster	20	78,541	-	-	78,541	-	-
Funds held on behalf of Itinerant Music Cluster	21	41,710	15,221	15,221	41,710	15,221	15,221
Provision for Cyclical Maintenance	16	51,458	214,690	214,690	51,458	214,690	214,690
Revenue Received in Advance	15	92,772	180,000	176,356	92,772	180,000	176,356
		1,153,685	975,411	1,225,712	1,154,819	976,449	1,226,750
<b>Working Capital Surplus/(Deficit)</b>		467,762	(4,415)	370,499	678,136	131,739	506,653
<b>Non-current Assets</b>							
Investments	12	-	-	84,000	674,724	642,551	726,551
Property, Plant and Equipment	13	2,074,707	1,905,000	2,003,154	2,074,707	1,905,000	2,003,154
		2,074,707	1,905,000	2,087,154	2,749,431	2,547,551	2,729,705
<b>Non-current Liabilities</b>							
Finance Lease Liability	17	29,897	32,000	86,122	29,897	32,000	86,122
Provision for Cyclical Maintenance	16	189,204	141,481	131,481	189,204	141,481	131,481
		219,101	173,481	217,603	219,101	173,481	217,603
<b>Net Assets</b>		2,323,368	1,727,104	2,240,050	3,208,466	2,505,809	3,018,755
<b>Attributable to:</b>							
Board of the School		2,323,368	1,727,104	2,240,050	3,208,466	2,505,809	3,018,755
<b>Total equity</b>		2,323,368	1,727,104	2,240,050	3,208,466	2,505,809	3,018,755

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 / CAREW PEEL FOREST SCHOOLS

## Consolidated Statement of Cash Flows

For the year ended 31 December 2020

	Notes	Parent			Group		
		2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
<b>Cash flows from Operating Activities</b>							
Government Grants		2,638,472	1,965,064	2,322,741	2,638,472	1,965,064	2,322,741
Locally Raised Funds		574,990	388,386	487,157	598,587	388,386	487,157
International Students		79,167	248,396	267,360	79,167	248,396	267,360
Goods and Services Tax (net)		15,380	18,726	(25,220)	15,380	18,726	(25,221)
Payments to Employees		(1,598,312)	(1,343,888)	(1,427,864)	(1,598,312)	(1,343,888)	(1,427,864)
Payments to Suppliers		(1,130,213)	(1,732,776)	(1,724,826)	(1,135,497)	(1,732,777)	(1,726,573)
Cyclical Maintenance Payments in the year		(22,150)	-	(29,458)	(22,150)	-	(29,461)
Interest Paid		(13,063)	-	(19,839)	(13,063)	-	(19,839)
Interest Received		51,673	43,150	31,886	72,597	43,150	59,099
Distribution to the Crown		(150,678)	-	-	(150,678)	-	-
<b>Net cash from/(to) the Operating Activities</b>		<b>445,266</b>	<b>(412,942)</b>	<b>(118,063)</b>	<b>484,503</b>	<b>(412,943)</b>	<b>(92,601)</b>
<b>Cash flows from Investing Activities</b>							
Proceeds from Sale of PPE (and Intangibles)		18,261	-	(203)	-	-	(203)
Purchase of PPE (and Intangibles)		(350,838)	(556,651)	(185,611)	(350,838)	(556,651)	(185,611)
Purchase of Investments		(258,311)	-	50,274	(303,839)	-	147,149
Proceeds from Sale of Investments		84,000	297,850	500,000	83,227	297,850	358,041
<b>Net cash from/(to) the Investing Activities</b>		<b>(506,888)</b>	<b>(258,801)</b>	<b>364,460</b>	<b>(571,450)</b>	<b>(258,801)</b>	<b>319,376</b>
<b>Cash flows from Financing Activities</b>							
Furniture and Equipment Grant		40,473	-	1,984	40,473	-	1,984
Finance Lease Payments		(86,350)	465,189	(63,602)	(86,350)	465,189	(63,602)
Funds Administered on Behalf of Third Parties		27,272	2,243	469	27,272	2,243	469
Funds Held for Capital Works Projects	19	1,053	138,352	(18,890)	1,053	138,352	(18,890)
<b>Net cash from Financing Activities</b>		<b>(17,552)</b>	<b>605,784</b>	<b>(80,039)</b>	<b>(17,552)</b>	<b>605,784</b>	<b>(80,039)</b>
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(79,174)</b>	<b>(65,959)</b>	<b>166,358</b>	<b>(104,499)</b>	<b>(65,960)</b>	<b>146,736</b>
Cash and cash equivalents at the beginning of the year	9	257,955	257,955	91,597	394,423	394,423	247,687
<b>Cash and cash equivalents at the end of the year</b>	9	<b>178,781</b>	<b>191,996</b>	<b>257,955</b>	<b>289,924</b>	<b>328,463</b>	<b>394,423</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 / CAREW PEEL FOREST SCHOOLS

## Notes to the Consolidated Financial Statements

For the year ended 31 December 2020

### 1. Statement of Accounting Policies

#### a) Reporting Entity

Geraldine High and Carew Peel Forest Schools (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 of Trustees (the board) is of the view that the School is a public benefit entity for financial reporting purposes.

The Geraldine High/Carew Peel Forest Schools 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 2020 to 31 December 2020 and in accordance with the requirements of the Public Finance Act 1989.

##### **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 / CAREW PEEL FOREST SCHOOLS

## Notes to the Consolidated Financial Statements

For the year ended 31 December 2020

### 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 16.

#### *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 13.

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

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

#### *Classification of leases*

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

#### *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 29.

### **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.

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



# GERALDINE HIGH / CAREW PEEL FOREST SCHOOLS

## Notes to the Consolidated Financial Statements

For the year ended 31 December 2020

### 1. Statement of Accounting Policies

#### **Other Grants**

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

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

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

#### **Interest Revenue**

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

#### **d) Use of Land and Buildings Expense**

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

#### **e) Operating Lease Payments**

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

#### **f) Finance Lease Payments**

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

#### **g) Cash and Cash Equivalents**

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

#### **h) Accounts Receivable**

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

#### **i) Inventories**

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

#### **j) Investments**

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



# GERALDINE HIGH / CAREW PEEL FOREST SCHOOLS

## Notes to the Consolidated Financial Statements

For the year ended 31 December 2020

### 1. Statement of Accounting Policies

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

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

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the 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 / CAREW PEEL FOREST SCHOOLS

## Notes to the Consolidated Financial Statements

For the year ended 31 December 2020

### 1. Statement of Accounting Policies

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

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

##### Non cash generating assets

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

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

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

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

#### m) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the 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.

#### n) 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.

#### o) 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.

#### p) 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.

#### q) Shared Funds

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



# GERALDINE HIGH / CAREW PEEL FOREST SCHOOLS

## Notes to the Consolidated Financial Statements

For the year ended 31 December 2020

### 1. Statement of Accounting Policies

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

#### 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 categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

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

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

#### 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 / CAREW PEEL FOREST SCHOOLS

## Notes to the Consolidated Financial Statements

For the year ended 31 December 2020

### 2. Government Grants

	2020 Actual \$	Parent 2020 Budget (Unaudited) \$	2019 Actual \$	2020 Actual \$	Group 2020 Budget (Unaudited) \$	2019 Actual \$
Operational Grants	1,559,303	1,468,253	1,430,883	1,559,303	1,468,253	1,430,883
Teachers' Salaries Grants	4,923,946	4,450,000	4,478,156	4,923,946	4,450,000	4,478,156
Use of Land and Buildings Grants	1,174,055	1,133,827	1,195,916	1,174,055	1,133,827	1,195,916
Other Government Grants	104,226	86,538	100,357	104,226	86,538	100,357
Other MoE Grants	308,609	128,181	154,103	308,609	128,181	154,103
	<b>8,070,139</b>	<b>7,266,799</b>	<b>7,359,415</b>	<b>8,070,139</b>	<b>7,266,799</b>	<b>7,359,415</b>

Other MOE Grants total includes additional COVID-19 funding totalling \$69,430 for the year ended 31 December 2020.

