

SOUTHERN CROSS CAMPUS

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number:	452
Principal:	Samantha L. Smith
School Address:	237 Buckland Road, Mangere 2024
School Postal Address:	PO Box 43242 Mangere Town Centre 2153
School Phone:	09 2550404
School Email:	Smsmith@southerncross.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expired/ Expires
P Parussini	Chair Person	Elected	June 2022
S Smith	Principal	Principal/Board Secretary	June 2022
R Staples	Former Principal	Principal	April 2020
N Arkell	Foundation Rep	SCC Foundation	April 2020
M Stanton	Foundation Rep	SCC Foundation	April 2020
A Smith	Financial Advisor	SCC Foundation	June 2022
T Levenberg	Foundation Rep	SCC Foundation	June 2022
L Fuli	Parent Rep	Elected	June 2022
A Tanuvasa	Parent Rep	Elected	June 2022
S Pua	Parent Rep	Elected	June 2022
P Sykes	Parent Rep	Elected	May 2020
G Siakimotu	Co-opted	Co-opted	June 2022
L Herewini	Staff Rep	Elected	June 2022
A Pulu	Student Rep	Elected	November 2020
L Alapae	Student Rep	Elected	November 2021

Financial Controller: Judith Langley

SOUTHERN CROSS CAMPUS

Annual Report - For the year ended 31 December 2020

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Southern Cross Campus

Statement of Responsibility

For the year ended 31 December 2020

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

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

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

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

Peter Parussini

Full Name of Board Chairperson



Signature of Board Chairperson

31 May 2021

Date:

Samantha L. Smith

Full Name of Principal



Signature of Principal

31 May 2021

Date:

Southern Cross Campus

Statement of Comprehensive Revenue and Expense

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
Revenue				
Government Grants	2	16,858,347	16,176,753	14,743,400
Locally Raised Funds	3	250,512	459,750	377,922
Interest income		42,462	67,500	64,010
Gain on Sale of Property, Plant and Equipment		3,947	42,000	16,216
Trades Academy	4	1,095,625	1,140,750	1,114,500
		<u>18,250,893</u>	<u>17,886,753</u>	<u>16,316,048</u>
Expenses				
Locally Raised Funds	3	102,178	93,372	177,370
Trades Academy	4	1,063,230	1,144,500	1,022,495
Learning Resources	5	10,461,819	9,945,308	9,780,802
Administration	6	919,342	970,480	904,597
Property	7	4,571,903	5,134,983	3,838,801
Depreciation	8	538,207	550,000	548,732
Loss on Disposal of Property, Plant and Equipment		44,807	45,000	7,757
		<u>17,701,486</u>	<u>17,883,643</u>	<u>16,280,554</u>
Net Surplus / (Deficit) for the year		549,407	3,110	35,494
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>549,407</u>	<u>3,110</u>	<u>35,494</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.

Southern Cross Campus

Statement of Changes in Net Assets/Equity

	Notes	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
Balance at 1 January		<u>3,813,714</u>	<u>3,813,714</u>	<u>3,778,220</u>
Total comprehensive revenue and expense for the year		549,407	3,110	35,494
Equity at 31 December	26	<u>4,363,121</u>	<u>3,816,824</u>	<u>3,813,714</u>
Retained Earnings		4,363,121	3,816,824	3,813,714
Equity at 31 December		<u>4,363,121</u>	<u>3,816,824</u>	<u>3,813,714</u>

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.

Southern Cross Campus

Statement of Financial Position

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	9	1,660,287	900,000	906,056
Accounts Receivable	10	752,446	700,000	653,916
GST Receivable		74,670	-	-
Prepayments		48,356	55,000	73,484
Inventories	11	37,115	25,000	52,697
Investments	12	1,734,103	2,000,000	1,947,536
		<u>4,306,977</u>	<u>3,680,000</u>	<u>3,633,689</u>
Current Liabilities				
GST Payable		-	150,000	272
Accounts Payable	14	1,114,036	993,176	1,099,067
Revenue Received in Advance	15	62,147	120,000	68,832
Provision for Cyclical Maintenance		98,513	80,000	72,695
Finance Lease Liability - Current Portion	17	112,836	100,000	132,620
Funds held for Community of Learning	18	24,471	-	27,207
Funds held for Capital Works Projects	19	504,015	270,000	270,264
		<u>1,916,018</u>	<u>1,713,176</u>	<u>1,670,957</u>
Working Capital Surplus/(Deficit)		2,390,959	1,966,824	1,962,732
Non-current Assets				
Property, Plant and Equipment	13	2,287,206	2,200,000	2,211,112
Intangible Assets		-	-	-
		<u>2,287,206</u>	<u>2,200,000</u>	<u>2,211,112</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	16	303,931	250,000	233,078
Finance Lease Liability	17	11,113	100,000	127,052
		<u>315,044</u>	<u>350,000</u>	<u>360,130</u>
Net Assets		<u>4,363,121</u>	<u>3,816,824</u>	<u>3,813,714</u>
Equity	26	<u>4,363,121</u>	<u>3,816,824</u>	<u>3,813,714</u>

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

Southern Cross Campus Statement of Cash Flows

		2020	2020	2019
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
Cash flows from Operating Activities				
Government Grants		5,217,540	4,830,608	4,386,784
Locally Raised Funds		(1,555,498)	459,750	222,321
Trades Academy		1,090,993	1,140,750	1,072,500
Goods and Services Tax (net)		159,105	-	145,697
Payments to Employees		(2,610,737)	(2,443,068)	(3,183,272)
Payments to Suppliers		(2,972,687)	(3,430,540)	(1,708,024)
Cyclical Maintenance Payments in the year		(15,689)	(30,000)	(22,888)
Interest Paid		-	-	-
Interest Received		51,385	67,500	65,631
Net cash from/(to) Operating Activities		(635,588)	595,000	978,749
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	(13,000)	16,217
Purchase of Property Plant & Equipment (and Intangibles)		(658,822)	(582,000)	(601,655)
Proceeds from Investments		213,433	250,000	(789,427)
Net cash from/(to) Investing Activities		(445,389)	(345,000)	(1,374,865)
Cash flows from Financing Activities				
Furniture and Equipment Grant		176,865	-	-
Finance Lease Payments		(135,723)	150,000	(164,415)
Funds Administered on Behalf of Third Parties		-	-	(147,677)
Funds Held for Capital Works Projects		1,794,066	500,000	325,902
Net cash from/(to) Financing Activities		1,835,208	650,000	13,810
Net increase/(decrease) in cash and cash equivalents		754,231	900,000	(382,306)
Cash and cash equivalents at the beginning of the year	9	906,056		1,288,361
Cash and cash equivalents at the end of the year	9	1,660,287	900,000	906,056
		1,660,287	900,000	906,056

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

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

Southern Cross Campus
Notes to the Financial Statements
For the year ended 31 December 2020

1. Statement of Accounting Policies

a) Reporting Entity

Southern Cross Campus 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 2020 to 31 December 2020 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. And 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 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.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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.

Grants for the use of land and buildings are also 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 Proprietor. Use of land and building grants are recorded as income in the period the school uses the land and building.

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

i) Inventories

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

j) Investments

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

k) Property, Plant and Equipment

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

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

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

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	11-25 years
Furniture and equipment	5-13 years
Information and communication technology	4-5 years
Motor vehicles	5 years
Textbooks	4 years
Leased assets held under a Finance Lease	3-5 years
Library resources	12.5% Diminishing value

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) 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.

o) Revenue Received in Advance

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

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

r) 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).

s) Financial Investments

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 for accounting purposes in accordance with financial reporting standards.

