

GISBORNE BOYS' HIGH SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

School Directory

Ministry Number: 209

Principal: Andrew Turner

School Address: 80 Stanley Road, Gisborne 4010

School Postal Address: Private Bag 7002, Gisborne 4040

School Phone: 06 868 8159

School Email: office@gisboyshighschool.net

Members of the Board of Trustees

Name	Position	How Position Gained	Occupation	Term Expired/ Expires
Ian Ruru	Chair Person	Elected	Marine Scientist	2022
Andrew Turner	Principal	ex Officio	Principal	indefinite
John Radburn	Parent Rep	Elected	Director	2022
Manaki Terekia	Parent Rep	Elected	Lawyer	2022
Craig Clarke	Parent Rep	Elected	Director	2022
Carmen Hihi	Parent Rep	Elected	Youth Services	2022
Thomas Cairns	Staff Rep	Elected	Teacher	2020

Accountant / Service Provider:





GISBORNE BOYS' HIGH SCHOOL

ANALYSIS OF VARIANCE

2019

Contents

BOT Operational Goal: 1.1	3
BOT Operational Goal: 1.2.....	3
BOT Operational Goal: 1.3.....	4
BOT Operational Goal: 1.4.....	4
BOT Operational Goal 2.1	5
BOT Operational Goal 2.2	5
BOT/MOE Operational Goal 2.3.....	6
BOT/MOE Operational Goal 2.4.....	7
BOT/MOE Operational Goal 2.5.....	7
BOT/MOE Operational Goal 3.1.....	8
BOT Operational Goal 3.2	11
BOT Operational Goal 3.3	11
BOT/MOE Operational Goal 4.1.....	13
BOT Operational Goal 4.2	13
BOT/MOE Operational Goal 4.3.....	14
BOT/MOE Operational Goal 4.4.....	14
Members of the Board of Trustees	14
Kiwisport	15



ANNUAL GOAL 1: STRATEGIC OPERATIONS

The resources of the school, will be managed and administered so as to support our school vision and values.

- | |
|---|
| 1.1 Implement and monitor streamlined budget with no deficit
1.2 Accumulate alternate funding stream to increase income outside of MOE funding
1.3 Implement 5YP as part of 10YP (2017-2027)
1.4 Embed Health and Safety Practices across school |
|---|

BOT Operational Goal: 1.1

TARGET	THROUGH	RESULTING IN
Implement and monitor streamlined budget with reduced deficit	A. Weekly finance meetings	Weekly tracking on income and spending
	B. Monthly Finance Meeting	Monthly monitoring of income and expenditure to report to the BOT.

Overall Outcome

The BOT Finance Committee once again worked incredibly hard this year to ensure that the budget remained in the positive. The 2019 budget put the school in a positive financial position and teaching and learning was at the forefront of our focus in resourcing the school. A small surplus, rather than a deficit was forecast for 2019 and this included innovations in curriculum delivery in response to the student's needs. New options were resourced in:

- Language option at Year 9 and Year 10- French/Spanish
- Cooking classes Year 9-Year 12
- High Performance Programme- Year 11-13
- Performing Arts Option- Year 9
- Kaupapa Maori- Year 9-Year13

Most importantly this was done with the 'zero' fees for teaching and learning applied across all curriculum areas.

The phrase we used was 'clearing the wood from the trees'. The focus of this was to clearly itemise key areas of spending and tracking progress carefully. Primarily this involved:

- Reviewed and renewed curriculum budgets that gave curriculum areas more and HOD's discretion to spend their budget on key areas of teaching and learning;
- Extra-curricular- sports and culture- extra costs extra.

It was pleasing to see such a positive year for our finances. This provides a positive platform for 2020 and the opportunity to grow and develop further in terms of resourcing key areas of the school.

BOT Operational Goal: 1.2

TARGET	THROUGH	RESULTING IN
Accumulate alternate funding stream to increase income outside of MOE funding	<ul style="list-style-type: none"> • Increase number of international students • Increased funding to cover operational deficit and fund strategic BOT initiatives 	<p>Source grants/targeted funding to resource ongoing vision of the school</p> <p>Resource extra-curricular activities- sports and culture.</p>

Overall Outcome

Some inroads were made in this area but will continue as a focus for 2020. The international students' numbers did not grow as much as we had hoped but we still have real interest in our 'edutourism' opportunities. A new programme will be launched in 2020 to meet this need and hopefully grow this programme to reach our goal.

Limited engagement with Old Boys in 2019 with a push to a reunion in 2020.

Grants/Sponsorships were actively sought again and we had some significant funding gratefully approved to provide us with further resources. Funds approved in 2019:

- New 1st XV Sponsorship (\$23000)
- NZCT- Turf upgrade grant (\$220,000)
- NZCT- Sports Grant (\$22,000)

This will remain a focus in 2020.

BOT Operational Goal: 1.3

TARGET	THROUGH	RESULTING IN
Implement new 5YP as part of 10YP (2017-2027)	Liaising with our property consultant, property manager and project manager establish a clear working plan moving forward	Functional, safe learning environments for teachers and students.

Overall Outcome

The NEW 5YP has been started as per the outline in BOT 1.3. The BOT established a 'Property Committee' as a delegated group of the BOT to oversee the delivery of this plan along with Project Managers- Darrington and Slater. The following outlines the stage each of the 5YP projects are currently at:

- Heating and Cooling in the Tech Block- **Complete**
- Gas reticulation S Block- **Complete**
- Electrical reticulation upgrade- **Complete**
- Weather proofing of P Block- **Moved to Capital Works Project**
- Removal of asbestos in Admin and G Block- **Being Completed**
- Toilet upgrade Tech Block- **Moved to Capital Works Project**

Furthermore, the Property team were able to successfully deliver a significant redevelopment proposal that the MOE are currently considering as part of a major re-modernisation of the school in line with the MOE aiming to have 'all schools re-modernised by 2030'. This will become part of the property plan for 2020 and beyond.

BOT Operational Goal: 1.4



TARGET	THROUGH	RESULTING IN
Embed Health and Safety practices across the school	<ul style="list-style-type: none"> Health and Safety Committee Use of School Docs to update school policies. Staff PL on policies and procedures 	One meeting per term that report to the BOT to ensure the safety and wellbeing of our staff and students.

