

# SOUTHERN CROSS CAMPUS

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2022

#### School Directory

<b>Ministry Number:</b>	452
<b>Principal:</b>	Samantha L. Smith
<b>School Address:</b>	237 Buckland Road, Mangere 2024
<b>School Postal Address:</b>	PO Box 43242 Mangere Town Centre 2153
<b>School Phone:</b>	09 2550404
<b>Email:</b>	<a href="mailto:admin@southerncross.school.nz">admin@southerncross.school.nz</a>

#### Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
P Parussini	Presiding Member	Elected	1 September 2025
S Smith	Principal ex Officio	Principal/Board Secretary	1 September 2025
A Smith	Financial Advisor	SSC Foundation	1 September 2025
T Levenberg	Foundation Appointment	SSC Foundation	1 September 2025
H Fa'amoe	Parent Representative	Elected	1 September 2025
I Jameelah	Parent Representative	Elected	1 September 2025
A Latu	Parent Representative	Elected	1 September 2025
M Eita Vea	Parent Representative	Elected	1 September 2025
L Herewini	Staff Representative	Elected	1 September 2025
L Fuli	Student Representative	Elected	1 September 2022
A Tanuvasa	Parent Representative	Elected	1 September 2022
P Sykes	Parent Representative	Elected	1 September 2022
J Iakopo	Student Representative	Elected	1 March 2022
O Fa'atupo	Student Representative	Elected	1 November 2023

**Financial Controller:** Judith Langley

# SOUTHERN CROSS CAMPUS

Annual Report - For the year ended 31 December 2022

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# Southern Cross Campus

## Statement of Responsibility

For the year ended 31 December 2022

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


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

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

The School's 2022 financial statements are authorised for issue by the Board.

Terry Levenberg

Full Name of Presiding Member

DocuSigned by:  
  
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Signature of Presiding Member

24 October 2023

Date:

Samantha Smith

Full Name of Principal

DocuSigned by:  
  
7B452C9E0A0249A

Signature of Principal

23 October 2023

Date:

# Southern Cross Campus

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>				
Government Grants	2	17,997,522	16,169,489	17,181,609
Locally Raised Funds	3	212,553	463,350	132,990
Interest Income		79,713	35,000	23,141
Gain on Sale of Property, Plant and Equipment		-	-	199
Trades Academy	4	1,212,650	1,103,000	1,131,925
<b>Total Revenue</b>		<b>19,502,438</b>	<b>17,770,839</b>	<b>18,469,865</b>
<b>Expenses</b>				
Locally Raised Funds	3	140,284	104,672	116,332
Trades Academy	4	942,367	1,103,000	958,607
Learning Resources	5	11,125,922	10,879,846	10,836,524
Administration	6	2,697,489	2,160,305	2,022,054
Property	7	3,750,034	3,638,305	3,451,976
Loss on Disposal of Property, Plant and Equipment		793	5,000	14,709
		<b>18,656,889</b>	<b>17,891,128</b>	<b>17,400,202</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>845,549</b>	<b>(120,289)</b>	<b>1,069,663</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>845,549</b>	<b>(120,289)</b>	<b>1,069,663</b>

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 Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	815,577	1,300,000	2,495,486
Accounts Receivable	9	889,398	875,000	827,957
GST Receivable		105,432	20,000	13,443
Prepayments		28,418	50,000	89,840
Inventories	10	33,213	32,000	46,639
Investments	11	3,829,380	3,000,000	1,750,893
Funds Receivable for Capital Works Projects	19	232,776	100,000	234,538
		5,934,194	5,377,000	5,458,796
<b>Current Liabilities</b>				
Accounts Payable	13	1,137,681	1,170,870	1,196,794
Revenue Received in Advance	14	43,589	100,000	101,914
Provision for Cyclical Maintenance	15	183,064	30,000	147,513
Finance Lease Liability	16	152,040	150,000	27,722
Funds held for Capital Works Projects	19	135,576	200,000	356,986
Funds Held in Trust	17	54,681	65,000	64,304
		1,706,631	1,715,870	1,895,233
<b>Working Capital Surplus/(Deficit)</b>		4,227,563	3,661,130	3,563,563
<b>Non-current Assets</b>				
Property, Plant and Equipment		2,381,580	2,223,000	2,215,500
		2,381,580	2,223,000	2,215,500
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	15	171,099	393,104	245,591
Finance Lease Liability	16	131,180	150,000	72,157
		302,279	543,104	317,748
<b>Net Assets</b>		6,306,864	5,341,026	5,461,315
<b>Equity</b>		6,306,864	5,341,026	5,461,315

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 Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Equity at 1 January</b>		5,461,315	5,461,315	4,363,121
Total comprehensive revenue and expense for the year		845,549	(120,289)	1,069,663
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	28,531
<b>Equity at 31 December</b>		6,306,864	5,341,026	5,461,315
Accumulated comprehensive revenue and expense		6,306,864	5,341,026	5,461,315
<b>Equity at 31 December</b>		6,306,864	5,341,026	5,461,315