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

t) Borrowings

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

Borrowings include but not limited to bank overdrafts, operating leases and finance leases.

u) 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.

v) Budget Figures

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

w) Services received in-kind

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

2. Government Grants

	2020 \$	2020 \$	2019 \$
Operational Grants	4,170,279	3,878,916	3,463,121
Teachers' Salaries Grants	8,038,605	7,381,674	7,543,228
Use of Land and Buildings Grants	3,421,200	3,964,471	2,782,329
Resource Teachers Learning and Behaviour Grants	9,148	15,200	8,743
Other MoE Grants	958,582	697,980	695,226
Other Government Grants	260,533	238,512	250,753
	16,858,347	16,176,753	14,743,400

The school has opted in to the donations scheme for this year. The total amount received was \$219,150.

Other MOE Grants total includes additional COVID-19 funding totalling \$312,161 for the year ended 31 December 2020.

3. Locally Raised Funds

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue			
Donations	8,300	115,000	40,525
Student Contributions	-	-	2,298
Activities	142,068	308,000	309,815
Fundraising	-	14,000	-
Other Revenue	100,144	22,750	25,284
	250,512	459,750	377,922
Expenses			
Activities	102,178	93,372	177,370
	102,178	93,372	177,370
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	148,334	366,378	200,552

4. Trades Academy

	2020 90 Actual \$	2020 90 Budget (Unaudited) \$	2019 90 Actual \$
Revenue			
Operations Grant/Casual sales	1,095,625	1,140,750	1,114,500
Expenses			
Administration	63,252	65,000	63,732
Depreciation	29,336	42,000	42,000
Resources and Training costs	82,552	160,500	64,187
Employee Benefit - Salaries	888,090	877,000	852,576
	1,063,230	1,144,500	1,022,495
<i>Surplus/ (Deficit) for the year Trades Academy</i>	32,395	(3,750)	92,005

5. Learning Resources

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Curricular	259,280	523,479	210,113
Equipment Repairs	36,659	34,200	39,957
Information and Communication Technology	132,322	121,200	115,221
Library Resources	3,309	6,000	4,733
Employee Benefits - Salaries	9,906,572	9,056,942	9,256,693
Staff Development/Activities	120,014	182,487	144,142
Extra-Curricular Activities	3,663	7,000	4,801
Overseas Travel	-	14,000	5,142
	10,461,819	9,945,308	9,780,802

6. Administration

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Audit Fee	16,170	18,000	18,377
Board of Trustees Fees	6,315	6,000	5,450
Board of Trustees Expenses	14,922	22,130	27,664
Communication	38,736	34,550	34,189
Consumables	39,078	39,000	8,355
Operating Lease	18,139	31,000	30,488
Other	85,413	126,500	102,508
Employee Benefits - Salaries	619,541	624,300	609,989
Insurance	81,028	69,000	67,577
	919,342	970,480	904,597

7. Property

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Caretaking and Cleaning Consumables	28,838	25,200	29,320
Consultancy and Contract Services	467,110	497,965	472,375
Cyclical Maintenance Provision	112,360	30,000	(21,059)
Grounds	22,583	43,700	44,183
Heat, Light and Water	149,848	188,213	171,253
Rates	49,499	60,000	77,511
Repairs and Maintenance	131,037	129,284	114,018
Use of Land and Buildings	3,421,200	3,964,471	2,782,329
Security	53,480	52,650	46,071
Employee Benefits - Salaries	135,948	143,500	122,800
	4,571,903	5,134,983	3,838,801

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Building Improvements - Crown	45,000	50,000	53,689
Furniture and Equipment	167,351	160,000	167,049
Information and Communication Technology	172,745	195,000	201,919
Motor Vehicles	12,737	10,000	10,545
Textbooks	16,921	17,000	18,102
Leased Assets	143,465	150,000	129,400
Library Resources	9,324	10,000	10,028
Trade Academy	(29,336)	(42,000)	(42,000)
	538,207	550,000	548,732

9. Cash and Cash Equivalents

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash on Hand	2,150	2,150	2,150
Bank Current Account	28,887	30,000	33,484
Bank Call Account	127,724	117,850	120,422
Short-term Bank Deposits	1,501,526	750,000	750,000
Cash and cash equivalents for Statement of Cash Flows	1,660,287	900,000	906,056

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

Of the \$1,660,287 Cash and Cash Equivalents, \$504,015 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2021 on Crown owned school buildings under the School's Five Year Property Plan.

Of the \$1,660,287 Cash and Cash Equivalents, \$27,225 is held by the School on behalf of the Community of Learning cluster. See note 18 for details of how the funding received for the cluster has been spent in the year.

10. Accounts Receivable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Receivables	90,897	80,000	79,246
Receivables from the Ministry of Education	-	-	656
Interest Receivable	10,317	20,000	19,240
Teacher Salaries Grant Receivable	651,232	600,000	554,774
	752,446	700,000	653,916

11. Inventories

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Stationery	4,253	5,000	2,457
School Uniforms	24,389	20,000	34,880
General Stock	8,473	-	15,360
	<u>37,115</u>	<u>25,000</u>	<u>52,697</u>

12. Investments

The School's investment activities are classified as follows:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Asset Short-term Bank Deposits	1,734,103	2,000,000	1,947,536
Total Investments	<u>1,734,103</u>	<u>2,000,000</u>	<u>1,947,536</u>

13. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2020						
Building Improvements	315,772	62,259	-	-	(45,000)	333,031
Furniture and Equipment	1,148,125	209,519	(45,161)	-	(167,351)	1,145,132
Information and Communication Technology	344,943	390,128	(947)	-	(172,745)	561,379
Motor Vehicles	43,150	18,990	(1)	-	(12,737)	49,402
Textbooks	27,915	2,665	-	-	(16,921)	13,659
Leased Assets	273,730	-	-	-	(143,465)	130,265
Library Resources	57,477	6,185	-	-	(9,324)	54,338
Balance at 31 December 2020	<u>2,211,112</u>	<u>689,746</u>	<u>(46,109)</u>	<u>-</u>	<u>(567,543)</u>	<u>2,287,206</u>

The net carrying value of equipment held under a finance lease is \$130,265 (2019: \$273,730)

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2020			
Building Improvements	879,132	(546,101)	333,031
Furniture and Equipment	3,221,212	(2,076,080)	1,145,132
Information and Communication Technology	2,426,350	(1,864,971)	561,379
Motor Vehicles	110,217	(60,815)	49,402
Textbooks	354,222	(340,563)	13,659
Leased Assets	700,957	(570,692)	130,265
Library Resources	167,133	(112,795)	54,338
Balance at 31 December 2020	<u>7,859,223</u>	<u>(5,572,017)</u>	<u>2,287,206</u>

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2019						
Building Improvements	245,348	126,549	(2,436)	-	(53,689)	315,772
Furniture and Equipment	1,038,805	281,656	(5,287)	-	(167,049)	1,148,125
Information and Communication Technology	418,750	128,147	(35)	-	(201,919)	344,943
Motor Vehicles	6,626	47,070	(1)	-	(10,545)	43,150
Textbooks	43,199	2,818	-	-	(18,102)	27,915
Leased Assets	392,254	10,876	-	-	(129,400)	273,730
Library Resources	66,524	981	-	-	(10,028)	57,477
Balance at 31 December 2019	<u>2,211,506</u>	<u>598,097</u>	<u>(7,759)</u>	<u>-</u>	<u>(590,732)</u>	<u>2,211,112</u>

The net carrying value of equipment held under a finance lease is \$273,730 (2018: \$392,254)

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2019			
Building Improvements	816,874	(501,101)	315,773
Furniture and Equipment	3,110,763	(1,962,638)	1,148,125
Information and Communication Technology	2,041,637	(1,696,694)	344,943
Motor Vehicles	109,447	(66,298)	43,149
Textbooks	351,556	(323,642)	27,914
Leased Assets	700,957	(427,227)	273,730
Library Resources	160,949	(103,471)	57,478
Balance at 31 December 2019	<u>7,292,183</u>	<u>(5,081,071)</u>	<u>2,211,112</u>

14. Accounts Payable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operating Creditors	200,326	315,000	330,464
Accruals	70,638	35,000	34,709
Banking Staffing Overuse	-	-	-
Employee Entitlements - Salaries	843,072	749,000	733,894
Staff Banking Overuse	-	1,000	-
	<u>1,114,036</u>	<u>1,100,000</u>	<u>1,099,067</u>

The carrying value of payables approximates their fair value.