Overall Outcome

The Health and Safety Committee was successfully launched in 2019 with the support of Kelly Ryan- Think safe. The committee met once per term to discuss Health and Safety concerns and upskill with Kelly and the Think Safe team. This relationship meant that the use of School Docs was not required as Think safe provided all the information including access for key staff to get all health and safety information required. Staff were included in key PL sessions around filling the appropriate Health and Safety forms for EOTC activities and discussions around general attitude toward 'thinking safe'.

This will remain a focus in 2020 as the school aims to continue to provide a safe and healthy working environment for staff and students.

ANNUAL GOAL 2: STAFF

Our staff will foster and promote excellence in academic, sporting, cultural and social opportunities

2.1- Review Junior curriculum opportunities at GBHS
 2.2- Implement reviewed staff Professional development programme
 2.3- Work with COL's and develop stronger teacher and student efficacy across the schools.
 2.4- Partner with Manaiakalani Outreach Programme to improve student engagement and learning outcomes through the use of digital technology.

BOT Operational Goal 2.1

TARGET	THROUGH	RESULTING IN
Review Junior curriculum opportunities at GBHS	Junior Curriculum Reviewed with discussion with HOD's/Student Feedback.	Proposal to provide more time for option subjects and ensure we providing the best opportunities for our students.

Overall Outcome

This review primarily revealed a need for more junior options and specialist learning opportunities in Sports High Performance, Performing Arts and Kaupapa Maori. This was presented to HOD's and the outcomes of this are implemented in BOT Operational Goal 2.2 below.

BOT Operational Goal 2.2

TARGET	THROUGH	RESULTING IN
--------	---------	--------------



Implement reviewed curriculum opportunities at GBHS	A. Junior Language- French and Spanish	Language Pathways for students
	B. Cooking Option	Cooking/Hospitality pathways for students
	C. Performing Arts option in Y9 and Y10	More student engaged in Performing Arts
	D. High Performance Classes	Supporting High performance pathways for students
	E. Kaupapa Maori- Senior	Supporting Kaupapa Maori Pathways for students

Overall Outcome

The following new curriculum initiatives were implemented in 2019 in response to the curriculum review conducted in 2018.

- Junior Language- (French and Spanish) to provide Language Pathways for students. Good numbers to build on for the future. Year 9 French- (19 students)/Year 9 Spanish (53)
- Cooking Option- Cooking/Hospitality pathways for students. Year 9 Food TEch- (122)/Year 10 Food Tech (129). RT upgraded our Coffee making machine and is using this to teach students to be coffee barristers. RT also used machine for fundraiser-making coffee at rugby events and set up coffee cards- \$10 for 4 x coffees. Students make coffees for staff + a slice. Received very well by staff.
- Performing Arts option in Y9 and Y10- More student engaged in Performing Arts. Year 9 (18) students enrolled. A positive start with (12) out of the (16) students wanting to take the option on 2020. Performing arts given more access in yr. 9 and 10 option selection for 2020.
- High Performance Classes- Supporting High performance pathways for students. Level 1 HP (21)
- Level 3 HP (18). A comprehensive review of our High Performance programme was conducted by staff and will be implemented in 2020.
- Kaupapa Maori- (Senior)- Supporting Kaupapa Maori Pathways for students. Class focused on preparation for Super 8 Cultural in Palmerston North - 15 students can take the stage. Level 1 Tikanga (6)/ Level 2 Tikanga (7)/ Level 3 Tikanga (6). Cultural Super 8 - placed 3rd overall. Placed 1st at Regionals and qualified for Kapa Haka Nationals in 2020.

BOT/MOE Operational Goal 2.3

TARGET	THROUGH	RESULTING IN
Implement reviewed Professional development programme	A. Teacher Inquiry and Appraisal Process	Growth in Teacher efficacy and best Practice.
	B. Professional Learning Communities	Greater engagement from staff in their own professional development.
	C. Leadership Development Framework.	Growing Leadership Capacity.

Overall Outcome



The implementation of Professional Learning focused on Teacher Learning Inquiries. These were based on the data they have collected from student's results, observations and their own personal professional focus for the year. Staff elected to move into one of the following Professional Learning Communities for either a term or year.

- Using Video to support teaching and learning
- Reading
- Digital Technologies and Writing
- Google Basics
- High Performance
- Te Reo
- Te Tiriti o Waitangi

Professional learning will take on a digital focus in 2020 with collaborative inquiries within departments of how to use technology to improve teaching and learning outcomes.

BOT/MOE Operational Goal 2.4

TARGET	THROUGH	RESULTING IN
Work with COL's and develop stronger teacher and student efficacy across the schools.	Working with current COL teachers to support our staff	Grow teacher and student efficacy.

Overall Outcome

The school had a specific focus around empowering the 5 Within School teachers (WST) to work alongside staff to grow teacher and student efficacy. WST led Professional Learning Communities and conducted lesson observations to support staff in their inquiries.

The Kahui Ako also launched its revised strategic plan which will guide the Community of learning in the next key phases to better meeting the teacher and learning needs of our community.

BOT/MOE Operational Goal 2.5

TARGET	THROUGH	RESULTING IN
Partner with Manaiakalani Outreach Programme to improve student engagement and learning outcomes through the use of digital technology.	Selecting Pilot group to develop digital learning tools to enhance student engagement and outcomes.	Better engagement and outcomes for students using digital technology.

Overall Outcome

Manaiakalani Team worked with key staff in the school to upskill their teaching pedagogy around digital technology. This has been a positive start with 4 staff involved in the process.

3 Staff also registered for the Digital Fluency PL on a Monday for 6 weeks in Term 3.

A team also travelled to Hornby High School and Tamaki College to explore their implementation of the Manaiakalani project. It was a very productive trip that gave us good insight into the development of a strategic plan for us as a school moving forward.

The Manaiakalani team also presented to all staff on strategies around Learn, Create and Share.



This initiative will continue in 2020.

ANNUAL GOAL 3: STUDENT

Each young man will be encouraged and supported to excel in academic, sporting, cultural and social achievement

- 3.1- Improve student achievement
 3.2- Implement strategic plan for sport @ GBHS
 3.3- Implement strategic plan for Performing Arts @ GBHS
 3.4-Develop student leadership (Senior)

BOT/MOE Operational Goal 3.1

TARGET	THROUGH	RESULTING IN
3.1- Improve student achievement	a. Setting SMART NCEA targets <ul style="list-style-type: none"> L1 Literacy- 95% L1 Num- 90% NCEA L 1- 80% NCEA L2- 80% NCEA L3- 65% UE- 35% 	Clear goals for staff and students to target and enable tracking and monitoring.
	b. Estimated Credits Database	Effective tracking of students and interventions to be put in place.
	c. 100% Attendance focus	Students attending classes regularly to ensure they maximise their learning time and attainment.
	d. 100% effort and 100% completion focus	Students giving a more concerted effort toward their learning
	e. Targeted interventions	Strategic groups of students identified by data are tracked and supported i.e. ethnicity, literacy, numeracy, UE.