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 Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		5,283,782	5,000,000	5,197,239
Locally Raised Funds		263,431	100,000	82,871
Trades Academy		1,212,650	1,100,500	1,152,187
Goods and Services Tax (net)		(91,988)	-	61,227
Payments to Employees		(2,209,272)	(2,800,000)	(2,819,427)
Payments to Suppliers		(3,244,877)	(2,000,000)	(1,955,212)
Cyclical Maintenance Payments in Year		-	-	(72,441)
Interest Received		44,907	35,000	24,257
Net cash from/(to) Operating Activities		1,258,632	1,435,500	1,670,701
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		68,027	(5,000)	-
Purchase of Property Plant & Equipment (and Intangibles)		(562,039)	(500,000)	(398,131)
Purchase of Investments		(2,078,487)	(1,695,987)	(16,790)
Proceeds from Sale of Investments		-	-	-
Net cash from/(to) Investing Activities		(2,572,499)	(2,200,987)	(414,921)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	28,531
Finance Lease Payments		(136,767)	(130,000)	(67,546)
Funds Administered on Behalf of Third Parties		(229,275)	(300,000)	(381,566)
Net cash from/(to) Financing Activities		(366,042)	(430,000)	(420,581)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(1,679,909)</b>	<b>(1,195,486)</b>	<b>835,199</b>
Cash and cash equivalents at the beginning of the year	9	2,495,486	2,495,486	1,660,287
<b>Cash and cash equivalents at the end of the year</b>	9	<b>815,577</b>	<b>1,300,000</b>	<b>2,495,486</b>

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

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

# Southern Cross Campus

## Notes to the Financial Statements

### For the year ended 31 December 2022

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

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

##### b) Basis of Preparation

###### *Reporting Period*

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

###### *Basis of Preparation*

The 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 expense threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

###### *Measurement Base*

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

###### *Presentation Currency*

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

###### *Specific Accounting Policies*

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

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

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

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

###### *Cyclical maintenance*

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note

###### *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 12.

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

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



**Classification of leases**

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note X. Future operating lease commitments are disclosed in note 16.

**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.

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

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

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

**Other Grants where conditions exist**

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

**Donations, Gifts and Bequests**

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

**Interest Revenue**

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

**d) Operating Lease Payments**

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

**e) Finance Lease Payments**

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

**f) Cash and Cash Equivalents**

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

**g) Accounts Receivable**

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

**h) Inventories**

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

**i) Investments**

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

**j) Property, Plant and Equipment**

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

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

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

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	10–75 years
Furniture and equipment	3-20 years
Information and communication technology	4–20 years
Motor vehicles	5 years
Textbooks	4 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

**k) 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.

**l) Employee Entitlements***Short-term employee entitlements*

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

**m) Revenue Received in Advance**

Revenue received in advance relates to funds given for future activities 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. The school holds sufficient funds to enable the funds to be used for their intended purpose.

**n) 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.

**o) Funds Held for Capital Works**

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

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

**p) Provision for Cyclical Maintenance**

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

Cyclical maintenance which involves painting the interior and exterior of the school makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate based on the school's best estimate of the cost of

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

**q) 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.

**r) Budget Figures**

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

**s) 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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	4,302,573	3,873,679	4,140,287
Teachers' Salaries Grants	8,387,864	7,515,097	8,393,314
Use of Land and Buildings Grants	2,613,166	2,419,049	2,419,049
Other Government Grants	2,693,919	2,361,664	2,228,959
	<u>17,997,522</u>	<u>16,169,489</u>	<u>17,181,609</u>

The school has opted in to the donations scheme for this year. Total amount received was \$223,650.

## 3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>			
Donations & Bequests	71,769	115,000	8,200
Curriculum related Activities - Purchase of goods and services	2,957	2,500	-
Fees for Extra Curricular Activities	124,707	319,100	106,443
Fundraising & Community Grants	-	14,000	-
Other Revenue	13,120	12,750	18,347
	<u>212,553</u>	<u>463,350</u>	<u>132,990</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	140,284	104,672	116,332
	<u>140,284</u>	<u>104,672</u>	<u>116,332</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>72,269</u>	<u>358,678</u>	<u>16,658</u>

## 4. Trades Academy

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>			
Operations Grant/Casual sales	1,212,650	1,103,000	1,131,925
	<u>1,212,650</u>	<u>1,103,000</u>	<u>1,131,925</u>
<b>Expenses</b>			
Resources and Training costs	89,517	98,000	38,483
Employee Benefit - Salaries	772,381	909,000	830,888
Depreciation	18,999	30,000	27,189
Administration	61,470	66,000	62,047
	<u>942,367</u>	<u>1,103,000</u>	<u>958,607</u>
	<u>270,283</u>	<u>-</u>	<u>173,318</u>

**5. Learning Resources**

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Curricular	366,558	655,371	276,681
Equipment Repairs	11,554	8,000	24,846
Information and Communication Technology	168,105	155,000	154,827
Library Resources	6,749	8,000	7,234
Employee Benefits - Salaries	9,822,685	9,271,125	9,685,508
Staff Development	101,069	222,150	102,636
Extra-Curricular Activities	1,957	7,200	2,874
Depreciation	647,245	553,000	581,918
	<u>11,125,922</u>	<u>10,879,846</u>	<u>10,836,524</u>