### 3. Locally Raised Funds

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

	2020 Actual \$	Parent 2020 Budget (Unaudited) \$	2019 Actual \$	2020 Actual \$	Group 2020 Budget (Unaudited) \$	2019 Actual \$
<b>Revenue</b>						
Donations	311,973	113,000	86,136	296,973	113,000	86,136
Fundraising	39,640	-	1,253	39,640	-	1,253
Other Revenue	44,212	60,894	70,635	44,212	60,894	70,635
Trading	17,248	19,200	23,488	17,248	19,200	23,488
Activities	150,147	193,550	233,016	150,147	193,550	233,016
	<b>563,220</b>	<b>386,644</b>	<b>414,528</b>	<b>548,220</b>	<b>386,644</b>	<b>414,528</b>
<b>Expenses</b>						
Activities	191,150	201,980	275,306	191,150	201,980	275,306
Trading	22,062	19,000	26,160	22,062	19,000	26,160
Fundraising (costs of raising funds)	13,951	-	6,032	13,951	-	6,032
	<b>227,163</b>	<b>220,980</b>	<b>307,498</b>	<b>227,163</b>	<b>220,980</b>	<b>307,498</b>
<b>Locally Raised Funds Surplus</b>	<b>336,057</b>	<b>165,664</b>	<b>107,030</b>	<b>321,057</b>	<b>165,664</b>	<b>107,030</b>

# GERALDINE HIGH / CAREW PEEL FOREST SCHOOLS

## Notes to the Consolidated Financial Statements

For the year ended 31 December 2020

### 4. International Student Revenue and Expenses

	2020	Parent 2020 Budget (Unaudited)	2019	2020	Group 2020 Budget (Unaudited)	2019
	Actual Number	Number	Actual Number	Actual Number	Number	Actual Number
International Student Roll	10	15	10	10	15	10

	2020	Parent 2020 Budget (Unaudited)	2019	2020	Group 2020 Budget (Unaudited)	2019
	Actual \$	\$	Actual \$	Actual \$	(Unaudited) \$	Actual \$
<b>Revenue</b>						
International student fees	173,271	247,500	285,263	173,271	247,500	285,263
<b>Expenses</b>						
Advertising	2,576	20,000	16,347	2,576	20,000	16,347
Commissions	10,341	-	15,113	10,341	-	15,113
International Student Levy	1,435	-	-	1,435	-	-
Employee Benefit - Salaries	83,791	82,000	62,111	83,791	82,000	62,111
Other Expenses	95,679	125,000	124,096	95,679	125,000	124,096
	193,822	227,000	217,667	193,822	227,000	217,667
<i>International Students' Surplus</i>	(20,551)	20,500	67,596	(20,551)	20,500	67,596

### 5. Learning Resources

	2020	Parent 2020 Budget (Unaudited)	2019	2020	Group 2020 Budget (Unaudited)	2019
	Actual \$	\$	Actual \$	Actual \$	(Unaudited) \$	Actual \$
Curricular	309,852	365,683	315,936	309,852	365,683	315,936
Employee Benefits - Salaries	5,937,837	5,464,873	5,282,621	5,937,837	5,464,873	5,282,621
Extra-Curricular Activities	12,189	10,000	12,133	12,189	10,000	12,133
Information Technology	9,868	8,500	20,539	9,868	8,500	20,539
Library Resources	1,204	3,100	1,203	1,204	3,100	1,203
Staff Development	48,437	81,735	79,773	49,032	81,735	79,773
	6,319,387	5,933,891	5,712,205	6,319,982	5,933,891	5,712,205

#### Overseas Travel

Australian Trip - This was a trip to Leadership for Schools Excellence Program in Australia which 1 staff member attended. This was fully funded by the operational grants. The expense for the trip is \$7,366.51. This is sitting within the staff development expense line above.



# GERALDINE HIGH / CAREW PEEL FOREST SCHOOLS

## Notes to the Consolidated Financial Statements

For the year ended 31 December 2020

### 6. Administration

	2020	Parent 2020 Budget	2019	2020	Group 2020 Budget	2019
	Actual	(Unaudited)	Actual	Actual	(Unaudited)	Actual
	\$	\$	\$	\$	\$	\$
Audit Fee	8,387	-	8,144	8,387	-	8,144
Board of Trustees Expenses	8,138	13,715	10,006	8,138	13,715	10,006
Board of Trustees Fees	6,345	10,270	6,215	7,707	10,270	6,215
Communication	13,351	13,200	12,762	13,351	13,200	12,762
Consumables	38,058	58,500	51,094	38,058	58,500	51,094
Employee Benefits - Salaries	318,575	500	259,260	318,575	500	259,260
Insurance	22,698	19,000	24,844	22,698	19,000	24,844
Legal Fees	-	-	11,530	-	-	11,530
Operating Lease	469	500	444	469	500	444
Other	68,019	57,100	76,276	68,988	57,100	76,589
Service Providers and Contractors	12,006	20,000	19,661	14,459	20,000	21,100
	496,046	192,785	480,236	500,830	192,785	481,988

### 7. Property

	2020	Parent 2020 Budget	2019	2020	Group 2020 Budget	2019
	Actual	(Unaudited)	Actual	Actual	(Unaudited)	Actual
	\$	\$	\$	\$	\$	\$
Caretaking and Cleaning	24,305	20,000	27,155	24,305	20,000	27,155
Consultancy and Contract Services	6,887	8,000	7,825	6,887	8,000	7,825
Cyclical Maintenance Expense	(83,359)	10,000	27,379	(83,359)	10,000	27,379
Employee Benefits - Salaries	290,538	250,000	252,352	290,538	250,000	252,352
Grounds	23,558	111,000	26,055	23,558	111,000	26,055
Heat, Light and Water	99,479	111,500	130,120	99,479	111,500	130,120
Repairs and Maintenance	117,830	81,410	157,424	117,830	81,410	157,424
Use of Land and Buildings	1,174,055	1,133,827	1,195,916	1,174,055	1,133,827	1,195,916
Security	5,572	10,000	9,520	5,572	10,000	9,520
	1,658,865	1,735,737	1,833,746	1,658,865	1,735,737	1,833,746

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



# GERALDINE HIGH / CAREW PEEL FOREST SCHOOLS

## Notes to the Consolidated Financial Statements

For the year ended 31 December 2020

### 8. Depreciation

	2020	Parent 2020 Budget	2019	2020	Group 2020 Budget	2019
	Actual	(Unaudited)	Actual	Actual	(Unaudited)	Actual
	\$	\$	\$	\$	\$	\$
Buildings	43,297	19,000	42,373	43,297	19,000	42,373
Furniture and Equipment	65,266	34,000	66,297	65,266	34,000	66,297
Information Technology	24,415	7,000	19,203	24,415	7,000	19,203
Motor Vehicles	71,699	2,000	47,612	71,699	2,000	47,612
Leased Assets	73,305	44,000	75,143	73,305	44,000	75,143
Library Resources	4,220	2,000	4,212	4,220	2,000	4,212
	282,202	108,000	254,840	282,202	108,000	254,840

### 9. Cash and Cash Equivalents

	2020	Parent 2020 Budget	2019	2020	Group 2020 Budget	2019
	Actual	(Unaudited)	Actual	Actual	(Unaudited)	Actual
	\$	\$	\$	\$	\$	\$
Bank Current Account	160,105	151,996	63,984	160,105	151,996	63,984
Bank Call Account	18,676	40,000	43,971	129,819	176,467	180,439
Short-term Bank Deposits	-	-	150,000	-	-	150,000
Cash equivalents for Consolidated Cash Flow Statement	178,781	191,996	257,955	289,924	328,463	394,423

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

Of the \$178,781 Cash and Cash Equivalents, \$78,541 is held by the School on behalf of the Transport Network Cluster. See note 20 for details of how the funding received for the cluster has been spent in the year.