Overall Outcome

The following targets were set for 2019.

2019 TARGET	2019 ACTUAL	COMMENTS
-------------	-------------	----------

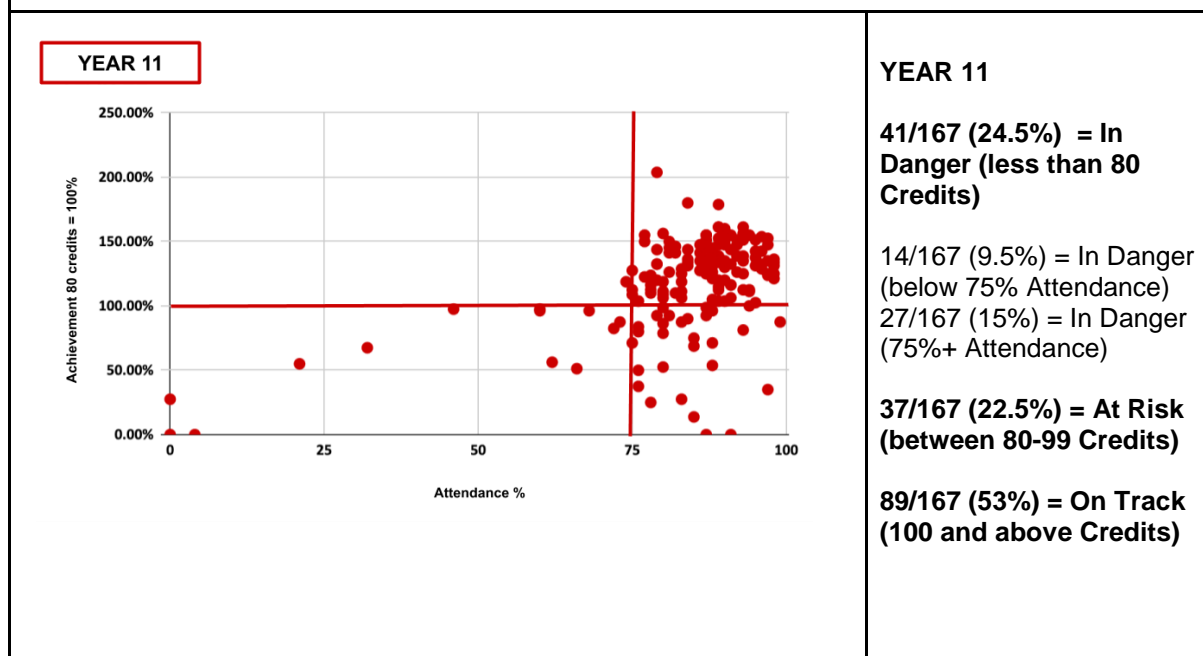


Level 1 Literacy- 95%	88.0%	The result is below our aspirational goal. Most of the boys who did not attain literacy had very poor attendance. National results for boys and girls are 85.4% for all schools; 79.3% for decile 1-3 schools. By the end of 2019, 99.3% of our year 12 students had attained L1 literacy.
Level 1 Numeracy- 90%	79.5%	Our 2019 attainment was 10% below our goal. Our previous HOD mathematics had decided that the numeracy standards would not be used to assess students' numeracy - so achievement standards alone were used. That could account for much of the disparity. Our current HOD math's intends to use the numeracy standards for lower academic year 11 classes this year. National results for year 11 boys and girls: All schools, 83.1%; Decile 1-3 schools, 76.1%
NCEA Level 1- 80%	66.9%	Our 2019 level 1 NCEA attainment is well below the target we set. The target was definitely aspirational - we had averaged 74% over the previous two years and were aiming for 80%+. The significant drop in 2019 meant we fell well short of that aspirational target. Of particular concern, it was our Maori students whose attainment dropped significantly - with the gap between Maori and European students widening further at Level 1. (As recently as 2017, Maori attainment was almost the same as European). In 2019, Maori and European attainment of level 1 was 58.4 % and 85.1% respectively.
NCEA Level 2- 80%	71.2%	Our target was attainable - in 2018, almost 77% of our year 12 cohort gained level 2 NCEA. The overall decline of around 6% was representative of both Maori and European students, with Maori achievement remaining about 10% behind European.

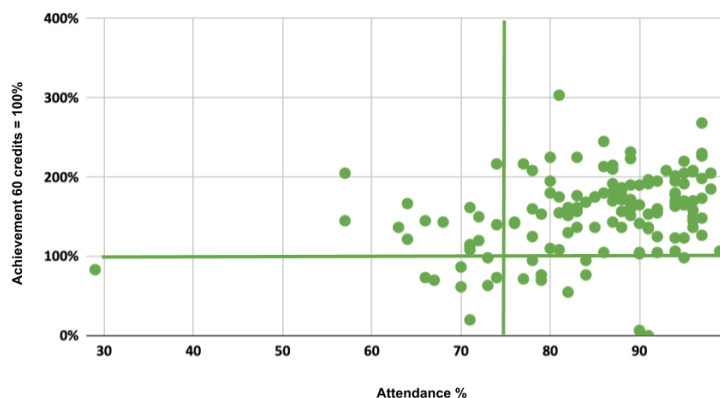
Throughout the year, staff and students focused on our ACE plan- attendance, completion and effort. Students not attending regularly were met with by their year level Dean and support and guidance was provided in consultation with their whanau to get them to school.

By the middle of Term 3 we were able to collate attendance and academic data to identify senior students that were at risk and needed further support to succeed in 2019.