15. Revenue Received in Advance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Grants in Advance - Ministry of Education	18,705	70,000	23,493
Funds Held on behalf of third parties	43,442	50,000	45,339
	<u>62,147</u>	<u>120,000</u>	<u>68,832</u>

16. Provision of Cyclical Maintenance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Provision at the Start of the Year	305,773	342,434	349,722
Increase/ (decrease) to the Provision During the Year	112,360	42,566	(21,059)
Use of the Provision During the Year	(15,689)	(55,000)	(22,890)
Provision at the End of the Year	<u>402,444</u>	<u>330,000</u>	<u>305,773</u>
Cyclical Maintenance - Current	98,513	80,000	72,695
Cyclical Maintenance - Term	303,931	250,000	233,078
	<u>402,444</u>	<u>330,000</u>	<u>305,773</u>

17. Finance Lease Liability

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
No Later than One Year	112,836	100,000	132,620
Later than One Year and no Later than Five Years	11,113	82,000	127,052
Later than Five Years	-	-	-
	<u>123,949</u>	<u>182,000</u>	<u>259,672</u>

18. Community of Learning

Whakatipu Akoranga Kahui Ako

2020 Koru School are the lead school for the Community of Learning and Southern Cross Campus provides the services.

(2019) Southern Cross Campus was the lead school funded by the Ministry of Education to provide the services of the Community of Learning to its cluster of schools.

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Funds Carried Forward:	24,659	-	49,332
Revenue:			
Interest	15	-	114
Total funds available	<u>15</u>	<u>-</u>	<u>114</u>
Expenses:			
Meeting Costs	225	-	94
Employee Benefits	-22	-	24,263
General Expenses	-	-	430
	<u>203</u>	<u>-</u>	<u>24,787</u>
Funds Held at Year End	<u>24,471</u>	<u>-</u>	<u>24,659</u>
Current Assets			
Cash at bank	<u>27,225</u>	<u>-</u>	<u>27,207</u>

No liabilities at year end

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:

	2020	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
Arson Reinstatement	<i>completed</i>	(482)	482	367	-	(367)
B Block Toilet Refurbishment	<i>completed</i>	(10,821)	-	13,563	-	(24,384)
Pool Shed/ Roof Refurb	<i>in progress</i>	(383)	162,000	41,305	-	120,312
CW Blk 2 Referbishment	<i>in progress</i>	130,421	-	100,743	-	29,678
Pool Painting Upgrade	<i>in progress</i>	45,037	26,945	55,673	-	16,309
JS Boiler Replacement	<i>in progress</i>	-	87,890	67,165	-	20,725
5YP Pool Filter System 2020	<i>in progress</i>	87,785	75,322	41,438	-	121,669
Carpet Replacement D1 Blk	<i>in progress</i>	-	-	908	-	(908)
5YP Drainage Works 2019/20	<i>in progress</i>	(383)	72,094	86,334	-	(14,623)
5YP Block 15	<i>completed</i>	19,848	2,810	22,658	-	-
Blk 15 Refurbishment	<i>in progress</i>	-	51,350	779	-	50,571
SIP Hard Cover Canopy	<i>in progress</i>	-	139,500	2,550	-	136,950
5YP Reorientation Sports Field	<i>in progress</i>	(758)	-	27,299	-	(28,057)
SIP Principals Office	<i>completed</i>	-	22,500	27,575	5,075	-
JS Multi Sports Turf	<i>in progress</i>	-	76,598	457	-	76,141
Totals		270,264	717,490	488,814	5,075	504,015

Represented by:

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

572,354
68,339

504,015

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
Security Fence	<i>complete</i>	(50,861)	-	-	50,861	-
Extra Ordinary works Claim	<i>complete</i>	(62,167)	62,167	-	-	-
MoE New Build Claims	<i>complete</i>	(19,734)	30,198	10,464	-	-
B Block Toilet Refurbishment	<i>in progress</i>	12,309	187,669	210,799	-	(10,821)
Arson Reinstatement	<i>complete</i>	(2,647)	35,974	42,661	8,852	(482)
5YP E7- D1 Roof & Related works	<i>in progress</i>	-	-	383	-	(383)
CW Block 2 Refurbishment JS	<i>in progress</i>	-	131,204	783	-	130,421
5YP Swimming Pool Upgrade 2019	<i>in progress</i>	-	90,000	44,963	-	45,037
5YP Pool Filter System 2020	<i>in progress</i>	-	89,550	1,765	-	87,785
5YP Drainage Works 2019/20	<i>in progress</i>	-	-	383	-	(383)
5YP Block 15	<i>in progress</i>	-	19,848	-	-	19,848
5YP Reorientation of Senior Sports Field	<i>in progress</i>	-	-	758	-	(758)
Totals		(123,100)	646,610	312,959	59,713	270,264

20. Funds for RTLB Services

Southern Cross Campus is no longer the lead school funded by the Ministry of Education to provide the services of Resource Teachers of Learning and Behaviour to its cluster of schools.

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Funds held at beginning of the year	-	-	122,794
<i>Revenue</i>			
Teachers' Salary Grant	-	-	256,751
Administration Grant	-	-	-
Learning Support Funding	-	-	-
Year 11-13 Funding	-	-	-
Travel Grant	-	-	-
Other Revenue	-	-	-
Total funds available	-	-	256,751
<i>Expenses</i>			
Employee Benefit - Salaries	-	-	256,751
Administration	-	-	-
Learning Support	-	-	-
Year 11-13	-	-	-
Travel	-	-	-
Other Expenses	-	-	-
Transfer of funds to Otahuhu Intermediate	-	-	256,751
Reimbursements to Southern Cross Campus	-	-	70,998
Funds Held at Year End	-	-	51,796
Current Assets			
Cash at bank	-	-	-
Non Current Assets			
Property Plant and Equipment	-	-	-
Current Liabilities			
Operating Creditors	-	-	-
Non Current Liabilities			
Borrowings	-	-	-
Equity	-	-	-

21. 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

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.

22. Key Management

Key management personnel compensation

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

	2020 Actual \$	2019 Actual \$
Board Members		
Remuneration	6,315	5,450
Full-time equivalent members	0.16	0.21
Leadership Team		
Remuneration	1,451,248	1,227,645
Full-time equivalent members	12	11
Total key management personnel remuneration	1,457,563	1,233,095
Total full-time equivalent personnel	12.16	11.21

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 1	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130-140	200-220
Benefits and Other Emoluments	0-5	5-6
Termination Benefits	-	-
Principal 2	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	60-70	0
Benefits and Other Emoluments	0-5	0
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2020 FTE Number	2019 FTE Number
110 - 130	4.00	2.00
100 - 110	10.00	4.00
	14.00	6.00

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

23. Compensation and Other Benefits Upon Leaving

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

	2020 Actual	2019 Actual
Total	\$7,298	\$0
Number of People	0	0

24. 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: The Board was notified of a claim alleging a breach of contract. The Board has not recognised this matter in the financial statements because the likelihood of the claim surfacing is not probable as there is no substance to the matter.