### 10. Accounts Receivable

	2020	Parent 2020 Budget	2019	2020	Group 2020 Budget	2019
	Actual	(Unaudited)	Actual	Actual	(Unaudited)	Actual
	\$	\$	\$	\$	\$	\$
Receivables	13,744	16,000	14,994	13,744	16,000	14,994
Interest Receivable	1,950	11,000	36,150	2,315	11,725	36,875
Banking Staffing Underuse	-	-	2,092	-	-	2,092
Teacher Salaries Grant Receivable	394,398	335,000	324,498	394,398	335,000	324,498
	410,092	362,000	377,734	410,457	362,725	378,459
Receivables from Exchange Transactions	15,694	27,000	51,144	16,059	27,725	51,869
Receivables from Non-Exchange Transactions	394,398	335,000	326,590	394,398	335,000	326,590
	410,092	362,000	377,734	410,457	362,725	378,459

# GERALDINE HIGH / CAREW PEEL FOREST SCHOOLS

## Notes to the Consolidated Financial Statements

For the year ended 31 December 2020

### 11. Inventories

	2020	Parent 2020 Budget	2019	2020	Group 2020 Budget	2019
	Actual	(Unaudited)	Actual	Actual	(Unaudited)	Actual
	\$	\$	\$	\$	\$	\$
School Uniforms	4,166	2,000	1,768	4,166	2,000	1,768
	4,166	2,000	1,768	4,166	2,000	1,768

### 12. Investments

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

	2020	Parent 2020 Budget	2019	2020	Group 2020 Budget	2019
	Actual	(Unaudited)	Actual	Actual	(Unaudited)	Actual
	\$	\$	\$	\$	\$	\$
Current Asset						
Bank Deposits with Maturities Greater than Three Months and no Greater than One Year	772,161	300,000	513,850	872,161	300,000	513,850
	772,161	300,000	513,850	872,161	300,000	513,850
Non-current Asset						
<i>Available for Sale Investments</i>						
Equity Investments	-	-	-	653,622	466,257	621,275
<i>Held to Maturity Investments</i>						
Debt Securities (NZ Corporate)	-	-	-	21,102	51,255	21,276
<i>Loans and Receivables</i>						
Bank Deposits with Maturities greater than One Year	-	-	84,000	-	125,039	84,000
	-	-	84,000	674,724	642,551	726,551

The carrying value of bank deposits with maturities greater than one year approximates their fair value at 31 December 2020.



# GERALDINE HIGH / CAREW PEEL FOREST SCHOOLS

## Notes to the Consolidated Financial Statements

For the year ended 31 December 2020

### 13. Property, Plant and Equipment

#### Parent and GROUP

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2020	\$	\$	\$	\$	\$	\$
Buildings	1,207,525	-	-	-	(43,297)	1,164,228
Furniture and Equipment	431,277	13,653	(40,638)	-	(65,266)	339,026
Information and Communication	66,022	11,702	-	-	(24,415)	53,309
Motor Vehicles	112,834	361,307	-	-	(71,699)	402,442
Leased Assets	152,572	6,296	-	-	(73,305)	85,563
Library Resources	32,925	1,434	-	-	(4,220)	30,139
<b>Balance at 31 December 2020</b>	<b>2,003,155</b>	<b>394,392</b>	<b>(40,638)</b>	<b>-</b>	<b>(282,202)</b>	<b>2,074,707</b>

#### Parent and GROUP

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2020	\$	\$	\$
Buildings	1,723,525	(559,297)	1,164,228
Furniture and Equipment	1,038,650	(699,624)	339,026
Information Technology	250,080	(196,771)	53,309
Motor Vehicles	690,011	(287,569)	402,442
Leased Assets	549,723	(464,160)	85,563
Library Resources	99,046	(68,907)	30,139
<b>Balance at 31 December 2020</b>	<b>4,351,035</b>	<b>(2,276,328)</b>	<b>2,074,707</b>

The net carrying value of equipment held under a finance lease is \$85,563 (2019: \$152,572)

#### Parent and GROUP

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Buildings	1,204,389	45,509	-	-	(42,373)	1,207,525
Furniture and Equipment	417,944	87,714	(8,084)	-	(66,297)	431,277
Information Technology	55,132	30,093	-	-	(19,203)	66,022
Motor Vehicles	151,946	8,500	-	-	(47,612)	112,834
Leased Assets	173,386	56,389	(2,060)	-	(75,143)	152,572
Library Resources	33,392	3,744	-	-	(4,212)	32,924
<b>Balance at 31 December 2019</b>	<b>2,036,189</b>	<b>231,949</b>	<b>(10,144)</b>	<b>-</b>	<b>(254,840)</b>	<b>2,003,154</b>



# GERALDINE HIGH / CAREW PEEL FOREST SCHOOLS

## Notes to the Consolidated Financial Statements

For the year ended 31 December 2020

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

#### Parent and GROUP

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
<b>2019</b>			
Buildings	1,723,525	(516,000)	1,207,525
Furniture and Equipment	905,934	(474,657)	431,277
Information Technology	243,967	(177,945)	66,022
Motor Vehicles	398,877	(286,043)	112,834
Leased Assets	546,806	(394,234)	152,572
Library Resources	97,610	(64,686)	32,924
<b>Balance at 31 December 2019</b>	<b>3,916,719</b>	<b>(1,913,565)</b>	<b>2,003,154</b>

### 14. Accounts Payable

	2020 Actual \$	Parent 2020 Budget (Unaudited) \$	2019 Actual \$	2020 Actual \$	Group 2020 Budget (Unaudited) \$	2019 Actual \$
Operating creditors	222,248	39,000	278,630	223,382	40,038	279,668
Accruals	15,793	12,500	15,549	15,793	12,500	15,549
Banking staffing overuse	131,091	-	-	131,091	-	-
Employee Entitlements - Salaries	414,575	335,000	324,498	414,575	335,000	324,498
Employee Entitlements - Leave	43,210	37,000	33,515	43,210	37,000	33,515
	<b>826,917</b>	<b>423,500</b>	<b>652,192</b>	<b>828,051</b>	<b>424,538</b>	<b>653,230</b>
Payables for Exchange Transactions	826,917	386,500	618,677	828,051	387,538	619,715
Payables for Non-exchange Transactions - Other	-	37,000	33,515	-	37,000	33,515
	<b>826,917</b>	<b>423,500</b>	<b>652,192</b>	<b>828,051</b>	<b>424,538</b>	<b>653,230</b>

The carrying value of payables approximates their fair value.

### 15. Revenue Received in Advance

	2020 Actual \$	Parent 2020 Budget (Unaudited) \$	2019 Actual \$	2020 Actual \$	Group 2020 Budget (Unaudited) \$	2019 Actual \$
International Student Fees	-	95,000	94,104	-	95,000	94,104
Student Fees	92,772	85,000	82,252	92,772	85,000	82,252
	<b>92,772</b>	<b>180,000</b>	<b>176,356</b>	<b>92,772</b>	<b>180,000</b>	<b>176,356</b>



# GERALDINE HIGH / CAREW PEEL FOREST SCHOOLS

## Notes to the Consolidated Financial Statements

For the year ended 31 December 2020

### 16. Provision for Cyclical Maintenance

	2020 Actual \$	Parent 2020 Budget (Unaudited) \$	2019 Actual \$	2020 Actual \$	Group 2020 Budget (Unaudited) \$	2019 Actual \$
Provision at the Start of the Year	346,171	346,171	348,253	346,171	346,171	348,253
Increase to the Provision During the Year	(83,359)	10,000	27,379	(83,359)	10,000	27,379
Payments made During the Year	(22,150)	-	(29,461)	(22,150)	-	(29,461)
Provision at the End of the Year	240,662	356,171	346,171	240,662	356,171	346,171
Cyclical Maintenance - Current	51,458	214,690	214,690	51,458	214,690	214,690
Cyclical Maintenance - Term	189,204	141,481	131,481	189,204	141,481	131,481
	240,662	356,171	346,171	240,662	356,171	346,171

### 17. Finance Lease Liability

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

	2020 Actual \$	Parent 2020 Budget (Unaudited) \$	2019 Actual \$	2020 Actual \$	Group 2020 Budget (Unaudited) \$	2019 Actual \$
No Later than One Year	62,287	62,000	89,495	62,287	62,000	89,495
Later than One Year and no Later than Five Years	29,897	32,000	86,122	29,897	32,000	86,122
Later than Five Years	-	-	-	-	-	-
	92,184	94,000	175,617	92,184	94,000	175,617

### 18. Funds held in Trust

	2020 Actual \$	Parent 2020 Budget (Unaudited) \$	2019 Actual \$	2020 Actual \$	Group 2020 Budget (Unaudited) \$	2019 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	-	80,000	77,758	-	80,000	77,758
	-	80,000	77,758	-	80,000	77,758

These funds are held in trust for: Homestay Funds.