**6. Administration**

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Audit Fee	19,240	18,000	17,120
Board Fees	5,240	5,000	4,080
Board Expenses	13,917	35,630	31,957
Communication	45,870	32,500	31,619
Consumables	25,042	15,510	11,758
Operating Lease	29,197	21,000	(247)
Other	129,229	124,100	93,500
Employee Benefits - Salaries	684,644	669,050	601,844
Insurance	90,725	94,000	84,908
Healthy School Lunches	1,654,385	1,145,515	1,145,515
	<u>2,697,489</u>	<u>2,160,305</u>	<u>2,022,054</u>

**7. Property**

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Caretaking and Cleaning Consumables	38,790	32,500	29,200
Consultancy and Contract Services	604,669	642,130	419,874
Cyclical Maintenance Provision	(33,291)	30,000	63,101
Grounds	39,052	57,500	21,116
Heat, Light and Water	162,265	195,000	167,691
Rates	74,965	60,000	46,601
Repairs and Maintenance	189,680	137,126	96,530
Use of Land and Buildings	2,613,166	2,419,049	2,419,048
Security	60,738	65,000	62,390
Employee Benefits - Salaries	-	-	126,425
	<u>3,750,034</u>	<u>3,638,305</u>	<u>3,451,976</u>

The use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

**8. Cash and Cash Equivalents**

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Bank Accounts	815,577	1,000,000	992,688
Short-term Bank Deposits	-	300,000	1,502,798
Cash and cash equivalents for Statement of Cash Flows	<u>815,577</u>	<u>1,300,000</u>	<u>2,495,486</u>

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

Of the \$815,577 Cash and Cash Equivalents, \$135,576 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2023 on Crown owned school buildings.

**9. Accounts Receivable**

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Receivables	44,800	150,000	141,616
Receivables from the Ministry of Education	45,938	-	-
Interest Receivable	44,007	20,000	9,201
Teacher Salaries Grant Receivable	754,653	705,000	677,140
	<u>889,398</u>	<u>875,000</u>	<u>827,957</u>
Receivables from Exchange Transactions	134,745	170,000	150,817
Receivables from Non-Exchange Transactions	754,653	705,000	677,140
	<u>889,398</u>	<u>875,000</u>	<u>827,957</u>

**10. Inventories**

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Stationery	7,022	5,000	8,868
School Uniforms	24,389	25,000	24,389
General	1,802	2,000	13,382
	<u>33,213</u>	<u>32,000</u>	<u>46,639</u>

**11. Investments**

The School's investment activities are classified as follows:

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Current Asset			
Short-term Bank Deposits	3,829,380	3,000,000	1,750,893
Total Investments	<u>3,829,380</u>	<u>3,000,000</u>	<u>1,750,893</u>

**12. Property, Plant and Equipment**

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Building Improvements	290,989	8,125	(38,875)	-	(30,782)	<b>229,457</b>
Furniture and Equipment	1,112,600	214,299	(1,698)	-	(177,708)	<b>1,147,493</b>
Information and Communication Technology	600,452	315,724	(27,454)	-	(254,998)	<b>633,724</b>
Motor Vehicles	36,190	-	-	-	(13,212)	<b>22,978</b>
Textbooks	7,332	-	-	-	(3,303)	<b>4,029</b>
Leased Assets	116,024	320,107	-	-	(149,835)	<b>286,296</b>
Library Resources	51,913	13,737	-	-	(8,046)	<b>57,604</b>
<b>Balance at 31 December 2022</b>	<b>2,215,500</b>	<b>871,992</b>	<b>(68,027)</b>	<b>-</b>	<b>(637,884)</b>	<b>2,381,580</b>

The net carrying value of Leased Assets held under a finance lease is **\$286,296 (2021: \$116,024)**

*Restrictions*

There are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2022	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	851,690	(622,233)	<b>229,457</b>	882,440	(591,451)	<b>290,989</b>
Furniture and Equipment	3,528,197	(2,380,705)	<b>1,147,492</b>	3,315,596	(2,202,996)	<b>1,112,600</b>
Information and Communication	2,746,994	(2,113,270)	<b>633,724</b>	2,458,723	(1,858,271)	<b>600,452</b>
Motor Vehicles	110,217	(87,240)	<b>22,977</b>	110,217	(74,027)	<b>36,190</b>
Textbooks	358,224	(354,195)	<b>4,029</b>	358,224	(350,892)	<b>7,332</b>
Leased Assets	1,026,864	(740,567)	<b>286,297</b>	706,757	(590,733)	<b>116,024</b>
Library Resources	188,071	(130,467)	<b>57,604</b>	174,335	(122,422)	<b>51,913</b>
<b>Balance at 31 December</b>	<b>8,810,257</b>	<b>(6,428,677)</b>	<b>2,381,580</b>	<b>8,006,292</b>	<b>(5,790,792)</b>	<b>2,215,500</b>

**13. Accounts Payable**

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	185,178	190,870	204,676
Accruals	43,217	50,000	68,626
Employee Entitlements - Salaries	853,967	870,000	866,261
Employee Entitlements - Leave Accrual	55,319	60,000	57,231
	<b>1,137,681</b>	<b>1,170,870</b>	<b>1,196,794</b>
Payables for Exchange Transactions	1,137,681	1,170,870	1,196,794
Payables for Non-exchange Transactions - Other	-	-	-
	<b>1,137,681</b>	<b>1,170,870</b>	<b>1,196,794</b>

The carrying value of payables approximates their fair value.