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.

25. Commitments

Capital Commitments

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

- (a) \$180,000 contract to have The Pool Shed refurbished and roof replaced. The project is fully funded by the Ministry. and \$162,000 has been received of which \$41,688 has been spent on the project to balance date. The project has been approved by the Ministry; and
- (b) \$87,890 contract to Replace the Boiler. This project has been fully funded by the Ministry and \$87,980 has been received of which \$67,165 has been spent on the project to balance date. The project has been approved by the Ministry.

26. 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.

27. 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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash and Cash Equivalents	1,660,287	900,000	906,056
Receivables	752,446	700,000	653,916
Investments - Term Deposits	1,734,103	2,000,000	1,947,536
Total Financial assets measured at amortised cost	4,146,836	3,600,000	3,507,508

Financial liabilities measured at amortised cost

Payables	1,114,036	1,100,000	1,099,067
Finance Leases	123,949	200,000	259,672
Total Financial Liabilities Measured at Amortised Cost	1,237,985	1,300,000	1,358,739

28. Events After Balance Date

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

29. Comparatives

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

RSM Hayes Audit

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Independent Auditor's Report

To the readers of Southern Cross Campus' Financial statements For the year ended 31 December 2020

The Auditor-General is the auditor of Southern Cross Campus (the School). The Auditor-General has appointed me, Colin Henderson, using the staff and resources of RSM Hayes Audit, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 15, that comprise the statement of financial position as at 31 December 2020, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2020; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 31 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.

Basis of opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information includes the statement of responsibility, board member list, analysis of variance and kiwisport report, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

Other than the audit, we have no relationship with or interests in Southern Cross Campus.



Colin Henderson
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand

ANALYSIS OF VARIANCE

for the year ended 31 December 2020

In the plans and targets set out in its charter, the Board describes the school's priority learning issues and its expectations for improved student outcomes. The core business of the school is to raise student achievement and reduce disparity. The Board also identified other priorities, objectives and targets that relate to our critical success factors.

In the Annual Report the Board presents its 'Analysis of Variance' that describes for the community how the school has gone about addressing these priorities and shows how successful their approach has been. The variance report describes the outcomes of initiatives that aim to improve the way the school manages its resources, according to the objectives in the charter. To be able to analyse progress towards student achievement targets the school collects good data about student outcomes.

A close look at this data may suggest that the school could implement some of its programmes differently to make more progress towards their long-term improvement goals.

In other words, the analysis of variance provides a sound starting point for self-review.

General Comment

2020 was a most interesting year, a year that brought significant challenges for Southern Cross Campus, the Nation and indeed the world with the advent of COVID-19. The resulting lockdowns and restrictions of movement for people were challenging but also in terms of providing access to teaching for students, particularly for the primary section of our school. We also had one case of COVID-19 in school.

I want to acknowledge the support from the Ministry of Education with provision of technology, liaising through the bulletins and for support with our COVID case. Although none of this was the most sophisticated as everything was new for everyone, but the support was there. Thank you.

In general, within the limitations of the interruptions, 2020 was a relatively successful year for our students, particularly the senior students

Highlights

The school pivoted in out of the Alert Levels and between face to face and online learning with ever increasing confidence.

Our focus on wellbeing and attendance showed our community that we were there for them, whether that be in the form of calls or emails or provision of hard materials for students to work on.

NCEA is high stakes for students because these will be last formal examinations that many students take before they exit the school, whether that be at age 16 or above. Covid -19 forced the school to focus strongly on the teaching and learning aspects of our work, with the aim of doing the best for students in Year 11 to Year 13. This focus meant that we ended up having the best results at NCEA Level 1 to Level 3 for the last 4 years.

- Highest NCEA achievement results across year 11-13 since 2015
- Increase in number of students attending externals
- Increase student attendance numbers

Years 1 to 8

The following information is based on outcomes recorded in December 2020

Targets 1-3 2020: In Dec 2019 we used our NZ Curriculum levelling data to identify students who, in Reading, Writing and Mathematics were performing below or well below the expected curriculum level for their age group. Our analysis of this data and plan for 2020 detailed our intended actions to address both the underperformance, monitoring progress/practice and review questions of gender equity.

Unfortunately, with the disruption of 2020 through the Covid Pandemic our plans were adjusted to address new emerging needs for students and teachers of distance learning, wellbeing and re-establish consistency of attendance.

We have tracked the groups of students per year level from our original targets that remained on our roll in 2020 and reviewed their outcomes against their Dec.2020 levelling. Outcomes data is shown in the graphs that are included. This data includes all our High Learning needs students (ICS/ORS/Beh) and ESOL foundation students.

Our engagement targets were also affected over the course of the year with parents unwilling to send students to school during Level 2 and as we were not able to hold our parent partnership meetings/reporting to parents as originally scheduled/planned.

However, we set informal action targets for ourselves during the year that covered a variety of responses to the new needs:

- (a) All teachers using google-classroom
- (b) full school phone call plan to all families by the Leadership team repeated three times
- (c) work packs delivered to the homes (x2)
- (d) issue of devices into the community for the 2nd lockdown
- (e) Food and care parcels delivered into the community
- (f) google/zoom meets team planning/staff meetings/briefings
- (g) Use of social media to stay connected to our community
- (h) systems of updating the phone/addresses on a systematic process

Our plans were implemented, and the actions achieved. Our contact with community and our strong Health and Safety messaging/actions have given our community confidence in the “safe nature of school” as an environment during the Pandemic (particularly after own school community case in 2020). The evidence of which, I believe we are now experiencing with the rates of return to school at the start of the 2021 academic year and the return after the Level 3 lockdown that occurred in Week 3.

Attendance

Attendance data reflected the community’s nervousness at returning students to school at ALERT Level 2 requiring major time input – however our 2021 start-up has shown the highest % of students returning within the 1st week of the term.

Covid Level 2 Attendance Figures

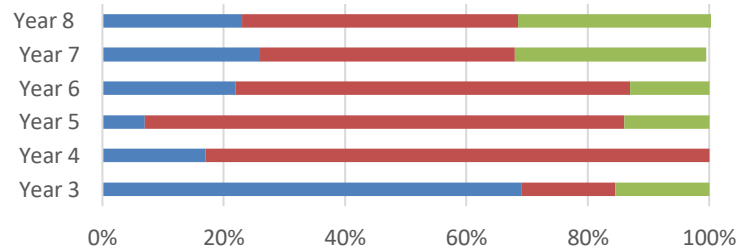
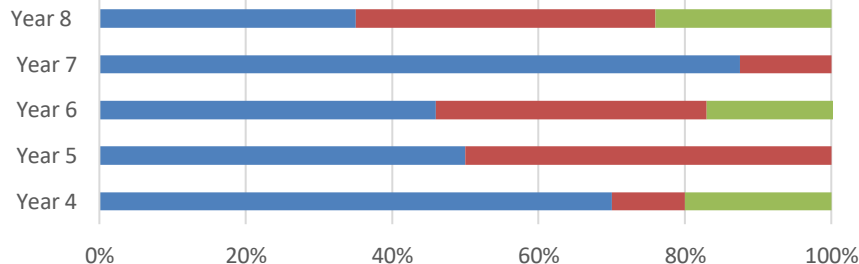
August about 25%,

Sept into the 40% range.... building into 80 % range by October but with Monday/Fridays within the 60%.