# GERALDINE HIGH / CAREW PEEL FOREST SCHOOLS

## Notes to the Consolidated Financial Statements

For the year ended 31 December 2020

### 19. Funds Held for Capital Works Projects

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

Parent and GROUP		Opening Balances	Receipts from MoE	Payments	BOT	Closing Balances
					Contribution/ (Write-off to R&M)	
2020		\$	\$	\$	\$	\$
Block O Relocation	<i>In progress</i>	7,256	-	(7,256)	-	-
Roll Growth Classroom	<i>Completed</i>	-	76,970	-	(76,970)	-
Blocks K, O & W Heatpumps	<i>In progress</i>	8,605	-	-	-	8,605
Gym Upgrade	<i>In progress</i>	(63,191)	-	(50,055)	-	(113,246)
Classroom Upgrade	<i>Completed</i>	(38,407)	38,407	-	-	-
Block O Toilet Upgrade	<i>Completed</i>	(78,221)	73,635	-	4,586	-
GSE Modifications	<i>In progress</i>	25,606	-	(28,576)	-	(2,970)
Admin Block Upgrade	<i>In progress</i>	-	40,000	(53,090)	-	(13,090)
K Block Literacy Room	<i>In progress</i>	-	-	(16,598)	-	(16,598)
Blocks C, E Heatpumps	<i>Completed</i>	-	42,380	(42,380)	-	-
Totals		(138,352)	271,392	(197,955)	(72,384)	(137,299)

#### Represented by:

Funds Held on Behalf of the Ministry of Education

8,605

Funds Due from the Ministry of Education

(145,904)

(137,299)

Parent and GROUP		Opening Balances	Receipts from MoE	Payments	BOT	Closing Balances
					Contribution/ (Write-off to R&M)	
2019		\$	\$	\$	\$	\$
Block O Relocation	<i>In progress</i>	9,631	-	(2,375)	-	7,256
Fire Alarm Upgrade	<i>Completed</i>	(1,350)	-	-	1,350	-
Outdoor Education Garage Project	<i>Completed</i>	(45,509)	-	-	45,509	-
Roll Growth Classroom	<i>Completed</i>	(184,305)	-	-	184,305	-
School Upgrade	<i>Completed</i>	5,660	-	-	(5,660)	-
Science Labs Upgrade	<i>Completed</i>	(46,917)	33,845	-	13,072	-
Wifi and Phone Project	<i>Completed</i>	10,255	-	-	(10,255)	-
Block K & W Heatpumps	<i>In progress</i>	2,212	5,940	(8,152)	-	-
Blocks K, O & W Heatpumps	<i>In progress</i>	635	-	-	7,970	8,605
Gym Upgrade	<i>In progress</i>	(12,960)	-	(50,231)	-	(63,191)
Classroom Upgrade	<i>In progress</i>	(41,119)	-	(9,296)	12,008	(38,407)
Block O Toilet Upgrade	<i>In progress</i>	-	-	(78,221)	-	(78,221)
GSE Modifications	<i>In progress</i>	-	27,401	(1,795)	-	25,606
Totals		(303,767)	67,186	(150,070)	248,299	(138,352)



# GERALDINE HIGH / CAREW PEEL FOREST SCHOOLS

## Notes to the Consolidated Financial Statements

For the year ended 31 December 2020

### 20. 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.

<b>Parent and GROUP</b>	<b>2020 Actual \$</b>	<b>2020 Budget (Unaudited) \$</b>	<b>2019 Actual \$</b>
Funds held at beginning of the year	-	-	-
<i>Revenue</i>			
Transport Grant	1,227,195	1,250,000	1,245,960
<b>Total Revenue</b>	<b>1,227,195</b>	<b>1,250,000</b>	<b>1,245,960</b>
<i>Expenses</i>			
Contract expenses	719,501	740,000	738,648
Employee Benefit - Salaries	37,581	38,000	37,918
Other Expenses	5,359	15,000	14,606
<b>Total Expenses</b>	<b>762,441</b>	<b>793,000</b>	<b>791,172</b>
<i>Surplus/deficit for the year</i>	464,754	457,000	454,788
Distributions	386,213	457,000	454,788
<b>Funds Held at Year End</b>	<b>78,541</b>	<b>-</b>	<b>-</b>

### 21. 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.

<b>Parent and GROUP</b>	<b>2020 Actual \$</b>	<b>2020 Budget (Unaudited) \$</b>	<b>2019 Actual \$</b>
Funds Held at Beginning of the Year	15,221	15,221	7,789
Funds Received from MoE	63,961	63,000	62,830
Funds Spent on Behalf of the Cluster	(37,472)	(63,000)	(55,398)
<b>Funds Held at Year End</b>	<b>41,710</b>	<b>15,221</b>	<b>15,221</b>



# GERALDINE HIGH / CAREW PEEL FOREST SCHOOLS

## Notes to the Consolidated Financial Statements

For the year ended 31 December 2020

### 22. 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.

### 23. 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.

	2020 Actual \$	2019 Actual \$
<b>Board Members - Geraldine High School</b>		
Remuneration	4,441	4,084
Full-time equivalent members	0.23	0.23
<b>Board Members - Carew Peel Forest School</b>		
Remuneration	1,904	2,132
Full-time equivalent members	0.12	0.12
<b>Leadership Team - Geraldine High School</b>		
Remuneration	500,131	493,973
Full-time equivalent members	4.00	5.33
<b>Leadership Team - Carew Peel Forest School</b>		
Remuneration	202,177	193,334
Full-time equivalent members	2.00	2.00
Total key management personnel remuneration	708,653	693,523
Total full-time equivalent personnel	6.35	7.68

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





# GERALDINE HIGH / CAREW PEEL FOREST SCHOOLS

## Notes to the Consolidated Financial Statements

For the year ended 31 December 2020

### 23. Remuneration (Cont.)

#### Principal

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

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
<b>Geraldine High School</b>		
Salary and Other Payments	180 - 190	140 - 150
Benefits and Other Emoluments	4 - 5	4 - 5
<b>Carew Peel Forest School</b>		
Salary and Other Payments	100 - 110	100 - 110
Benefits and Other Emoluments	3 - 4	3 - 4

#### Other Employees

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

	Remuneration \$000	2020 FTE Number	2019 FTE Number
<b>Geraldine High School</b>			
100 - 110		6.00	1.00
110 - 120		-	-
120 - 130		1.00	-
		7.00	1.00

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

### 24. Compensation and Other Benefits Upon Leaving

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

	2020 Actual	2019 Actual
<b>Parent and GROUP</b>		
Total	-	-
Number of People	-	-

### 25. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2020 (Contingent liabilities and assets at 31 December 2019: nil).