2019 Year 11-13 Attendance v Estimates Correlation T3.Wk5



YEAR 12



YEAR 12

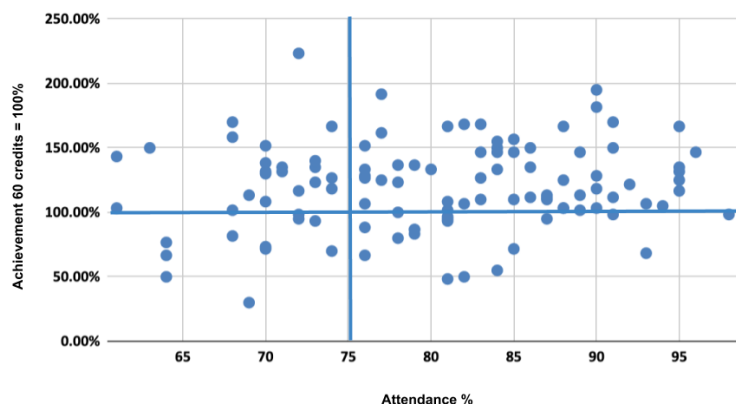
19/137 (14%) = In Danger (less than 60 Credits)

10/137 (7%) = In Danger (below 75% Attendance)
09/137 (7%) = In Danger (75%+ Attendance)

20/137 (14%) = At Risk (between 60-79 Credits)

98/137 (72%) = On Track (80 and above Credits)

YEAR 13



YEAR 13

28/109 (25.5%) = In Danger (less than 60 Credits)

11/109 (10%) = In Danger (below 75% Attendance)
17/109 (15.5%) = In Danger (75%+ Attendance)

42/109 (38.5%) = At Risk (between 60-79 Credits)

39/109 (36%) = On Track (80 and above Credits)

The data shows a pleasing shift of attendance from 70% to 75% and reinforced our focus of attendance = achievement but still too many students are not reaching their potential.

Further interventions will be implemented in 2020 to ensure we are doing all we can to challenge every young man to achieve and reach his potential.

BOT Operational Goal 3.2

TARGET	THROUGH	RESULTING IN
Implement strategic plan for sport @ GBHS	GBHS Sports Committee	Oversee the implementation of the strategic vision of GBHS Sport

Overall Outcome

The newly formed GBHS Sports Committee to oversee the implementation of the strategic vision of GBHS sport- The strategic plan was developed and accepted.

The Sports Committee consisted of:

- Principal- Andrew Turner
- Sports Coordinator- Peter Simmonds
- HOD PE- Simon Murphy
- Finance Manager- Deborah Kernohan
- Old Boys Rep- Tom Cairns

This group met in Term 1 with enthusiasm and optimism and accepted the strategic plan as a 'living document'. Unfortunately, this group was not successful in meeting again. Instead part of the group conducted a High Performance review and provided recommendations for 2020 and beyond.

The Sports Coordinator and Finance Manager worked on funding processes and grant applications and were successful in this process.

The sports captain and student committee was not successfully launched but will be a priority in 2020.

BOT Operational Goal 3.3

TARGET	THROUGH	RESULTING IN
Implement strategic plan for Performing Arts @ GBHS	GBHS Performing Arts Committee	Oversee the implementation of the strategic vision of GBHS Performing Arts

Overall Outcome

The newly formed GBHS Performing Arts outlined a strategic vision for GBHS Performing Arts- The strategic plan was developed.

The Performing Arts Committee consisted of:

- Assistant Principal- Fraser Grout
- HOD Performing Arts- David Lindup
- CHOIR- Maria Jefferson
- SHAKESPEARE- Hayley Cochrane

The Performing Arts were able to successful launch and be involved in some key activities:

- Year 9 option launched- 16 students;
- Shakespeare group won Super 8 Drama comp;
- Sit Down in the Front- Regional Smoke free winners/ 3rd National Smokefree contest;



- Choir successful performances
- Kapa Haka- Regional Champions

The Arts and Cultural Captain and student committee was not successfully launched but will be a priority in 2020.

BOT/MOE Operational Goal 3.4

TARGET	THROUGH	RESULTING IN
3.4- Develop student leadership (Senior)	a. Add further Prefect Roles in 2019- Sports Captain/Arts Captain/Cultural Captain/ Academic Captain	Growing Leadership confidence and capacity and development of student led committees.
	b. Appoint Vertical Form leaders	More leadership opportunities for students outside of the prefect group
	c. Appoint House Captains and Deputy House Captains.	Further leadership opportunities for students outside of the prefect group
	d. 'Leadership focus' in targeted Tu Tane classes	Leadership growth in the junior school with a focus on how we assist others and give to our community

Overall Outcome

The prefects played a significant role in 2019 in modelling our GBHS Leadership model- our values and key behaviours that leaders are expected to exhibit. The model acts as a taonga, passed from one leadership group to another.

The Prefects roles were more clearly defined with the addition of Academic, Sports, Cultural and Arts Captains. Prefects all engaged in presenting at the Principal's Assembly by wearing number ones and sharing the last word.

House Captains and form leaders were appointed in 2019 providing more leadership opportunities for students. This was a good start but will be further developed in 2020 with clearer roles and functions within form times and houses.

ANNUAL GOAL 4: WHANAU/COMMUNITY



Our school will improve achievement of our young men through strong relationships with Parents/Caregivers, Whanau and the wider community

4.1 –Strengthen the connection with whanau with their sons’ learning/development.
 4.2 - Implement strategic plan that effectively engages Old boys with the school
 4.3- Implement strategic input from local hapu and iwi.
 4.4- Liaise with Primary industries to develop curriculum pathways that meet the needs of our community

BOT/MOE Operational Goal 4.1

TARGET	THROUGH	RESULTING IN
Strengthen the connection with whanau with their sons learning/development	a. Utilising the skills and ideas of the Tu Whanau Lead Group parents and staff.	Greater involvement of parents in their sons’ learning at GBHS.
	b. Learning together evenings	Providing opportunity for Staff/Parents/ Students to meet together and understand better the process of learning together.
	c. Parent Support seminars	Strengthen parenting for their sons.

Overall Outcome

Whanau remain a vital part of the school community. The Tu Whanau programme aims to emphasis and reinforce this relationship.

The Tu Whanau Hui at the beginning of the year was again a success and was well attended by students and whanau and guided parents through key strategies they can employ to help support their sons with his learning.

Our Learning Together Evening was successful. We had 34 families across 4 of our lower band classes attending with positive feedback from all involved. We had another 30 families attend a 1 Hour presentation in the Hall for our top banded students. The feedback was really positive.

Tu Whanau will continue to grow in 2020 with a key focus around creating key events around each year level to cater for the unique needs of students at different ages and stages.

BOT Operational Goal 4.2

TARGET	THROUGH	RESULTING IN
Implement strategic plan that effectively engages Old boys with the school	Regular connection with Old Boys at strategic HUBS.	Stronger up to date connections/reconnections with Old Boys in the local and wider community to their school with the opportunity to give back and support the next generation of students.
	Plan Bi Annual Old Boys Event for 2020	Allow time for Old Boys to plan for reunion events.
	Connect with Friends of the school- Past teachers	Build on local connection of friends/past teachers of the school.