Target tracking group through the year of those who were at risk <80% for 2019 197 children were identified. Improvements from 10+% are noted in the table.

	Y2	Y3	Y4	Y5	Y6	Y7	Y8
<2019	38%	56%	48%	47%	52%	61%	62%
<10% gain 2020	33%	17%	31%	39%	36%	28%	17%
10+% gain 2020	28%	28%	21%	14%	12%	11%	21%

Reading

2020 Target 1a-b : READING to accelerate those from Dec 2019 Below to “At” or from Well below towards the expected NZC level in 2020																																																											
The group of learners who were BELOW the year level expectation for READING at the end of Year 2 –Year 7 in Dec. 2019 (104) , will make accelerated progress towards being “at” the expected Curriculum level for their current year level (2020) by the end of the 2020				The group of learners who were WELL BELOW the year level expectation for READING at the end of Year 3 –Year 7 in Dec. 2019 (54) , will make accelerated progress towards being “at” the expected Curriculum level for their current year level (2020) by the end of the 2020																																																							
Below at Dec. 2019	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Y1-7																																																				
Data set 2020	(Y3) 13	(Y4) 13	(Y5) 14	(Y6) 23	(Y7) 19	(Y8) 22	104																																																				
Below at Dec. 2019	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Y3-7																																																				
Data set 2020	NA	(Y4) 10	(Y5) 8	(Y6) 11	(Y7) 8	(Y8) 17	54																																																				
Below NZC year level expectation Target groups from Y2-7 (2019) outcomes 2020 as Y3- 8:				Well Below NZC year level expectation Target groups from Y3-7 (2019) outcomes 2020 as Y4- 8: (Well below = 2+ years below NZCurriculum level for your current year level)																																																							
<p>SCC Junior School Y2-8 2020 Dec. outcomes for the Dec. 2019 students who registered as Below NZ Curriculum expectations in Reading forming the 2020 Target 1a tracking group.</p>  <table><tr><th></th><th>Year 3</th><th>Year 4</th><th>Year 5</th><th>Year 6</th><th>Year 7</th><th>Year 8</th></tr><tr><td>Well below</td><td>69%</td><td>17%</td><td>7%</td><td>22%</td><td>26%</td><td>23%</td></tr><tr><td>Below</td><td>15.50%</td><td>83%</td><td>79%</td><td>65%</td><td>42%</td><td>45.5%</td></tr><tr><td>At</td><td>15.50%</td><td>0%</td><td>14%</td><td>13%</td><td>31.5%</td><td>32%</td></tr></table>					Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Well below	69%	17%	7%	22%	26%	23%	Below	15.50%	83%	79%	65%	42%	45.5%	At	15.50%	0%	14%	13%	31.5%	32%	<p>JS Y1-8 Reading NZCurriculum level 2019 Dec well below cohort expectation tracking group's outcomes for Dec. 2020</p>  <table><tr><th></th><th>Year 4</th><th>Year 5</th><th>Year 6</th><th>Year 7</th><th>Year 8</th></tr><tr><td>Well below</td><td>70%</td><td>50%</td><td>46%</td><td>87.5%</td><td>35%</td></tr><tr><td>Below</td><td>10%</td><td>50%</td><td>37%</td><td>12.5%</td><td>41%</td></tr><tr><td>At</td><td>20%</td><td>0%</td><td>18%</td><td>0%</td><td>24%</td></tr></table>					Year 4	Year 5	Year 6	Year 7	Year 8	Well below	70%	50%	46%	87.5%	35%	Below	10%	50%	37%	12.5%	41%	At	20%	0%	18%	0%	24%
	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8																																																					
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At	20%	0%	18%	0%	24%																																																						

NB
increase
in Y3
WB
needs to
be read
with the

understanding that the performance band for well below is 2years or more and is only useable at the end of Year 3 Year 1 all are “at early Level1” Y2 can be “at Level 1 for their age or below (= to Year 1) and then at Y3 the next level of differentiation can be used.

The data also needs to be viewed with the understanding that not always did teachers have enough cross-curricular evidence on which to base a move from Mid-year levelling to Dec. levelling.

Comments: - with disruption/ distance learning that not all children participate in, most cohorts still managed to accelerate a few students in reading to “at” from below or move those in Well Below closer to the cusp of below – particularly in Y7-8 and Y6/8 moving Well Below forward into Below.

Writing

Comments: Writing Y4-8 managed to transition over 10% of target students from below to “at” through key focused work with hotspot teaching modules. Y5-6 were able to transition a number of students from well below to below through focused structure to the learning design/links between teacher and support staff, collaboration and monitoring. Home packs that were delivered contained a writing journal, activities that didn’t require internet or a device, while in-school learning used google classroom to build students familiarity for distance learning round 2. Our 2nd pack delivery had student specific tasks levelled into 3 groups with reading resources available On-site learning was re-focused and teams replanned to cover what they judged as critical progressions/critical learning intentions for students. **However overall much more acceleration continues to be required.**

Please see graph and table below.

2020 Target 2a-b : **WRITING** to accelerate those from Dec 2019 Below to “At” or from Well below towards the expected NZC level in 2020

The group of learners who were **BELOW** the year level expectation for **WRITING** at the end of **Year 2 –Year 7 in Dec. 2019 (101)**, **will make accelerated progress** towards being “at” the expected Curriculum level for their current year level (2020) by the end of the 2020

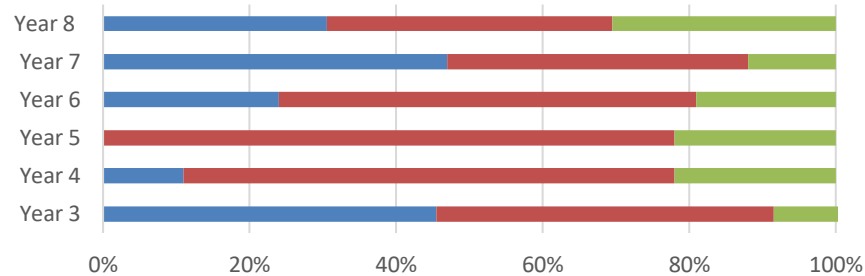
Below at Dec. 2019	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Y1-7
Data set 2020	(Y3) 22	(Y4) 9	(Y5) 9	(Y6) 21	(Y7) 19	(Y8) 23	101

The group of learners who were **WELL BELOW** the year level expectation for **WRITING** at the end of **Year 3 –Year 7 in Dec. 2019 (68)**, **will make accelerated progress** towards being “at” the expected Curriculum level for their current year level (2020) by the end of the 2020

Below at Dec. 2019	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Y3-7
Data set 2020	NA	(Y4) 16	(Y5) 13	(Y6) 16	(Y7) 8	(Y8) 15	68

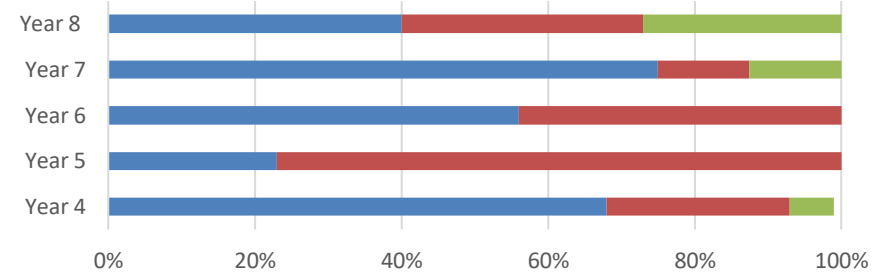
Below NZC year level expectation Target groups from Y2-7 (2019) outcomes 2020 as Y3- 8:

JS Y1-8 Writing NZCurriculum level 2019 Dec 1year below cohort expectation tracking group's outcomes for Dec. 2020



Well Below NZC year level expectation Target groups from Y3-7 (2019) outcomes 2020 as Y4- 8: (Well below = 2+ years below NZCurriculum level for your current year level)

JS Y1-8 Writing NZCurriculum level 2019 Dec well below cohort expectation tracking group's outcomes for Dec. 2020



Mathematics

2020 Target 3a-b : **MATHEMATICS** to accelerate those from Dec 2019 Below to “At” or from Well below towards the expected NZC level in 2020

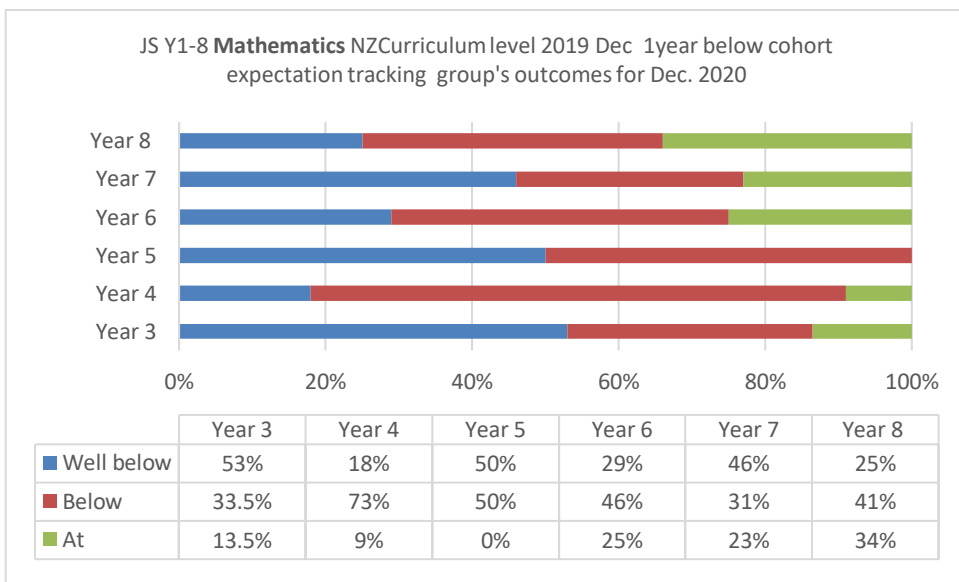
The group of learners who were **BELOW** the year level expectation for **MATHEMATICS** at the end of **Year 2 –Year 7 in Dec. 2019 (103)**, will make accelerated progress towards being “at” the expected Curriculum level for their current year level (2020) by the end of the 2020

Below at Dec. 2019	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Y1-7
Data set 2020	(Y3) 15	(Y4) 11	(Y5) 8	(Y6) 24	(Y7) 13	(Y8) 32	103

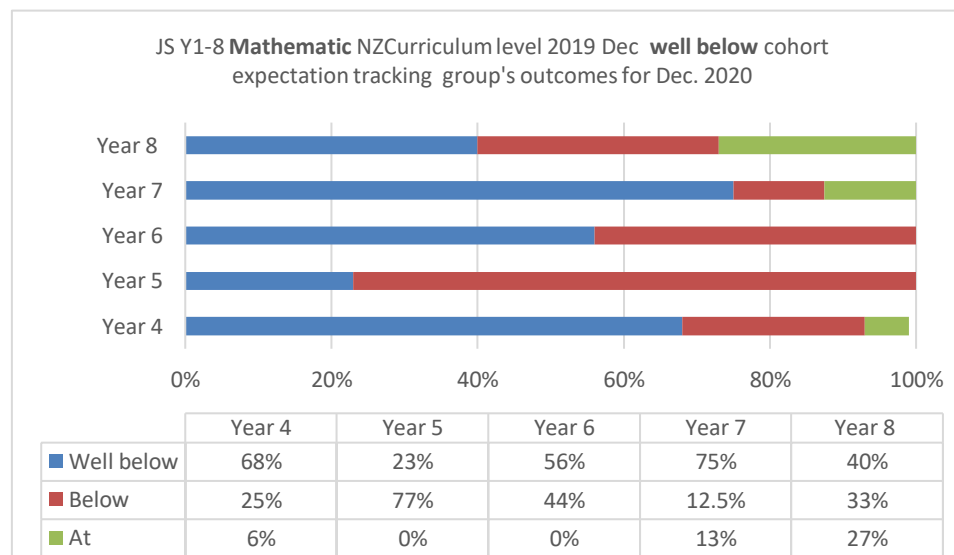
The group of learners who were **WELL BELOW** the year level expectation for **MATHEMATICS** at the end of **Year 3 –Year 7 in Dec. 2019 (62)**, will make accelerated progress towards being “at” the expected Curriculum level for their current year level (2020) by the end of the 2020

Below at Dec. 2019	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Y3-7
Data set 2020	NA	(Y4) 13	(Y5) 15	(Y6) 12	(Y7) 10	(Y8) 12	62

Below NZC year level expectation Target groups from Y2-7 (2019) outcomes 2020 as Y3- 8:



Well Below NZC year level expectation Target groups from Y3-7 (2019) outcomes 2020 as Y4- 8: (Well below = 2+ years below NZCurriculum level for your current year level)



Cohort progress /outcomes as per assessments /NZCurriculum:

e-asttle reading June-Nov. comparison % of students “at/above” expected sublevel

Reading	% “at or above” March-Nov. comparison					School
	Year 4	Year 5	Year 6	Year 7	Year 8	Y4-8 av.

June	42%	14.8%	25.7%	56%	56%	35.2%
Nov.	60%	25%	33%	51%	64.2%	47%
Gain	+18%	+10.2%	+8.7%	-5%	+8.2%	11.8%

PAT Reading comprehension stanine comparison - % within average” bands:

2020 Nov PAT /March comparison data sets	Year 4 (62)	Year 5 (84)	Year 6 (73)	Year 7 (78)	Year 8 (78)
March % of cohort at/above stanine 4	51.61%	64.28%	58.9%	64.2%	56.4%
Nov. % of cohort at/above stanine 4	70.96%	74.19%	67.12%	61.5%	62.8%
Gain in %	19.35%	11.91%	8.22%	-2.7%	6.4%

PACT Writing tool outcomes data Nov 2020 Males: Females:

Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Beyond NZC Level 5							1	1
NZC Level 5					1		3	
NZC Level 4							18	13
NZC Level 3		2	5	8	9		21	20
NZC Level 2		19	29	16	14		4	7
NZC Level 1	32	37	24	6	2	3	5	3
Total	32	37	45	50	27	26	52	44

(working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Beyond NZC Level 5							3	3
NZC Level 5							1	11
NZC Level 4					1	1	29	24
NZC Level 3			3	7	8	19	18	13
NZC Level 2			17	17	12	6	3	1
NZC Level 1	37	44	13	5	2	1	1	
Total	37	44	33	29	23	30	55	52

Equity outcomes

Tracking system in place for Exec – Tleaders and Teams focusing on B-B2 and B3-7 for

What made a difference - unfortunately with the disruptions of lockdowns/ALERT Level changes and intermittent or limited attendance for a number of student we were not able to fully implement our plan.