#### Holidays Act Compliance – schools payroll

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

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. The current phase of this review is to design potential solutions for any compliance breaches discovered in the initial phase of the Programme. 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 2020, a contingent liability for the school may exist.



# GERALDINE HIGH / CAREW PEEL FOREST SCHOOLS

## Notes to the Consolidated Financial Statements

For the year ended 31 December 2020

### 26. Commitments

#### (a) Capital Commitments

As at 31 December 2020 the Board has entered into contract agreements for capital works as follows:

- (i) to install heat pumps in blocks K, W & O at a total cost of \$43,650, which is fully funded by the Ministry, of which \$30,680 has been spent;
- (ii) to upgrade the gym at a total cost of \$117,740, which is fully funded by the Ministry, of which \$113,246 has been spent;
- (iii) to upgrade the Admin block at a total cost of \$379,900, which is fully funded by the Ministry, of which \$53,090 has been spent.

(Capital commitments at 31 December 2019: \$227,462)

#### (b) Operating Commitments

As at 31 December 2020 the Board has not entered into any contracts.

(Operating commitments at 31 December 2019: \$Nil)

### 27. Managing Capital

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

### 28. Financial Instruments

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

	Parent		2019	Group		2019
	2020	2020		2020	2020	
	Actual	Budget (Unaudited)	Actual	Actual	Budget (Unaudited)	Actual
	\$	\$	\$	\$	\$	\$
<b>Financial assets measured at amortised cost</b>						
Cash and Cash Equivalents	178,781	191,996	257,955	289,924	328,463	394,423
Receivables	410,092	362,000	377,734	410,457	362,725	378,459
Investments - Term Deposits	772,161	300,000	597,850	872,161	425,039	597,850
Debt Securities (NZ Corporate)	-	-	-	21,102	51,255	21,276
<b>Total financial assets measured at amortised cost</b>	<b>1,361,034</b>	<b>853,996</b>	<b>1,233,539</b>	<b>1,593,644</b>	<b>1,167,482</b>	<b>1,392,008</b>
<b>Held at Fair Value through Other Comprehensive Revenue and Expense</b>						
Investments - Equities	-	-	-	653,622	466,257	621,275
<b>Total held at Fair Value through Other Comprehensive Revenue and Expense</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>653,622</b>	<b>466,257</b>	<b>621,275</b>
<b>Financial liabilities measured at amortised cost</b>						
Payables	826,917	423,500	652,192	828,051	424,538	653,230
Finance Leases	92,184	94,000	175,617	92,184	94,000	175,617
<b>Total Financial Liabilities Measured at Amortised Cost</b>	<b>919,101</b>	<b>517,500</b>	<b>827,809</b>	<b>920,235</b>	<b>518,538</b>	<b>828,847</b>

# GERALDINE HIGH / CAREW PEEL FOREST SCHOOLS

## Notes to the Consolidated Financial Statements

For the year ended 31 December 2020

### 29. 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.

	2020 Actual \$	2019 Actual \$
<b>Foundation Revenue</b>		
Donations, fundraising and other	38,597	-
Interest, dividends and other	20,564	27,012
Gain on Redemption of Investments	13,139	13,285
	<u>72,300</u>	<u>40,297</u>
<b>Less Foundation Expenses</b>	<u>20,379</u>	<u>1,752</u>
<b>Surplus for the year</b>	51,921	38,545
<b>Current Assets</b>		
Bank Accounts and Cash	111,143	136,468
Debtors and prepayments	365	725
Investments	100,000	-
	<u>211,508</u>	<u>137,193</u>
<b>Non Current Assets</b>		
Investments	674,724	642,551
	<u>674,724</u>	<u>642,551</u>
<b>Less Current Liabilities</b>		
Creditors and accrued expenses	1,134	1,038
<b>Net Assets</b>	<u>885,098</u>	<u>778,706</u>
<b>Foundation Equity</b>		
Accumulated surpluses	599,147	529,156
Unrealised gains on investments	285,951	249,550
<b>Total Equity</b>	<u>885,098</u>	<u>778,706</u>

### 30. Events After Balance Date

On 15 March 2021 it was declared that the combined School Board for Geraldine High School and Carew Peel Forest School will be disestablished, with effect from 5 July 2021.

# GERALDINE HIGH / CAREW PEEL FOREST SCHOOLS

Members of the Board of Trustees

For the year ended 31 December 2020

Name	Position	How position on Board gained	Occupation	Term expired/expires
Sally Prattley	Chairperson, Parent Rep	Elected Jun 2019	Nurse	May 2022
Simon Coleman	Principal - Geraldine High School	Appointed	Principal	
Sharon Ketter	Principal - Carew Peel Forest School	Appointed	Principal	
Michelle Cramond	Staff Rep - Geraldine High School	Elected	Teacher	May 2022
Chelley Leov	Parent Rep	Elected Jun 2019	Teacher	May 2022
Tracey Nelson	Parent Rep	Elected Jun 2019	Teacher	May 2022
Glen Smith	Parent Rep	Elected Jun 2019		May 2022
Joe Voigt	Parent Rep	Elected Jun 2019		May 2022
Sharon Wallace	Parent Rep	Elected Jun 2019		May 2022
Courtney Howall	Student Rep - Geraldine High School	Elected Sep 2019	Student	Sep 2020

# Analysis of Variance - 2020 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:

- Aim for school average of Oral Language rubric to be >21 (GHS >24)
- Aim for Collaborative Practice Framework to be >38
- Writing Literacy to meet 2020 target for CoL

<b>Baseline data:</b> [Dec 2019 - April 2020] What we do now?	<b>Actions:</b> [Feb/March] Our Plan for this year	<b>Staff Responsible/ Timeframe</b>	<b>Outcomes:</b> [March - November 2020] What Happened?	<b>Evaluation and Where to next:</b> [March - December 2020] What will we do next year?
Average score of students on Oral Language rubric for all ECEs/Schools = 19/35 (average increase of 5 points for schools)	Schools monitor original cohort at the end of Term 2 to record final progress of students in Oral Language rubric  <b>(Note: due to 'Lockdown' an extension of 3 months was given to this PLD, therefore this data will be collected at the end of term3/beginning of term 4, with a milestone data collection at the end of Term 2)</b>	Across Schools Lead (Sw) ,Oral Literacy leader from each school, Principal	Monitoring of students continued (milestone monitoring end of Term 2 and final data collected end of Term 3).  Applied for another 12 months of PLD funding to develop the integration of strategies within the classroom.	Average for Oral Language rubric across schools = 22. For GHS = 23. Slight short of target. Year 9-10 was above target (=25) and a couple of outliers in Year 7-8 lowered the average. Average for Collaborative Practice Framework = 36. For GHS = 38. Meets target. This is pleasing and data shows that we have a group of staff who are demonstrating confidence in Oral Language pedagogy. This is a second group who scored lower in the framework - some of this group could account for a number of new teachers who joined the staff during 2020. This is slightly lower than our target. This may reflect on the change in a number of teaching staff across the Kahui Ako over the past 12 months as well as the restrictiveness of Covid Level 2 and 3.  PLD funding was successful and we have another