**14. Revenue Received in Advance**

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Grants in Advance - Ministry of Education	43,589	100,000	101,914
	<u>43,589</u>	<u>100,000</u>	<u>101,914</u>

**15. Provision for Cyclical Maintenance**

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Provision at the Start of the Year	393,104	393,104	402,444
Increase to the Provision During the Year	88,759	80,000	55,702
Use of the Provision During the Year	(107,700)	(50,000)	(65,042)
Other Adjustments	(20,000)	-	-
Provision at the End of the Year	<u>354,163</u>	<u>423,104</u>	<u>393,104</u>
Cyclical Maintenance - Current	183,064	30,000	147,513
Cyclical Maintenance - Non current	171,099	393,104	245,591
	<u>354,163</u>	<u>423,104</u>	<u>393,104</u>

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 Year Property plan and is due to be renewed on the 1st July 2023.

**16. Finance Lease Liability**

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

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
No Later than One Year	152,040	150,000	35,465
Later than One Year and no Later than Five Years	131,180	150,000	75,810
Later than Five Years	-	-	-
Future Finance Charges	-	-	(11,396)
	<u>283,220</u>	<u>300,000</u>	<u>99,879</u>
<b>Represented by</b>			
Finance lease liability - Current	152,040	150,000	27,722
Finance lease liability - Non current	131,180	150,000	72,157
	<u>283,220</u>	<u>300,000</u>	<u>99,879</u>

**17. Funds Held in Trust**

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>Unaudited</b>	<b>\$</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Funds Held in Trust on Behalf of Third Parties - Current	54,681	65,000	64,304
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<u>54,681</u>	<u>65,000</u>	<u>64,304</u>



## 18. Community of Learning Whakatipu Akoranga Kahui Ako

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Funds Carried Forward:	-		24,471
Revenue:			
Interest	-		-
Total funds available	-		-
Expenses:			
Meeting Costs			
Employee Benefits	-		-
General Expenses	-		-
Funds transferred to Koru School	-		(24,471)
Funds Held at Year End	-		-
<b>Current Assets</b>			
Cash at bank	-		-

## 19. Capital Works

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

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 8.

2022	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
CW Block 2 Refurbishment	(137,663)	171,093	(33,430)	-	-
Pool Painting Upgrade	10,593	-	-	-	10,593
5YP Pool Filter System	(82,759)	82,332	(16,102)	-	(16,529)
Roof, Plumbing & Carpet Replacement	46,087	(48,510)	-	-	(2,423)
Drainage Works	(8,367)	8,367	(93,917)	-	(93,917)
5YP Reorientation of Senior Sports Field	36,620	-	(36,620)	-	-
SIP Hard Canopy Cover	50,571	-	(11,662)	-	38,909
SIP Junior Shade Canopy	110,010	-	(38,936)	-	71,074
JS Multi Sports Turf	75,183	-	(75,183)	-	-
Block A Heating, Electrical and Toilet Upgrade	12,923	4,280	(17,203)	-	-
Block B Electrical, Roofing, Carpentry & Plumbing	(4,928)	-	(9,275)	-	(14,203)
Masterplanning Development	15,000	-	-	-	15,000
SIP Seniors Courtyard Pergola	(633)	-	633	-	-
Blocks D,V Lifecycle Wall Acoustic Panels	(188)	-	188	-	-
Reception Desk H&S Screen	-	18,632	(18,632)	-	-
Site Access Traffic Management	-	11,439	(12,850)	-	(1,411)
Block D Lifecycle Wall Linings	-	-	(104,290)	-	(104,290)
<b>Totals</b>	<b>122,449</b>	<b>247,633</b>	<b>(467,279)</b>	<b>-</b>	<b>(97,197)</b>

### Represented by:

Funds Held on Behalf of the Ministry of Education	135,576
Funds Receivable from the Ministry of Education	(232,776)

## Capital Works cont:

2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Arson Reinstatement	(367)	-	367	-	-
B Block Toilet Refurbishment	(24,384)	24,354	30	-	-
Pool Shed/Roof Refurbishment	120,312	16,329	(136,642)	-	-
CW Block 2 Refurbishment	29,678	1,049,632	(1,216,973)	-	(137,663)
Pool Painting Upgrade	16,309	-	(5,716)	-	10,593
JS Boiler Replacement	20,725	-	(20,725)	-	-
5YP Pool Filter System	121,669	251,060	(455,488)	-	(82,759)
Roof, Plumbing & Carpet Replacement	(908)	48,510	(1,515)	-	46,087
Drainage Works	(14,623)	68,201	(61,945)	-	(8,367)
5YP Reorientation of Senior Sports Field	(28,057)	63,000	1,677	-	36,620
SIP Hard Canopy Cover	50,571	-	-	-	50,571
SIP Junior Shade Canopy	136,950	-	(26,940)	-	110,010
JS Multi Sports Turf	76,141	-	(958)	-	75,183
Block A Heating, Electrical and Toilet Upgrade	-	20,000	(7,077)	-	12,923
Block B Electrical, Roofing, Carpentry & Plumbing	-	-	(2,078)	-	(2,078)
Block V Electrical and Toilet	-	-	(570)	-	(570)
E9 Roof Replacement	-	-	(570)	-	(570)
Block 3 Roofing, Electrical and Toilet Upgrade	-	-	(570)	-	(570)
Block 4 Roofing, Electrical and Toilet Upgrade	-	-	(570)	-	(570)
Block 6 Roofing, Electrical, Toilet Upgrade, Floori	-	-	(570)	-	(570)
Masterplanning Development	-	15,000	-	-	15,000
SIP - Seniors Courtyard Pergola	-	-	(633)	-	(633)
Blocks D,V Lifecycle Wall Acoustic Panels	-	-	(188)	-	(188)
<b>Totals</b>	<b>504,015</b>	<b>1,556,087</b>	<b>(1,937,653)</b>	<b>-</b>	<b>122,449</b>