ESOL/LSC Exec + key staff working with funded/supported students.

2020 Equity % variance tracking NZCurriculum outcomes for;

(a) males in comparison to females (b) Maori in relation to Pasifika

Male : female Outcomes compared	Less are At+	More in Below	More in WB	Maori 63	At+	Below	Well below	Pasifika 610	At +	Below	Well below
Reading	-14%	+1%	+13%	Reading	46%	35%	20%	Reading	54%	30%	16%
Writing	-24%	+8%	+15%	Writing	41%	38%	21%	Writing	45%	36%	18.5%
Maths	-15%	+3%	+11%	Maths	37%	41%	22%	Maths	45%	33%	22%

Maori student data sets per year level are small (but totally Y2-8 = 63)

variance need to be further investigated per age group and strategies matched to levels.

Variance for Maori; At+ Reading = -8% , Writing -3% Mathematics -8%

Engagement outcomes:

Attendance:

Target moved to number of students at school to address the Covid impact – as overall attendance totals were affected by the learning from home coding that often didn't equate to engagement in learning.

Our term 4 monitoring group Y2-8 = 197/691 students with Y2-3 closest to 50% cohorts requiring regular intervention. Year 1 tracking was managed through ongoing family contact – with Year 1 average attendance at 73% which is 5-10% lower than previous years.

Parent engagement in learning discussions:

Term 3 we were successful in at least matching our parent engagement in learning discussions to the previous year while managing the Alert Level changes.

	Kowhai	Totara	Kauri	Rimu	Manuka	Matai	Nikau	Puriri	Miro	Y1-8
2019	89%	92%	91%	91%	88%	91%	71%	60%	71%	86%
2020	87%	87%	93%	87%	80%	89%	72%	85%	93%	86%

Year 9 to 13

What made a difference in engagement:

Each member of the leadership team had an identified group of students with whom they Check-in & connected regularly, made the contact with families and co-constructed a support plan. Regular teacher contacts through the distance learning times via email /phones and googleclassroom.

Consistency of contact & action; linking families to other agencies, delivering the food parcels randomly, deliberate walk arounds where the intention was to greet children within the group – acknowledge their work/attendance together built relationships and supported improved punctuality /attendance.

Teachers bringing their students to the exit point and having the opportunity to talk briefly with parents collecting them enabled messaging on 'how to help at home' or to hear a parents query. The introduction of SeeSaw in Year 1 & 2

SCC Critical success factors from Charter:	Analysis of what happened and Conclusions
<p><u>CSF1: Student Success</u></p> <p>Our students are proud of who they are as confident and resilient achievers, who strive for personal and academic excellence. We are committed to student success. This is our core business - learning comes first.</p>	<p><u>Analysis:</u></p> <p>Please see attached NCEA results</p> <p>After each lockdown an Achievement Check and Connect week was implemented to provide focused academic counselling and anchor our students with a clear goal and actions steps to achieve their goals. This helped to bring clarity for both students and teachers in the tight timeframes we had to deliver the curriculum. The active tracking of students by our Deans through the achievement slides helped to 'tell the story' and share this story with all the key stakeholders</p> <p><u>Conclusions:</u></p> <p>We were very successful in building a culture of learning conversations last year. This was not only due to the focused approach, clear articulation and reinforcement of the goals to both staff and students but also how we celebrated the milestones. We were successful in putting processes in place, particularly with the role of the new Deans to support our students through this. There is scope for further improvement, particularly more active monitoring of our Year 13 students doing UE and the disparity in girls' achievement.</p>
<p><u>CSF2: Teaching & Learning</u></p> <p>Everyone is both a learner and a teacher. Every learner is entitled to effective teaching and learning. Every effective teacher inquiries into and constantly improve their practice to meet their learners' needs.</p>	<p><u>Analysis:</u></p> <p>With the interruptions of COVID-19 and the lockdowns, learning walks were not completed on a regular cycle to show shifts in teacher practice. The focus was instead on working alongside teachers to support with curriculum delivery given the timeframes. Some classes were combined with a team teaching approach with positive results not only in student achievement but teacher voice in terms of their professional development and practice</p> <p><u>Conclusions:</u></p> <p>The action plan was adapted to reflect the circumstances and our responsiveness and focused approach was effective. Continued work to build on the use of the compass and unpacking the curriculum more will help to build on our success, particularly accelerating learning and the quality of the grades our students achieve. The three drivers that need to continue in 2021: Scheme development, learning walks and coaching.</p>
<p><u>CSF3: Wellbeing</u></p> <p>We are a community of care where diversity and culture are valued,</p>	<p><u>Analysis:</u></p> <p>Attendance rates were consistently low after changes to alert levels. This steadily increased as parents felt that it was safe for their children to attend school again. Active teaching of the 4Rs in Maitime was limited.</p>

<p>relationships are positive and respectful, all feel safe and everyone can give and ask for support.</p>	<p>However, teachers were incorporating values of relationships and resilience into their lessons to reflect the context we found ourselves in last year.</p> <p>Conclusions: We can confidently say that we established a community of care that we can testify extended beyond our school gates. Our pastoral team visited homes with food packages and we were able to support our families through an online helpline. The health and safety processes established for each alert level and the way we communicated this to parents and students through our social media platforms meant a huge number of our students engaged and responded positively. We will focus in 2021 on bringing the PB4L matrix and our values to life in various settings and promote participation in school events.</p>
<p><u>CSF4: Leadership:</u></p> <p>We provide a network of collaborative, solution-focused leaders who keep students at the heart of decision-making. We are open to learning, live our values and are committed to serving our community.</p>	<p>Analysis: Progress was made in developing the capacity of our middle leaders through Coaching training. There are still some inconsistencies in follow through to ensure coaching conversations have the full intended impact of shifting practice.</p> <p>Conclusions: We were unsuccessful at building and growing student leadership capacity. This was partly due to change in personnel responsible for student leadership but also the many interruptions, alert level health and safety restrictions which limited our ability to run extra-curricular activities. Our key drivers this year will be establishing a student leadership framework that includes both opportunities to lead and leadership skills training</p>
<p><u>CSF5: Partnerships:</u></p> <p>Collaborative partnerships with students, teachers, parents, whanau and global communities enable all learners to engage and achieve success.</p>	<p>Analysis: We had the highest number of Year 9 enrolments in 2020. Unfortunately we did not retain our year 13 student numbers not only caused by COVID but other extenuating factors. We were limited in our ability to strengthen and maintain partnerships with our key stakeholders.</p> <p>Conclusions: Focus needs to be on reviewing key partnerships to do a SWOT analysis and identifying ways in which we can leverage these relationships to help drive our strategic goals.</p>

Achievement in NCEA and UE: Southern Cross Campus

Generated 9-Feb-2021

PR2 - Enrolment Based Cumulative Overall Results

Southern Cross Campus

Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2016	51.1	64.1	68.4	22.6
2017	49.1	66.9	63.1	20.6
2018	46.0	55.6	59.8	19.7
2019	50.6	57.4	62.9	29.3
2020	61.6	69.5	66.4	12.7