				12 months (80 hours) of PLD for Oral Language - this will focus primarily on integrating strategies into the classroom.
The Collaborative Practice Framework survey for all staff across the Kahui Ako was 36/54 (average increase of 2 points)	<p>Data from staff will be collected at the end of the PLD (end June)</p> <p><b>(Note: this deadline was also extended to end of Term 3/start Term 4)</b></p> <p>Develop our online website with resources for staff; integrate this with a regular newsletter; where/when permissible with 'Alert Level' restrictions, work within schools with staff as 'internal' PLD</p> <p>Del Costello (facilitator) developing workshops for whole Kahui Ako and modelling strategies within schools later in the year.</p>	<p>Across Schools Lead (Sw)</p>	<p>Mail chimp newsletter was used with 75% pickup from staff. This also increased usage of website.</p> <p>Start of the year workshops were successful. Also added online webinars during 'lockdown'. Visits into school were postponed - aiming for ECE/Primary school visits mid November and High School early next year. Sw visited, co-taught and videoed work in Primary schools/ECEs in place of Del's PLD and will do something similar in Term 4 for High School.</p>	<p>Del Costello to model strategies to High School early 2021</p> <p>Other PLD in the form of a workshop/school visits/collaborative sharing together of work.</p>
Continue with Collaborative work in Wellbeing across the Kahui Ako and with whanau	<p>Whanau hui for Maori families across the Kahui Ako (twice this year)</p> <p>Student Hui with a variety of students across the Kahui Ako</p> <p>Kohiko Mai programme initiated in GHS</p>	<p>Lead Principal (Andrew Leverton/ Simon Coleman)</p> <p>Across Schools Lead (Sw), Wellbeing within school teachers (GHS - My)</p>	<p>Approximately 100 parents and their children at Whanau Hui in February - successful discussion and fellowship. Ross Paniora also came as guest speaker.</p> <p>2nd Whanau Hui postponed due to Alert Level restrictions - some planning and preparation done for when this next occurs (with Addie Couch-Snow and Ross Paniora)</p> <p>Student Hui took form of</p>	<p>Aim for next Whanau Hui early 2021.</p> <p>Consider a particular group(s) of students who could be catered for over a school year and how</p>

			<p>Collaborative mural - involving as many akonga as possible and also limited issues with alert level restrictions - mural to be display by mid November.</p> <p>Kohiko Mai programme trialled with 12 students. Specific teachers took on role of Kautautoko for these students. One full group session used to begin Learning profiles. Individual or small group informal meetings with Kautautoko took place throughout the year. Varying degrees of progress seen with students dependent upon their needs.</p>	<p>we cater for a particular avenue of wellbeing.</p> <p>GHS Wellbeing team to consider applying for PLD funding to develop the work initiated with Kohiko Mai. (This will need to be done by early October.) Note: The PLD application focused primarily on 'Assessment for Learning' which indirectly aids in Wellbeing. This application was successful and we have 12 months of PLD through Evaluation Associates.</p>
<p>Transitioning to school Continue developing a transitioning programme from Year 6-7 and Year 8-9</p>	<p>Cm to develop Transition Day for Year 6s (Note: this had to be postponed/adapted due to Covid-19 restrictions for South Canterbury Schools)</p> <p>Gathering student voice and exploring ways to develop the transition phase for our Year 8s into Year 9.</p>	<p>Cm</p>	<p>Cm catered and developed Year 6 programme to be able to visit schools and share data this way.</p> <p>Sa working with HoD of English (Hg) to create fluent transition of literacy expectations in English.</p> <p>Sw working with ECEs/Schools to develop an online platform to share transition data - primarily for ECE to New Entrants, but look at how to cater for Year 6-7 for 2021.</p>	

**Planning for next year:**

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.

**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:**

- To have an established Rangatahi Student Council that organises a range of Māori events
- All Staff have professional learning opportunities to increase their knowledge and application of taha Maori within their teaching practice
- Te reo and tikanga continue to be integrated into the school (e.g. in formal gatherings, classrooms and around school environment).

<b>Baseline data:</b> <b>[Dec 2019 - April 2020]</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 2020]</b> <b>What Happened?</b>	<b>Evaluation and Where to next:</b> <b>[March - December 2020]</b> <b>What will we do next year?</b>
<p>We are working towards engaging effectively with our Māori community (includes students, parents, caregivers, whānau, local iwi, other community members)</p>	<ul style="list-style-type: none"> <li>• Set whanau hui with community members. <u>This</u> hui is an opportunity to invite and meet Maori whanau from all the schools/ECEs in our kahui ako.</li> <li>• Visit local marae with students</li> </ul>	<p>Sw/Te/My</p>	<p><b>20th Feb- Whanau hui:</b>                      Ross Paniora spoke with a range of parents and wide Whanau. The Biculturalism Committee believed this was a valuable reach out to whanau.</p>	<ul style="list-style-type: none"> <li>• Sw will continue to run the whanau hui 2021 - Could aim to link his work more within the Kahui Ako to that of the biculturalism committee through the alignment of the goals for both.</li> <li>• Biculturalism Lead to establish connections between school wide leadership and local iwi.</li> <li>• In 2021 we need to build on the start of year good feeling from the whanau hui- maybe Convid impacted the flow on of this connection in 2020.</li> </ul>
<p>Kapa haka was sustained by Jordan during 2018. This has not continued since her departure (at the end of 2018) and we need to look at ways to initiate and develop kapa haka again.</p>	<p>Te led the return of the Kapa Haka group with support from Dn and Vi. Outside support was gained from Haami Rahui</p>	<p>Te</p>	<ul style="list-style-type: none"> <li>• The Kapa haka made rapid progress and performed in several major school events including the Sports and Cultural Awards Ceremony and the Junior Prizegiving.</li> <li>• The group visited Arowhenua Marae to help re-establish community connections.</li> </ul>	<ul style="list-style-type: none"> <li>• Good numbers of younger students involved in Kapa Haka- Need to get buy-in from older students and maintain students as they progress through the school.</li> <li>• Formalise the Kapa Haka coordinator role within the school to be a paid position with a time allocation.</li> <li>• Goals established for the Kapa Haka group cordernator - See JD found <a href="#">here</a>.</li> <li>• Uniforms and formal performances are included in the goals for 2021.</li> </ul>
<p>Continue to support all staff (in a meaningful way) with their use of te reo, tikanga, knowledge, and student relations.</p>	<ul style="list-style-type: none"> <li>• Staff PD sessions</li> <li>• A school karakia and waiata</li> <li>• Assemblies focused on biculturalism- Te Tiriti/Maori Language week</li> </ul>	<p>My</p>	<ul style="list-style-type: none"> <li>• The staff learnt the school Karakia Timatanga off by heart and are developing their knowledge of the waiata 'E Ihowā'. Te recorded 'E Ihowa' so</li> </ul>	<ul style="list-style-type: none"> <li>• Broaden the range of students reciting the Karakia each morning over the PA system</li> <li>• Introduce a Karakia for the end of the school day or week.</li> <li>• Appointment of Te Ao Maori Lead to work</li> </ul>



			<p>that staff could learn it in their own time.</p> <ul style="list-style-type: none"> <li>• The school is now beginning the day with a karakia timatanga.</li> <li>• Dn ran several full staff sessions on integrating te Reo into everyday programmes.</li> </ul>	<p>with staff throughout the year in the development of their knowledge of te reo, tikanga, knowledge, and how to foster meaningful student relationships with our Maori students. This position is now paid and supported with time release.</p>
Staff bicultural committee	<ul style="list-style-type: none"> <li>• Mihi/karakia/waiata - becomes imbedded in all meetings and when sharing kai</li> <li>• Bicultural inquiry group</li> </ul>	My	<p>The Bicultural Committee (My, Vi, Sw, Wm, Te, Hk) focused on some key events and goals. As well as setting up the beginning of year powhiri and supporting student council events like te wiki o te reo Māori, they began their strategy for integrating more te Reo into everyday school life</p> <p>Key achievements included:</p> <ul style="list-style-type: none"> <li>• Beginning each day in every class with “kia hora te marino”</li> <li>• Visible presence by the Rangatahi leader</li> <li>• Embedding of “E Ihowa” into the staff meeting structure</li> <li>• Support of the school Kapa Haka group</li> <li>• The committee fed back on their inquiry</li> </ul>	<ul style="list-style-type: none"> <li>• Appointment of new Biculturalism Lead for 2021 with My leaving the school.</li> <li>• Committee to be reestablished with clear focus on developing both an annual and longer term plan under the leadership of the Biculturalism Lead.</li> </ul>
Established Rangatahi leader and council	Rangatahi leader becomes more visible within the school community	My	<ul style="list-style-type: none"> <li>• Having the Rangatahi leader on stage at every assembly starting the assembly with Karakia and sitting in the front row gives the position more mana within the school environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Was a major success in 2020 with a very strong student leader who took the role of Rangatahi leader to a much higher level.</li> <li>• Further strengthen the role and promote further the council of students that support this role to build future capacity of students.</li> <li>• Use of younger students' voices to help develop this role and group.</li> </ul>
<p><b>Planning for next year (2021)</b></p> <ul style="list-style-type: none"> <li>• Establishment of key roles to continue this work and create a sustainable plan for our biculturalism commitment here at Geraldine High School.</li> </ul> <p>Roles include:</p>				

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.