Overall Outcome

A successful hub meeting was held in New Plymouth with smaller group of old boys with messages around connecting with the school - what they can do to help. An initial meeting was also held with past teachers to build on the local connection.

All attention now is on the Old Boys Reunion scheduled for Queens Birthday Weekend in 2020.

BOT/MOE Operational Goal 4.3

TARGET	THROUGH	RESULTING IN
Implement strategic input from with local hapu and iwi.	Identify key local hapu and Iwi connections and implement ways we can better work together strategically moving forward.	Greater local Iwi involvement and engagement in GBHS to support our young people

Overall Outcome

Preliminary connections were made with iwi representative to discuss ways we could better work together to meet the needs of our rangatahi.

We currently attract significant MLR (Maori Learning Resource) and are inviting iwi to partner with us in the administration of this funding. This not only will strengthen our partnership with iwi but also provide a legitimate opportunity for iwi to engage in the strategic planning of the school.

This concept was well received and further discussions will be had in formalizing this relationship.

BOT/MOE Operational Goal 4.4

TARGET	THROUGH	RESULTING IN
4.4- Liaise with Primary industries to develop curriculum pathways that meet the needs of our community	Connection with Agribusiness/Forestry/Horticulture.	Establish strong relationships with our local industries to provide career pathway/opportunities for our students.

Overall Outcome

Met with Wi Pere Trust to look at Horticultural Pathways for students. Planning on sending up to twelve Y12-Y13 students to Wi Pere for a morning. Wi Pere would then be interested in working with up to 2 students in 2020 on a part time basis with the hope of providing them with a scholarship to study and pursue a career in Horticulture.

No other Primary industries were connected with in 2019 due to time limitations. The Careers team will continue to explore these opportunities in 2020.

Members of the Board of Trustees

Name	Position	How position on Board gained	Occupation	Term expired/expires
------	----------	------------------------------	------------	----------------------



Ian Ruru	Chairperson re-elected June 2019	Re elected June 2019	Marine Scientist	May 2022
Andrew Turner	Proprietors Rep	Appointed	Principal	Indefinite
Tom Cairns	Staff Rep	Re elected Dec 2019	Teacher	Dec 2020
Craig Clarke	Parent Rep	Elected June 2019	Director	May 2022
Manaaki Terekia	Parent Rep	Re elected June 2019	Lawyer	May 2022
John Radburn	Parent Rep	Re elected June 2019	Director	May 2022
Carmen Hihi	Parent Rep	Elected June 2019		May 2022
Sebastian Couper Soloman	Student Rep	Re-elected Oct 2019	Student	Oct 2020

Kiwisport

Kiwisport is a government funding initiative to support students' participation in organised sport. In 2019 the school received total Kiwisport funding of \$18,337 (2018: \$18,449). The funding was spent on wages for Sports Coordinator.

Gisborne Boys High School

Kiwisport

Kiwisport is a government funding initiative to support students' participation in organised sport. In 2019 the school received total Kiwisport funding of \$18,337 (2018: \$18,449). The funding was spent on wages for Sports Coordinator.

GISBORNE BOYS' HIGH SCHOOL

Annual Report - For the year ended 31 December 2019

Index

Page	Statement
------	-----------

	Financial Statements
--	-----------------------------

1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 11	Statement of Accounting Policies
12 - 22	Notes to the Financial Statements

	Other Information
--	--------------------------

	Analysis of Variance
--	----------------------

	Kiwisport
--	-----------



Gisborne Boys' High School

Statement of Responsibility

For the year ended 31 December 2019

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

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

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

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

Ian Hector Ruru

Full Name of Board Chairperson

Andrew Glen Turner

Full Name of Principal

Signature of Board Chairperson

Signature of Principal

Date:

28/5/2020

Date:

28/5/2020



Gisborne Boys' High School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue				
Government Grants	2	8,139,238	7,568,905	7,595,542
Locally Raised Funds	3	815,251	509,757	718,577
Interest income		51,971	44,500	48,631
Gain on Sale of Property, Plant and Equipment		1,304		
International Students	4	130,309	143,650	146,324
		<u>9,138,074</u>	<u>8,266,812</u>	<u>8,509,074</u>
Expenses				
Locally Raised Funds	3	459,472	332,907	371,480
International Students	4	85,480	90,420	61,704
Learning Resources	5	5,892,399	5,463,520	5,471,959
Administration	6	541,541	524,832	540,875
Finance		5,960	5,523	9,276
Property	7	1,453,164	1,600,952	1,658,087
Depreciation	8	263,528	248,610	259,763
Loss on Disposal of Property, Plant and Equipment		-	-	2,093
		<u>8,701,545</u>	<u>8,266,764</u>	<u>8,375,237</u>
Net Surplus / (Deficit) for the year		436,529	48	133,836
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>436,529</u></u>	<u><u>48</u></u>	<u><u>133,836</u></u>

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

Gisborne Boys' High School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2019

	Notes	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
Balance at 1 January		3,129,303	3,129,303	2,995,467
Total comprehensive revenue and expense for the year		436,529	48	133,836
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	-
Equity at 31 December	25	3,565,832	3,129,351	3,129,303
Retained Earnings		3,565,832	3,129,351	3,129,303
Reserves		-	-	-
Equity at 31 December		3,565,832	3,129,351	3,129,303

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

Gisborne Boys' High School

Statement of Financial Position

As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Assets				
Cash and Cash Equivalents	9	913,739	913,739	151,538
Accounts Receivable	10	348,537	348,536	340,411
GST Receivable		29,550	29,550	38,976
Prepayments		27,169	27,169	21,316
Inventories	11	40,113	40,113	16,541
Investments	12	1,120,429	715,344	1,328,244
		<u>2,479,537</u>	<u>2,074,451</u>	<u>1,897,025</u>
Current Liabilities				
Accounts Payable	14	547,435	547,655	513,457
Revenue Received in Advance	15	437,829	452,275	279,453
Provision for Cyclical Maintenance	16	-	42,234	157,961
Finance Lease Liability - Current Portion	17	50,526	50,526	45,060
Funds held in Trust	18	39,464	28,877	35,944
Funds held for Capital Works Projects	19	190,646	190,645	7,062
		<u>1,265,900</u>	<u>1,312,212</u>	<u>1,038,936</u>
Working Capital Surplus/(Deficit)		1,213,637	762,239	858,089
Non-current Assets				
Property, Plant and Equipment	13	<u>2,690,890</u>	<u>2,705,808</u>	<u>2,591,517</u>
		2,690,890	2,705,808	2,591,517
Non-current Liabilities				
Provision for Cyclical Maintenance	16	111,142	111,142	83,509
Finance Lease Liability	17	19,141	19,141	28,381
Funds held in Trust	18	208,413	208,413	208,413
		<u>338,696</u>	<u>338,696</u>	<u>320,303</u>
Net Assets		<u><u>3,565,831</u></u>	<u><u>3,129,351</u></u>	<u><u>3,129,303</u></u>
Equity				
	25	<u><u>3,565,832</u></u>	<u><u>3,129,351</u></u>	<u><u>3,129,304</u></u>