**Represented by:**

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

356,987  
(234,538)

**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. Key Management

### Key management personnel compensation

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

	<b>2022 Actual \$</b>	<b>2021 Actual \$</b>
<i>Board Members</i>		
Remuneration	5,240	4,080
Full time equivalent members	0.15	0.12
<i>Leadership Team</i>		
Remuneration	1,542,044	1,314,554
Full-time equivalent members	12	12
Total key management personnel remuneration	1,547,284	1,318,634

There are **9** members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has 1 Finance and Property member who meets monthly. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### Principal 1

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

	<b>2022 Actual \$000</b>	<b>2021 Actual \$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	200-210	190-200
Benefits and Other Emoluments	5 - 10	5 - 10
Termination Benefits	-	-

### Other Employees

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

<b>Remuneration \$000</b>	<b>2022 FTE Number</b>	<b>2021 FTE Number</b>
150 - 160	2.00	2.00
110 - 120	10.00	6.00
100 - 110	9.00	12.00
	21.00	20.00

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 board members, committee members, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	<b>2022 Actual</b>	<b>2021 Actual</b>
Total	\$Nil	\$34,511
Number of People	0	1

### **23. Contingencies**

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

#### **Holidays Act Compliance – schools payroll**

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

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

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

### **24. Commitments**

#### **(a) Capital Commitments**

As at 31 December 2022 the Board has entered into no contract agreements for capital works.

(Capital commitments at 31 December 2021: \$500,000)

#### **(b) Operating Commitments**

As at 31 December 2022 the Board has entered into no contracts.

The total lease payments incurred during the period were \$Nil (2021: \$Nil).

## 25. 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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	815,577	1,300,000	2,495,486
Receivables	889,398	875,000	827,957
Investments - Term Deposits	3,829,380	3,000,000	1,750,893
Total Financial assets measured at amortised cost	<u>5,534,355</u>	<u>5,175,000</u>	<u>5,074,336</u>

### Financial liabilities measured at amortised cost

Payables	1,137,681	1,170,870	1,196,794
Finance Leases	283,220	300,000	99,879
Total Financial Liabilities Measured at Amortised Cost	<u>1,420,901</u>	<u>1,470,870</u>	<u>1,296,673</u>

## 26. Events After Balance Date

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

## 27. Comparatives

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

## 28. Breach of Legislation - Failure to Meet Statutory Reporting Deadline

The Board of Trustees has failed to comply with Section 137 of the Education and Training Act 2020, as the Board has been unable to provide their audited financial statements to the Ministry for Education by 31 May 2023.

## Independent Auditor's Report

# To the readers of Southern Cross Campus's Financial statements For the year ended 31 December 2022

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

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2022;
  - 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 24 October 2023. This is the date at which our opinion is expressed.

The basis for our opinion is explained below, and we draw your attention to an other matter. 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.

### Expenditure not directly linked to an educational purpose

Without modifying our opinion, we draw attention to the School's expenditure on Pak'n'Save gift vouchers. The School purchased multiple gift vouchers to the value of \$15,000, which were given to the families of students to help families experiencing hardship due to the impact during the 2022 Covid-19 lockdown restrictions. The intention was to help families experiencing hardship due to the lockdown. Although there were records of the families that received the vouchers, we could not obtain adequate evidence to verify the criteria used for allocating the vouchers to establish that the expenditure on the gift vouchers was directly linked to an educational purpose. All school spending should be directly linked to an educational purpose and should be adequately documented.

## 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 school 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, Presiding members' report, analysis of variance, good employer compliance statement 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



## **Presiding Members' Annual Report 2022**

While 2022 was supposed to be New Zealand's first full year out of Covid-19 restrictions it ended up being more like a transition period for Southern Cross Campus and many other schools.

School attendance was lower than we had hoped for as people adapted back to some kind of normality. Our worst day in 2022 saw around 30 % of our student body return to school.

It was disappointing that a number of parents chose to either keep their children at home or allowed them to stay away during big chunks of 2022.

Education is a contact sport; it requires children to be in school to learn. While online and digital learning has a place in our education system it is not a substitute for being in the classroom in front of a teacher.

The greatest advantage in life families can give their children is to have them in school and to engage in their education. I don't like saying this but it is an obligation some need to take more seriously.

At the end of 2022 our NCEA results ended up being better than we had initially hoped for.

NCEA level one saw 53% of Southern Cross Campus students pass. NCEA level two was 56.3% and NCEA level three was 66.1%. Some 13.6% of students achieved University Entrance and one a University Scholarship.