### 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:

- To embed our digital curriculum and delivery plans
- To continue the Curriculum Review
- To communicate with stakeholders to ensure the school's plans fit their community's needs.

Baseline data: [Jan/Feb] What we do now?	Actions: [Feb/March] Our Plan for this year	Staff Responsible /Timeframe	Outcomes: [March - March 2021] What Happened?	Evaluation and Where to next: [Dec - March 2021] What will we do next year?
25% of the curriculum is delivered digitally. All departments have mapped their contribution to the digital curriculum	<ul style="list-style-type: none"><li>● A group will continue to develop their inquiry into digital curriculum and delivery in 2020. CI &amp; Mn to work on this: Main focus is to develop tasks for Yr7 &amp; 8 which will then be standardised for Yr9 &amp; 10 a tool for using micro bits or scratch to meet curriculum</li><li>● Department will increase digital delivery.</li></ul>	Mn	CI developed and trialed a Year 7 and 8 programme. A <u>Year 7-10 plan</u> has been developed.  Covid-19 created a unique opportunity to teach 100% digitally for two months. <a href="https://sites.google.com/geraldinehs.school.nz/virtuelschoolghs/home">https://sites.google.com/geraldinehs.school.nz/virtuelschoolghs/home</a> . Some time has been spent in staff meetings looking at how to retain some of the strengths of the teaching during this period while also taking advantage of face to face learning. <u>Structures</u> were put in place to ensure all students had a device and brought it to class so that teachers could more rely on being able to use	Implement the Year 7 & 8 plan. Trial the Year 9-10 plan.

			BYOD.	
<p>The 6 groups presented initial pedagogical and structural findings to the staff in Term 4.</p> <p>Learning groups for 2020 and have a member of SLT assigned to each one to lead the group. The groups will be under Personal &amp; Social Education, Project Based Learning and a combination of Activities, Sport and Electives</p>	<p>Each Learning Group will solidify their findings into a number of draft proposals which will be able to be discussed and analysed by the staff at the end of Term 2</p> <p>SLT and Cf will then use a Curriculum Innovation Team to make some decisions on how proposals will work logistically.</p>	<p>Cs, Cf, Ha, Pd, Wn</p>	<p>PLD groups <u>presented</u> in Term 3</p> <p>Presentations resulted in a refocus of Kāhui Ako roles to drive the next stage.</p> <p>The focus has now turned to foundation learning and what it will look like. This will largely be driven by HODs under Cf's direction.</p>	<p>Kāhui Ako in school teachers (Cf, Cm, Hg, Ro) will develop more specific planning around proposed changes to be ready for implementation in 2022.</p> <p>Form class structure will be changed to cater better for personal and social education led by Ro.</p> <p>A graduate profile will be developed.</p>
<p>A survey will be sent out to parents to establish their views on the strategic direction set by GHS</p>	<p>Completed. Strategic direction was endorsed but there was a low rate of engagement from parents in terms of response numbers. Much stronger was the survey results from our Covid response and many of those replies can be used to guide our future direction.</p>	<p>Cs, Cn, Pd</p>	<p>Based partially on the parent surveys conducted this year, we applied for PLD focusing on assessment to learn.</p>	<p>Assessment to learn will be focused on in order to develop more effective feedback for our students.</p> <p>A graduate profile will be developed.</p>
<p><b>Planning for next year:</b></p> <ul style="list-style-type: none"> <li>● Continue to develop and implement the Year 7-10 Digital Curriculum</li> <li>● Put in place the final systems and structures for the change in GHS's curriculum</li> <li>● Develop a graduate profile.</li> </ul>				



**Carew Peel Forest School**

**2020 Student Achievement Data and Analysis of Variance.**

**2020 Strategic Aims:**

- All students will engage in meaningful learning programmes with an emphasis on individual support to enable students to achieve success at a high level.
- Carew Peel Forest School as an Enviroschool, will nurture learners who reflect and act upon sustainability issues within our community.
- Carew Peel Forest School as a member of Ka Awa Whiria Kahui Ako will participate in Professional Development that leads us to reflect and embed refined practices that benefit all learners.

**Goals:**

To lift the achievement level of priority learners by identifying strengths, interest and needs and individualising teaching and learning strategies within and across all levels of the school.

To embed collaborative and co-teaching strategies to ensure students are engaged and have agency over the own learning.

Teachers and students identify and make quality use of opportunities for learning within our school and community that encourage and develop sustainability practices.

Teacher inquiry into Oral Language, Student Transitions and Student Wellbeing are used to develop practices that support and raise achievement for all students.

**Student Achievement Data.**

**Reading Term 4 2020**

	Well Below	Below	At	Above	Total
Y0			100% (14)		14
Y1		7% (1)	79% (11)	14% (2)	14
Y2		43% (3)	29% (2)	29% (2)	7
Y3		7% (1)	64% (9)	29% (4)	14
Y4		10% (1)	40% (4)	50% (5)	10
Y5		7% (1)	43% (6)	50% (7)	14
Y6		20% (2)	40% (4)	40% (4)	10
					0
					0
	10.8% 9		60.2% 50	28.9% 24	83

89.1% at or above.

**Reading by gender.**

Result	Num pupils	Boys	Girls	Boys%	Girls%
Above	24	6	18	15.8%	40.0%
At	50	25	25	65.8%	55.6%
Below	9	7	2	18.4%	4.4%

Writing Term 4 2020

	Well Below	Below	At	Above	Total
Y0			100% (14)		14
Y1		7% (1)	86% (12)	7% (1)	14
Y2		43% (3)	57% (4)		7
Y3		14% (2)	71% (10)	14% (2)	14
Y4		30% (3)	50% (5)	20% (2)	10
Y5		21% (3)	21% (3)	57% (8)	14
Y6		20% (2)	50% (5)	30% (3)	10
					0
					0
		16.9% 14	63.9% 53	19.3% 16	83

83.2% at or above

Writing by gender.

Result	Num pupils	Boys	Girls	Boys%	Girls%
Above	16	3	13	7.9%	28.9%
At	53	24	29	63.2%	64.4%
Below	14	11	3	28.9%	6.7%

Maths Term 4 2020

	Well Below	Below	At	Above	Total
Y0			100% (14)		14
Y1		7% (1)	93% (13)		14
Y2		14% (1)	86% (6)		7
Y3			79% (11)	21% (3)	14
Y4		10% (1)	40% (4)	50% (5)	10
Y5		14% (2)	21% (3)	64% (9)	14
Y6		20% (2)	40% (4)	40% (4)	10
					0
					0
		8.4% 7	66.3% 55	25.3% 21	83

91.6% at or above.

Maths by gender.

Result	Num pupils	Boys	Girls	Boys%	Girls%
Above	21	6	15	15.8%	33.3%
At	55	28	27	73.7%	60.0%
Below	7	4	3	10.5%	6.7%

**Conclusions:**

Girls have strong representation in those students working at or above in all areas of the curriculum whilst boys are the majority in those working below.

This disparity between girls and boys, whilst still present has less impact within the Maths data.

Maths is the only curriculum area to have an increase in achievement levels this year.

The Y2 cohort may require future additional support in literacy learning.

Data on ethnic breakdowns is not included in this report as due to the low numbers, it may be used to identify individuals in the small cohorts.