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



Gisborne Boys' High School

Statement of Cash Flows

For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		2,227,508	2,250,530	2,058,624
Locally Raised Funds		892,857	601,809	776,763
International Students		208,180	221,521	199,822
Goods and Services Tax (net)		9,426	9,426	(2,892)
Payments to Employees		(1,149,610)	(1,210,581)	(1,203,355)
Payments to Suppliers		(1,382,363)	(1,312,863)	(1,267,674)
Cyclical Maintenance Payments in the year		(124,260)	(130,428)	-
Interest Paid		(5,960)	(5,523)	(9,276)
Interest Received		56,876	49,405	42,896
Net cash from Operating Activities		732,654	473,295	594,908
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		1,304	600	(2,093)
Purchase of PPE (and Intangibles)		(319,287)	(319,887)	(258,626)
Purchase of Investments		207,815	612,900	(464,876)
Net cash from Investing Activities		(110,167)	293,613	(725,596)
Cash flows from Financing Activities				
Finance Lease Payments		(47,388)	(47,387)	(43,433)
Funds Administered on Behalf of Third Parties		3,520	(7,067)	(9,141)
Funds Held for Capital Works Projects		183,584	15,333	(159,723)
Net cash from Financing Activities		139,716	(39,121)	(212,297)
Net increase/(decrease) in cash and cash equivalents		762,202	727,787	(342,985)
Cash and cash equivalents at the beginning of the year	9	151,538	151,538	494,523
Cash and cash equivalents at the end of the year	9	913,740	879,325	151,538

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

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

Gisborne Boys' High School

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

Standard early adopted

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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



Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 13.

Cyclical maintenance provision

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.

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. Finance Leases are disclosed at note 17.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

Prior Year Policy

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

h) Inventories

Inventories are consumable items held for sale and comprise of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

i) Investments

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

Prior Year Policy

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

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

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

j) Property, Plant and Equipment

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

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	10–100 years
Swimming Pool	100 years
Mahanga Outdoor Education Facility	50 years
Furniture and equipment	10–15 years
Information and communication technology	6.5 years
Motor vehicles	10 years
Textbooks	5 years
Leased assets held under a Finance Lease	3 - 5 years
Library resources	12.5% Diminishing value

k) Intangible Assets

Software costs

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

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

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

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

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

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

Non cash generating assets

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

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

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

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

m) Accounts Payable

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

n) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

Long-term employee entitlements

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

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

o) Revenue Received in Advance

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

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

p) Funds Held in Trust

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

q) Provision for Cyclical Maintenance

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

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

r) Financial Assets and Liabilities

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

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

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

s) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

t) Budget Figures

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

u) Services received in-kind

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

2. Government Grants

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operational Grants	2,037,542	1,984,188	1,861,230
Teachers' Salaries Grants	4,909,934	4,379,059	4,476,085
Use of Land and Buildings Grants	1,003,048	1,074,404	1,074,404
Resource Teachers Learning and Behaviour Grants	-	-	7,405
Other MoE Grants	134,270	76,810	121,974
Other Government Grants	54,444	54,444	54,444
	8,139,238	7,568,905	7,595,542

3. Locally Raised Funds

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue			
Donations	42,264	50,000	41,040
Activities	358,863	236,973	318,052
Trading	143,053	140,800	132,625
Fundraising	65,963	41,000	45,214
Other Revenue	205,108	40,984	181,647
	815,251	509,757	718,577
Expenses			
Activities	273,794	175,362	210,419
Trading	110,467	105,295	117,102
Fundraising (Costs of Raising Funds)	75,210	52,250	43,959
	459,472	332,907	371,480
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	355,778	176,850	347,097

4. International Student Revenue and Expenses

	2019 Actual Number	2019 Budget (Unaudited) Number	2018 Actual Number
International Student Roll	16	14	19
	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue			
International Student Fees	130,309	143,650	146,324
Expenses			
Advertising	19,283	27,000	18,148
Commissions	6,158	5,100	15,644
International Student Levy	6,118	4,400	1,817
Employee Benefit - Salaries	53,920	53,920	26,095
	85,480	90,420	61,704
<i>Surplus/ (Deficit) for the year International Students'</i>	44,829	53,230	84,620

During the year ended December 2019 the International Marketing Director travelled to Europe & Hong Kong at a cost of \$12,148 recruiting new students for the school. The travel was funded from the net surplus from International Student Revenue.



5. Learning Resources

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Curricular	330,146	348,321	271,623
Equipment Repairs	20,611	2,500	27,520
Information and Communication Technology	4,372	8,800	9,537
Extra-Curricular Activities	66,064	82,263	145,298
Library Resources	51,809	49,662	46,650
Employee Benefits - Salaries	5,403,743	4,926,920	4,947,645
Staff Development	15,656	45,054	23,687
	<u>5,892,399</u>	<u>5,463,520</u>	<u>5,471,959</u>

6. Administration

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Audit Fee	7,740	7,520	7,520
Board of Trustees Fees	5,160	4,765	4,765
Board of Trustees Expenses	18,737	21,300	12,813
Communication	35,065	34,466	33,510
Consumables	56,240	46,295	51,481
Legal Fees	1,206	-	-
Other	2,081	3,500	3,519
Employee Benefits - Salaries	374,798	368,800	383,606
Insurance	16,464	16,500	13,966
Service Providers, Contractors and Consultancy	24,050	21,686	29,696
	<u>541,541</u>	<u>524,832</u>	<u>540,875</u>