But to put those figures into context, Southern Cross Campus is behind the national average for passing NCEA and behind the national average for schools of our ethnicity in all areas except for level three.

As a school we know we can do better, and the Board knows most parents are ambitious for their children to succeed.

To get better pass rates we do, however, need a stronger connection between the school and families. It requires us all to work more closely together in the coming year to give our children the education they deserve.

The Board has been clear with our Principal Dr Samantha Smith, that doing the same as we have done in the past, won't lift student achievement.

This is why we hired Dr Smith in 2020 as our principal. Now that we are through Covid-19 families should expect to see some changes to the way we do things at Southern Cross Campus as we strive to lift academic performance.

As always, the Board would like to thank our staff for their resilience, dedication, and professionalism throughout 2022 and look forward to a better year ahead.

Thank you to all the parents, families and caregivers who continue to be involved in all aspects of our school – we're never more powerful than when we work together.

Peter Parussini  
Presiding Member  
Board of Trustees

## **Southern Cross Campus Statement of Compliance with Education and Training Act For the year ended 31 December 2022**

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The school has developed and implemented personnel/employment policies and procedural frameworks in compliance with the Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2022. Good employer policies include provisions for an Equal Employment Opportunities (EEO) program/policy.

The Board of Trustees are regularly updated on any new legislation and/or changes relating to employment as they come to hand. In the first month of each term the principal declares to the Board that policies according to the SchoolDocs Policy assurance and review timetable are in place and being adhered to. The Principal has assured the Board of trustees that we are following the Equal Opportunities Policy.

# Southern Cross Campus

## Analysis of Variance 2022

### **Target    Information and Commentary**

#### Summary

As a general comment, one of the challenges we face as a school is that our results have plateaued over the last five years. We have small gains here and there and small decreases but essentially the results have remained the same across the board.

In the context of the global pandemic, holding steady could be considered a positive, but as a school we are dissatisfied and want to constantly raise the performance of our students.

#### **Years 11 to 13**

- Slight upward trend at NCEA Level 3
- UE has fluctuated but is trending downwards
- Horizontal trend line at NCEA Level 2
- Slight upward trend over the last 5 years at NCEA Level 1, with the remaining 2 years a downward trend.

#### **Year 9 to 10**

Comment re year 9 and 10:

#### **Years 7 to 8**

- Unfortunately, Year 7 fell back in their achievement, in reading, maths over 2022, this is a result of numerous staff changes and a focus on the low achievers, meaning our high achievers fell backwards.
- Year 8 made gains reading, writing and small gains in mathematics. However, the maths trend has improved over the last three years. This improvement can be explained as a result of high expectations and the stability of staffing and a key focus on achievement and collaborative expectations.

#### **Years 4 to 6**

- Year 6 made some progress in 2022 in maths and writing but have plateaued since 2020 in reading.
- Year 5 have not made much progress.
- Year 4 made some progress but have plateaued since 2020 in reading.

#### **Years 1 to 3**

- 6 year net: we have managed to push students in most elements into stanine 5-8, except concepts about print. Which is an improvement from 2019. We have devoted more resource to Year 1s in recent years. Also completed the first year of BSL and we will continue this into Year 2.
- Year 2 made good gains.
- Year 3 up slightly on reading, writing and maths on curriculum levelling on 2021 which pleasing.

#### **Year 1 to 8 General Comment:**

5 week sample writing collections has assisted in improving or remediating the writing achievement across the board from Year 1 to Year 8, this was not the case for Year 5 and Year 7.

One issue we have to address is to make improvements in teacher judgements, so that they are more accurately linked to the curriculum.

Māori students need to be a focus in 2023.

A gender gap does start to occur from year 5.

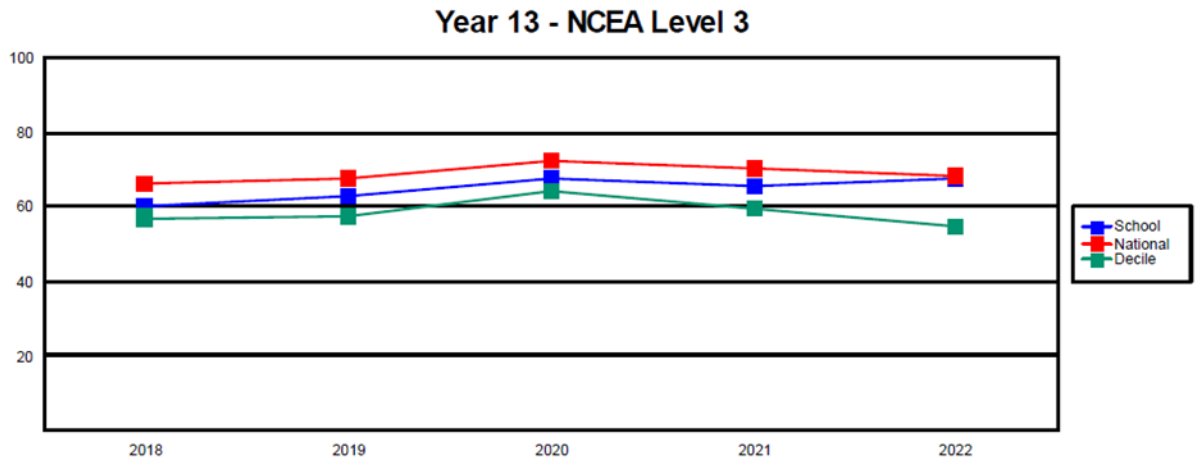
#### **The Future**

The changes that are being placed on the education profession are complex, confusing and multi-layered, from a total curriculum refresh to an assessment system revamp. ERO demands have changed and managing the changes required for planning and reporting and National Educational Learning Priorities (NELP). From a user's perspective, they appear to lack cohesion and direction. For

example: the five big ideas in the latest version of the English Curriculum are different from the big ideas in NCEA English Level 1.