## **2019 – 2020 Comparisons.**

Reading 2019: 93%  
2020: 89.1% Down 4% (3 students).

Writing. 2019: 86%  
2020: 83.2%. Down 3% (2.5 students).

Maths. 2019: 89%  
2020: 91.6%. Up 2.5%. (2 students).

### **Priority Learners.**

We identified 15 priority learners from the data at the end of 2019 (9 males, 6 females). 4 students left our school.

4 students have moved to be working at their appropriate curriculum level.

Of the remaining 7 students, 3 students 'below' in writing have moved to 'at', 1 student is below in writing only and remains so, and 1 student is below in maths only and remains so. 4 students (3M, 1F) who started the year below in all curriculum areas, although making progress across the school year, remain working below the expected curriculum level.

### **Intervention Programmes.**

*Boost* – a literacy programme facilitated by Advance Ashburton and run by volunteer tutors under the guidance of a registered teacher, has made the biggest difference to our students in literacy. Whilst they haven't all made enough progress to move them into their expected curriculum level, they have all made accelerated progress. For some children, the opportunity to spend an hour, twice a week with a peer and a tutor has given them huge confidence in their learning ability. We know also, that responsive relationships are critical to learning and this is another strength of the boost programme.

*Teacher Aides* – Each hub has a teacher aide which enables 1:1 or small group time aimed at boosting participation in learning. The teacher sets learning programmes which the teacher aides follow.

*Key Competencies* – Our school focuses fully on building key competencies particularly for our priority students. These "capabilities for living and lifelong learning" (NZC, p12) will help ensure students get to experience success in learning. Providing opportunities for leadership and/or responsibility helps build self-esteem and self-belief and these are key features of all learning at CPFS.

*Assessment for Learning (AfL) & Individualised programmes* - Teachers assess students to identify next steps for learning. AfL for priority learners focuses on identifying gaps in individual student's knowledge leading to targeted teaching utilising teacher and teacher aide time.

*Wellbeing* – Teachers have utilised a range of wellbeing resources (including Sparklers), to build upon and enhance student wellbeing across the school year but particularly focused on both during and following the lockdown period.

*Small classroom sizes* - this year from Term 2, we trialled a fifth teacher with smaller class sizes across the school (16,11,15,17,24).

*Oral Language Focus via Kahui Ako* – We have continued staff professional development and implementing practices to enhance students oral language capabilities.

## **Narrative (Analysis of Variance)**

We have an interesting set of results following an interesting year. The Covid lockdown had a major impact on teaching and learning and some children really struggled to get back into the routines of school life.

The stressors that the lockdown placed on families was occasionally seen in students with resiliency playing a key role in their ability to return to the new normal of school life. For teachers, student wellbeing became a big focus in classrooms with the return to school.

The major benefit of smaller classroom sizes was teacher wellbeing. Teachers were better able to cater for individuals over the lockdown period and help minimise stressors upon the return to school. Whilst I would like to say the smaller classroom sizes made a difference to quality learning this year, the data (likely for many reasons) does not support this.

Following lockdown, a school community survey identified creativity as a strength of home learning with the majority of responders wishing to see this continued back in the school environment. Research also identifies that spending time being creative positively influenced wellbeing (Conner, DeYoung & Silvia<sup>1</sup>) so it was important that creativity became a focus in all aspects of classroom learning following lockdown. Surprisingly, and despite what we were hearing the impact of lockdown would have on students, we felt that on the whole, students settled back into school successfully.

During lockdown students were given lots of hands on and practical maths learning tasks. The teachers in the senior hub observed the students responses to learning in maths and upon returning to school, changed their approach to maths teaching. This led to more student agency and choice around independent tasks and also to the introduction of fluid grouping in instructional maths lessons. Teachers were then able to better target the teaching of maths knowledge and strategies to the groups of students. The maths results in e-asTTle assessment provided evidence that this type of teaching was very effective.

The teachers in the junior hub also provided lots of practical and hands on maths learning tasks, tailored to the home environment. Back in the classroom, they are providing more context around learning and provide a range of experiences that allow students the opportunity to generalise the knowledge they have gained to ensure an understanding in more contexts. An example of this was fractions – an understanding of halves was moved into mapping – half turns, and then into clocks and telling the time.

The decrease in achievement in literacy this year, whilst not large, is of concern to us. During lockdown, children were not exposed to the depth and breadth of reading and writing that is able to be explored in the classroom. We are finding more and more that as children get older, they are no longer reading in their own time or for pleasure. Parental role models are not as evident as the book on the lap or the newspaper over the breakfast table. Catching up on the news often takes place on devices for many adults and its possible children are only seeing the 'fun' aspect of the device rather than seeing reading has a purpose. The challenge for us as teachers is to help bring the love of reading back into student's lives as they get older and their time is more challenged.

We are finding that in writing we are often getting quantity over quality but are unable to identify the reason for this. Does our world of devices and autocorrect mean that students

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learn at a younger age it will be 'fixed' for them? Does the lack of exposure to print mean we don't know what good writing looks like? As teachers, we continually explore the whys as these will often lead to the answer in next learning steps.

### **Where to from here?**

The Boost programme will continue next year. Having a male role model that the boys look up to is beneficial and we will tailor the placement of children into the two groups to make the most of this. Likewise, teacher aides will be in classrooms and classroom numbers kept as low as possible.

Keeping Maths learning contextual and hands on, whilst utilising fluid groupings will continue into 2021.

Literacy will continue to be a focus for our school and as we upskill our staff around structured literacy, we will use this for older students particularly who require support in literacy. A discussion early on in 2021 with students will help us to identify preferred materials for reading and we have put funds aside to source these.

Writing in the senior hub will move to the fluid groupings that we saw were so successful in maths this year. This will allow teachers to identify and target those skills necessary for students to move on with their learning.

Our Enviro School Green Gold award will be revised next year and our plan is to use this review process to hook our students into literacy learning. The hands-on aspect that is a vital part of being an enviro school should seek to pique the interest of students and teachers will guide students learning down a literacy pathway.

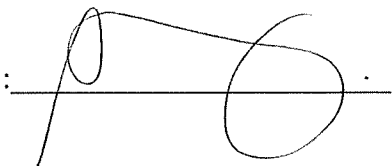
2021 sees our students individual learning pathways become available for parents as we move to a 'live' form of reporting using a digital platform. We are looking forward to more regularly sharing learning with parents and increased student agency that we know can lead to better student outcomes.

Submitted to and approved by the Geraldine High School and Carew Peel Forest School Combine Board of Trustees.

Principal:  
Sharon Ketter



BOT Chairperson:  
Sally Prattley.



15<sup>th</sup> December 2020.



# **GERALDINE HIGH / CAREW PEEL FOREST SCHOOLS**

## **Kiwisport Statement**

**For the year ended 31 December 2020**

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

In 2020 the Schools received total Kiwisport funding of \$13,420 (2019: \$12,951) excluding gst.

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.

## **INDEPENDENT AUDITOR'S REPORT**

### **TO THE READERS OF GERALDINE HIGH / CAREW PEEL FOREST SCHOOLS'S GROUP FINANCIAL STATEMENTS**

#### **FOR THE YEAR ENDED 31 DECEMBER 2020**

The Auditor-General is the auditor of Geraldine High / Carew Peel Forest Schools 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 statement of financial position as at 31 December 2020, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the Group:

- present fairly, in all material respects:
  - its financial position as at December 2020; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with the Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 27 May 2021. This is the date at which our opinion is expressed.

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

#### **Emphasis of Matter – Split of the Board of Trustees**

Without modifying our opinion, we draw attention to the disclosures in note 30 on page 25 which outline the possible effects on the schools as a result of the split of the Board of Trustees.

#### **Basis for our opinion**

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

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

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

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

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

In preparing the financial statements, the Board is responsible on behalf of the 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.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the 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 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 after page 25, 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: *International Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

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



#### **Jane Jackman**

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