7. Property

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Caretaking and Cleaning Consumables	16,437	15,000	8,890
Consultancy and Contract Services	12,018	15,000	17,171
Cyclical Maintenance Provision	-	42,334	41,853
Grounds	9,503	12,000	11,718
Heat, Light and Water	77,258	74,300	76,669
Rates	11,757	12,300	11,612
Repairs and Maintenance	78,225	93,916	81,805
Use of Land and Buildings	1,003,048	1,074,404	1,074,404
Security	8,402	2,600	5,142
Employee Benefits - Salaries	236,517	259,098	328,824
	<u>1,453,164</u>	<u>1,600,952</u>	<u>1,658,087</u>

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

8. Depreciation

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Buildings - School	21,869	21,869	21,869
Mahanga Outdoor Education Facility	3,300	3,300	3,300
Swimming Pool	5,352	5,352	5,352
Furniture and equipment	118,542	106,703	98,436
Information and Communication Technology	33,065	40,883	40,883
Motor Vehicles	16,900	16,300	8,739
Textbooks	14,824	13,526	13,530
Leased Assets	43,917	34,561	61,526
Library Resources	5,759	6,116	6,128
	<u>263,528</u>	<u>248,610</u>	<u>259,763</u>

9. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash on Hand	373	372	523
Bank Current Account	147,261	147,261	85,090
Bank Call Account	66,106	66,106	65,925
Short-term Bank Deposits	700,000	700,000	0
Bank Overdraft	-	-	-
Cash and cash equivalents for Cash Flow Statement	<u>913,739</u>	<u>913,739</u>	<u>151,538</u>

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

Of the **\$913,739** Cash and Cash Equivalents, **\$190,646** is held by the School on behalf of the Ministry of Education. These funds are required to be spent in **2020** on Crown owned school buildings under the School's Five Year Property Plan.

Of the **\$913,739** Cash and Cash Equivalents, **\$95,610** of unspent grant funding is held by the School. This funding is subject to restrictions which specify how the grant is required to be spent in providing specified deliverables of the grant arrangement.

10. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	9,427	9,427	7,779
Interest Receivable	6,964	6,964	11,869
Teacher Salaries Grant Receivable	332,145	332,145	320,762
	<u>348,537</u>	<u>348,536</u>	<u>340,411</u>
Receivables from Exchange Transactions	16,391	16,391	19,648
Receivables from Non-Exchange Transactions	332,145	332,145	320,762
	<u>348,537</u>	<u>348,536</u>	<u>340,411</u>



11. Inventories

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
School Uniforms	40,113	40,113	16,541
	<u>40,113</u>	<u>40,113</u>	<u>16,541</u>

12. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	1,120,429	715,344	1,328,244
Non-current Asset			
Long-term Bank Deposits	-	-	-
Total Investments	<u>1,120,429</u>	<u>715,344</u>	<u>1,328,244</u>

13. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2019						
Land	92,615	-	-	-	-	92,615
Buildings	1,276,027	-	-	-	(21,869)	1,254,158
Mahanga Outdoor Education	137,378	-	-	-	(3,300)	134,078
Swimming Pool	381,724	-	-	-	(5,352)	376,372
Furniture and Equipment	369,126	295,832	-	-	(118,542)	546,416
Information and Communication	96,845	-	-	-	(33,065)	63,781
Motor Vehicles	123,488	2,301	-	-	(16,900)	108,889
Textbooks	27,918	15,502	-	-	(14,824)	28,596
Leased Assets	65,818	43,614	-	-	(43,917)	65,515
Library Resources	20,577	5,652	-	-	(5,759)	20,470
Balance at 31 December 2019	<u>2,591,517</u>	<u>362,901</u>	<u>-</u>	<u>-</u>	<u>(263,528)</u>	<u>2,690,891</u>

The net carrying value of equipment held under a finance lease is **\$65,515 (2018: \$65,354)**

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2019			
Land	92,615	-	92,615
Buildings	1,665,055	(410,897)	1,254,158
Mahanga Outdoor Education	165,147	(31,069)	134,078
Swimming Pool	614,765	(238,393)	376,372
Furniture and Equipment	2,920,710	(2,374,294)	546,416
Information and Communication	1,022,281	(958,500)	63,781
Motor Vehicles	218,657	(109,768)	108,889
Textbooks	330,065	(301,469)	28,596
Leased Assets	248,439	(182,924)	65,515
Library Resources	212,592	(192,122)	20,470
Balance at 31 December 2019	<u>7,490,325</u>	<u>(4,799,435)</u>	<u>2,690,890</u>



2018	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Land	92,615	-	-	-	-	92,615
Buildings	1,297,896	-	-	-	(21,869)	1,276,027
Mahanga Outdoor Education	140,678	-	-	-	(3,300)	137,378
Furniture and Equipment	387,076	-	-	-	(5,352)	381,724
Furniture and Equipment	326,016	143,639	-	(2,093)	(98,436)	369,126
Information and Communication Technology					(40,883)	96,845
Technology	124,498	13,230	-	-		
Motor Vehicles	41,134	91,094	-	-	(8,739)	123,489
Textbooks	29,181	12,267	-	-	(13,530)	27,918
Leased Assets	65,354	61,990	-	-	(61,526)	65,818
Library Resources	26,217	488	-	-	(6,128)	20,577
Balance at 31 December 2018	2,530,665	322,708	-	(2,093)	(259,763)	2,591,517

The net carrying value of equipment held under a finance lease is **\$65,818 (2017: \$65,354)**

2018	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Land	92,615	-	92,615
Buildings	1,665,055	(389,028)	1,276,027
Mahanga Outdoor Education	165,147	(27,769)	137,378
Swimming Pool	614,765	(233,041)	381,724
Furniture and Equipment	2,647,998	(2,278,872)	369,126
Information and Communication Technology	1,022,280	(925,435)	96,845
Motor Vehicles	216,356	(92,868)	123,488
Textbooks	314,563	(286,645)	27,918
Leased Assets	204,825	(139,007)	65,818
Library Resources	206,940	(186,363)	20,577
Balance at 31 December 2018	7,150,544	(4,559,027)	2,591,517

14. Accounts Payable

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operating Creditors	135,206	125,761	122,044
Employee Entitlements - Salaries	331,925	341,590	320,762
Employee Entitlements - Leave Accrual	80,304	80,304	70,650
	<u>547,435</u>	<u>547,655</u>	<u>513,457</u>
Payables for Exchange Transactions	547,435	547,655	513,457
	<u>547,435</u>	<u>547,655</u>	<u>513,457</u>

The carrying value of payables approximates their fair value.