Combine this with a shortage of quality teachers, the increase in complex behaviour needs of students then the drive to raise achievement is an uphill struggle. With so many priorities that are requested by the government there are essentially none. This is a huge concern.

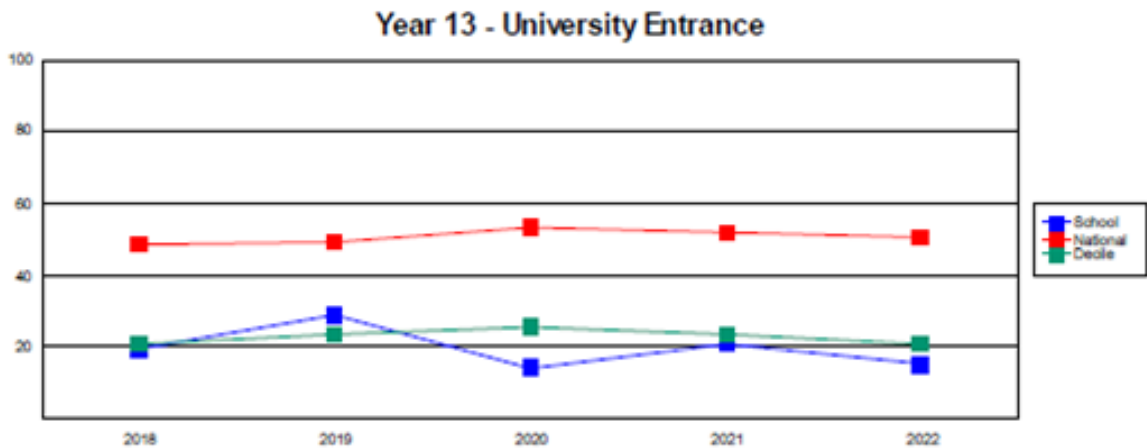
NCEA L3



Target=72.0% : Actual = 67.8%

Although we did not meet the ambitious target of 72% of all Year 13 students gaining level 3, we did improve on last year by a small number of percentage points (2%). Over the last few years we have trended up with our Level 3 results from 59.8% in 2018 to 67.8% in 2022. Last year we also achieved the National average for NCEA Level 3.

UE



Target = 30% : Actual = 15.3%

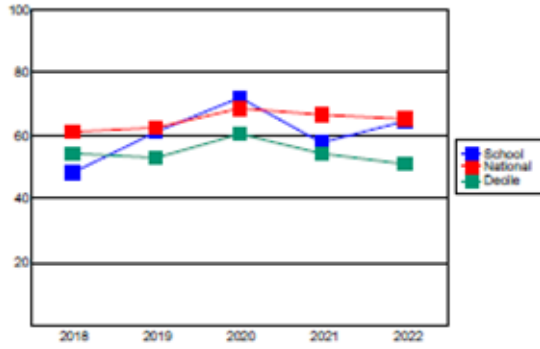
We have not been successful in reversing the downward trend in our UE success rates. One could argue that only 30% of students go to university anyway and following a Trades pathway is more appropriate for students from a low SES background. However, I am not of this mindset.

Our results indicate an over reliance on internal assessment to get over the line, as can be seen by the disparity between our NCEA Level 3 and UE results. Whilst our NCEA Level 3 results have increased by 8% points over the last five years our UE has decreased at a similar rate.

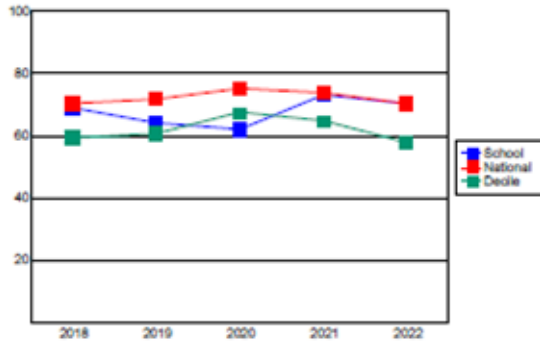
Level 3 Gender

Remove the disparity between male and female students at Level 3 by accelerating the female student rate of achievement without losing momentum for the male students.