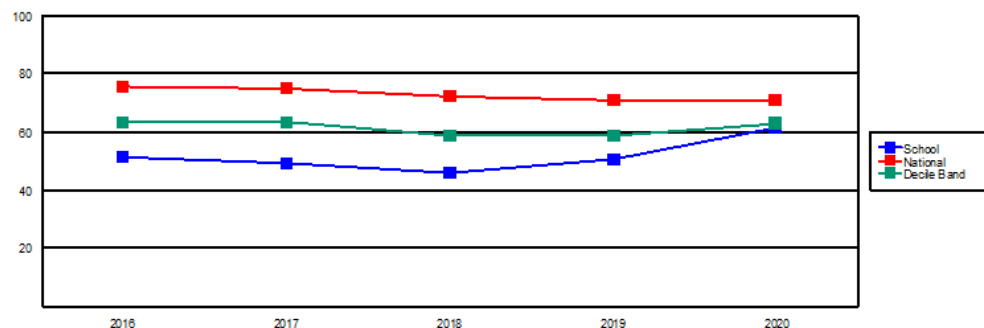
National

Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
75.3	78.4	64.2	48.8
75.0	78.5	65.5	48.9
72.4	77.6	66.1	48.9
70.6	77.5	67.3	49.3
70.9	79.5	71.7	52.4

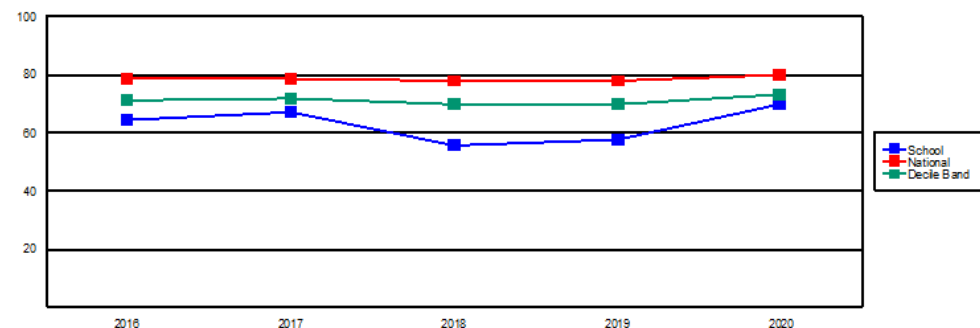
Decile 1-3

Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
63.4	70.8	53.9	28.1
63.4	71.4	55.6	27.4
58.4	69.5	56.9	27.8
58.6	69.7	59.4	29.8
63.0	72.7	66.0	31.4

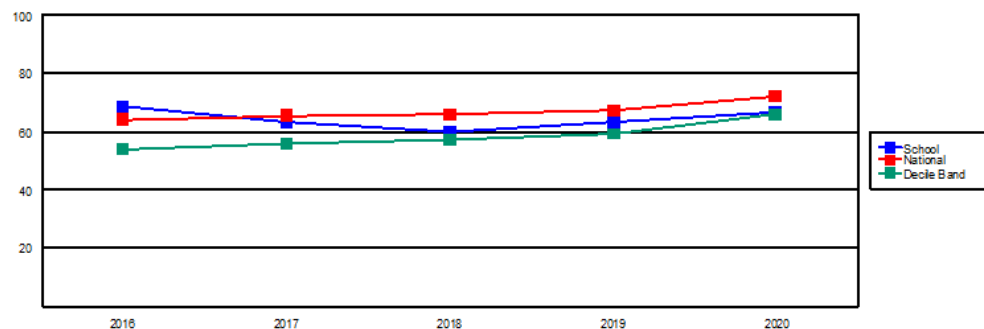
Year 11 - NCEA Level 1



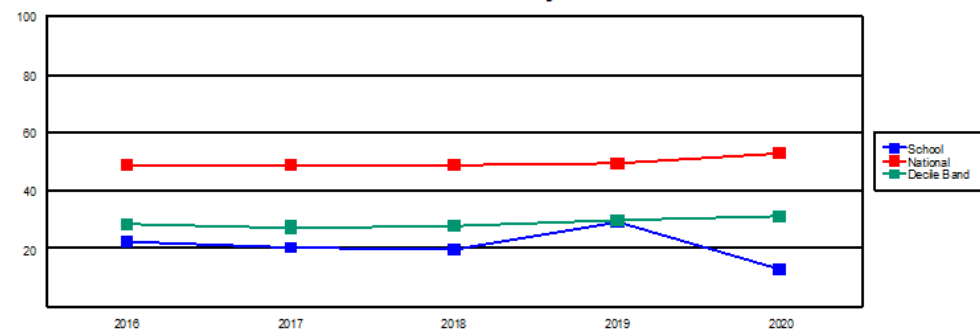
Year 12 - NCEA Level 2



Year 13 - NCEA Level 3



Year 13 - University Entrance



Southern Cross Campus Kiwi Sport Report

Kiwi sports Y1-8 programme 2020

The Junior School has undertaken a full programme of physical activity and physical education during 2020 when learning on-site at ALERT Level 1. During on-site learning in ALERT L2 teachers focused mainly on activities that did not involve sharing equipment that could not be sanitized easily.

While we were engaged in distance learning teachers planned fitness activities that were added to the team's task board on google-classroom. Activities were also printed and included in the 2 student learning packs delivered to each student during Alert Levels 3-4 .

Focus: This year a large % of our funding went into equipment that helped to keep our students active during Covid ALERT 3-1 while making the hygiene requirements easy for staff and students to manage.

Through the Covid-Health and Safety lens we reviewed our sports / activity equipment looking at options for students that they could use on their own or the "cleaning" of could be easily managed.

To this end we identified and purchased multiple sets of :

- *small rubber balls that bounced well and could be washed (unlike tennis balls that would soak in the liquid)
- *additional "gutter boards" were made so that the children could use the individually to practice throwing/catching to build hand-eye coordination. Students could also play in pairs without compromising health and safety by standing either side of the triangular "gutter- board" to compete with the number of catches made.
- *Tennis balls were purchased for ALERT L1 use for small games and throwing/catching PE
- *Skipping ropes both individual and long (washable plastic handled versions)
- *Soccer balls / small cones for drills and skills that did not require touching the ball with your hands.
- *Holla hoops + frisbees.
- *2 Purpose built trolleys for equipment that could be wheeled into the playground for issue
- *Trays for washing equipment in, along with extra Sanitizer for use in the playground when finished with the equipment, commercial grade disinfectant and wipes suitable for cleaning the sports equipment.
- *For Level 1 Volleyball and basketball stock was increased with balls that could be easily sprayed/wiped down .

Unfortunately, our sports calendar was disrupted completely with only 1/3 of our sports teams being able to train and participate in competition games during the year. We had however planned the purchase of softball equipment including new gloves, safety equipment and balls.

While our focus had to include the Covid Public Health and MoE directives we endeavoured to keep all our physical activity – PE and Sports operational within the constraints of each ALERT Level.

Our annual Physical activity & sports budget allocation provided for; sports administration fees Y5-6/7-8, transport, equipment purchasing to the total of \$ 15,600 without accounting for sports uniforms. While we did not expend all of the budget due to limited sports travel / laundry expenses were reduced we still had to meet our obligations for administration fees + the equipment we purchased.

Karen Mose
Director Years 1 – 8

Kiwi Sport Yrs 9 – 13 Programme for 2020.

Kiwi Sport funding greatly assisted and supported the Yr 9 to 13 sports programme in 2020. COVID-19 affected the planned events during the year but this also enabled us to purchase sports uniforms and additional hand equipment. It is important to the students and their families that we field well presented teams by upgrading our sports uniform stock. Games that we were able to compete in involved both girls and boys Rugby, Sevens, Touch, Volleyball, Netball, Basketball and other team events. All teams were supplied with new equipment. Our students, by nature really enjoy all ball sports and this is evident during school breaks, when our students are always seen participating in arranged activities. They always feel very proud when representing the school. Sports administration fees are always a challenge and Kiwi Sport funding is greatly appreciated.

M Alatasi
Director Years 9 – 13.