15. Revenue Received in Advance

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Grants in Advance - Ministry of Education	14,822	14,822	13,571
International Student Fees	217,057	217,057	139,186
Other	205,950	220,396	126,696
	<u>437,829</u>	<u>452,275</u>	<u>279,453</u>

Under section 4B of the Education Act 1989, no international student shall receive tuition unless agreed fees have been paid. During 2019 there was an instance where the school breached this requirement by providing 2 students tuition and homestay fees for 1 term only, prior to fees being received.

16. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	241,470	241,470	199,617
Increase/ (decrease) to the Provision During the Year	(6,068)	42,334	41,853
Use of the Provision During the Year	(124,260)	-	-
Provision at the End of the Year	<u>111,142</u>	<u>283,804</u>	<u>241,470</u>
Cyclical Maintenance - Current	-	42,234	157,961
Cyclical Maintenance - Term	111,142	111,142	83,509
	<u>111,142</u>	<u>153,376</u>	<u>241,470</u>

17. Finance Lease Liability

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	50,526	50,526	45,059
Later than One Year and no Later than Five Years	19,141	19,141	28,380
	<u>69,667</u>	<u>69,667</u>	<u>73,439</u>

18. Funds held in Trust

	2019 Actual \$	2019 Budget \$	2018 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	39,464	28,877	35,944
Funds Held in Trust on Behalf of Third Parties - Non-current	208,413	208,413	208,413
	<u>247,877</u>	<u>237,290</u>	<u>244,357</u>

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expenditure of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

19. Funds Held for Capital Works Projects

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

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
Fire & Security Upgrade	<i>completed</i>	1,442	-	-	-	1,442
Tech Blk Re-roof/ Ventilation/Sitewide Watermains	<i>completed</i>	(9,383)	-	-	-	2,000
Caretakers House	<i>completed</i>	(3,950)	3,950	-	-	-
Replce Heat Pumps		18,953		22,622		(3,669)
Library Ceiling			3,060	3,743		(683)
Gas Reticulation			12,832	12,758		74
Stage 2 Heating Upgrade			75,226	68,969		6,257
Electical Reticulation Upgrade			49,203	36,283		12,920
Asbestos Removal			250,000	77,696		172,304
Totals		<u>7,062</u>	<u>394,271</u>	<u>222,071</u>	<u>-</u>	<u>190,646</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	194,997
Funds Due from the Ministry of Education	4,351
	<u>190,646</u>

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$		Closing Balances \$
Fire & Security Upgrade	<i>in progress</i>	16,296	29,332	44,185	-	1,442
Tech Blk Re-roof/ Ventilation/Sitewide Watermains	<i>in progress</i>	206,138	-	215,522	-	(9,383)
Sitewide Electrical	<i>completed</i>	(55,649)	60,352	4,704	-	-
Caretakers House	<i>Completed</i>	-	28,224	32,174		(3,950)
Replce Heat Pumps	<i>in progress</i>	-	43,999	25,046		18,953
Totals		<u>166,785</u>	<u>161,907</u>	<u>321,630</u>	<u>-</u>	<u>7,062</u>

20. Related Party Transactions

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

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

21. Remuneration

Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	5,160	4,765
Full-time equivalent members	0.18	0.16
<i>Leadership Team</i>		
Remuneration	1,451,722	1,432,983
Full-time equivalent members	15	15
Total key management personnel remuneration	1,456,882	1,437,748
Total full-time equivalent personnel	15.18	15.64

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

Principal

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

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	140 - 150
Benefits and Other Emoluments	4-5	4-5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2019 FTE Number	2018 FTE Number
100 - 110	5.00	4.00
110 -120	1.00	1.00
	6.00	5.00

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

22. Compensation and Other Benefits Upon Leaving

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

	2019 Actual	2018 Actual
Total	\$ -	\$ -
Number of People	0	0

23. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

24. Commitments

(a) Capital Commitments

As at 31 December 2019 the Board has entered into contract agreements for capital works as follows:

- (a) \$87,084 contract for Heat Pump Replacement Stage 2 to be completed in 2020, which will be fully funded by the Ministry of Education. \$75,226 has been received of which \$68,969 has been spent on the project to date; and
- (b) \$59,670 contract for Electrical Reticulation Upgrade as agent for the Ministry of Education. This project is fully funded by the Ministry and \$49,203 has been received of which \$36,283 has been spent on the project to balance date. This project has been approved by the Ministry; and
- (c) \$462,670 contract for Asbestos Removal as agent for the Ministry of Education. The project is fully funded by the Ministry and \$250,000 has been received of which \$77,676 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments at 31 December 2018: \$300,000)

25. Managing Capital

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

26. Financial Instruments

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

Financial assets measured at amortised cost (2018: Loans and receivables)

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	913,739	913,739	151,538
Receivables	348,537	348,536	340,411
Investments - Term Deposits	1,120,429	715,344	1,328,244
Total Financial assets measured at amortised cost	<u>2,382,705</u>	<u>1,977,619</u>	<u>1,820,193</u>

Financial liabilities measured at amortised cost

Payables	547,435	547,655	513,457
Finance Leases	69,667	69,667	73,441
Total Financial Liabilities Measured at Amortised Cost	<u>617,102</u>	<u>617,322</u>	<u>586,898</u>

27. Events After Balance Date

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

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

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

28. Adoption of PBE IFRS 9 Financial Instruments

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

- Note 10 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.
- Note 12 Investments: Term deposits: This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF GISBORNE BOYS' HIGH SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019

The Auditor-General is the auditor of Gisborne Boys' High School (the School). The Auditor-General has appointed me, Chris Torrie, using the staff and resources of BDO Gisborne Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 1 to 22, that comprise the statement of financial position as at 31 December 2019, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2019; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards Reduced Disclosure Regime as applicable to entities that qualify as tier 2.

Our audit was completed on 28 May 2020. This is the date at which our opinion is expressed.

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

Emphasis of Matter – COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 27 on page 22 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

Basis for our opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the Analysis of Variance and Kiwisport note but does not include the financial statements, and our auditor's report thereon.


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

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

Independence

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

In addition to the audit we have carried out a reasonable assurance engagement with regard to grant funding which is compatible with those independence requirements. Other than the audit and this engagement, we have no relationship with or interests in the School.



Chris Torrie
BDO Gisborne Limited
On behalf of the Auditor-General
Gisborne, New Zealand