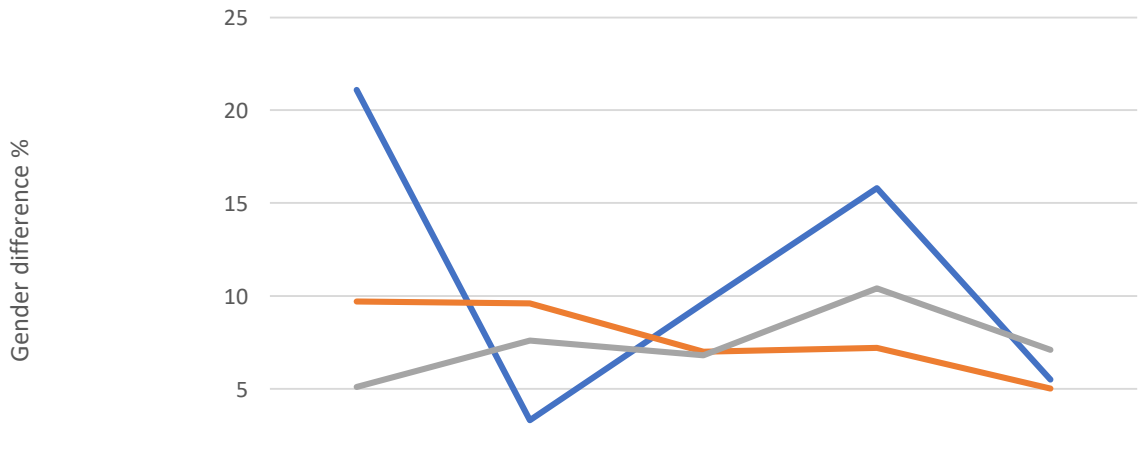
Year 13 NCEA Level 3 - Male



Year 13 NCEA Level 3 - Female



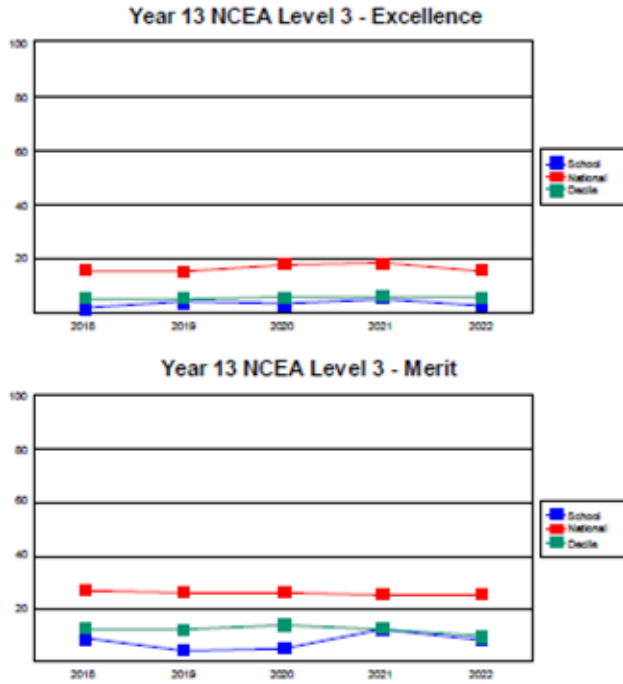
Gender Gap 2018 - 2022 Comparison Schools



	2018	2019	2020	2021	2022
L3 Gender gap SCC	21.1	3.3	9.6	15.8	5.5
L3 Gender gap Nat	9.7	9.6	7	7.2	5
L3 Gender gap D1	5.1	7.6	6.8	10.4	7.1

The gender gap at Southern Cross Campus at Level 3 has decreased over time from 2018 (21.1%) to 2022 (5.5%), where generally female students outperform male students except in 2020 where at SCC this was reversed. This trend is repeated for National students, but the reverse is true for Decile 1 schools as a whole, where the gender gap is increasing slightly.

Level 3  
Excellence and  
Merit  
Grades



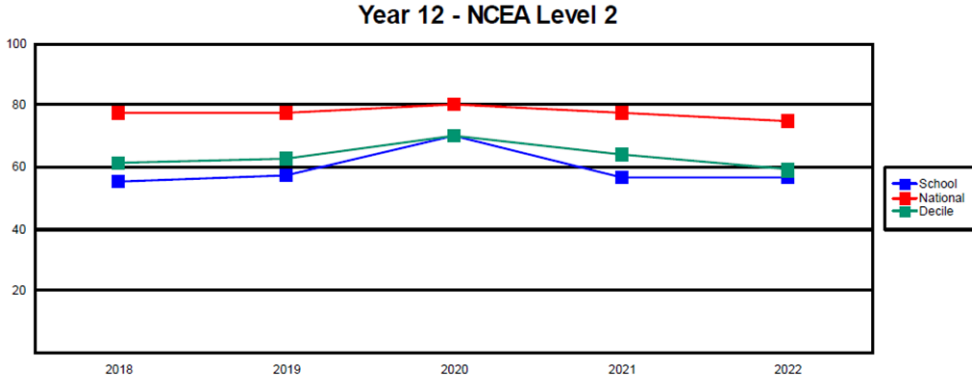
Excellence Target = 8% : Actual = 2.5%

There has not been much change in our Excellence Level 3 Target in the last few years and last year was disappointing as we did not meet our somewhat challenging target. Again a focus on just getting over the line has not helped us excel.

Merit Target = 14% : Actual 8.8%

The number of students gaining merit has been trending upwards over the last 4 years, although we did not reach our target of 14%.

NCEA L2



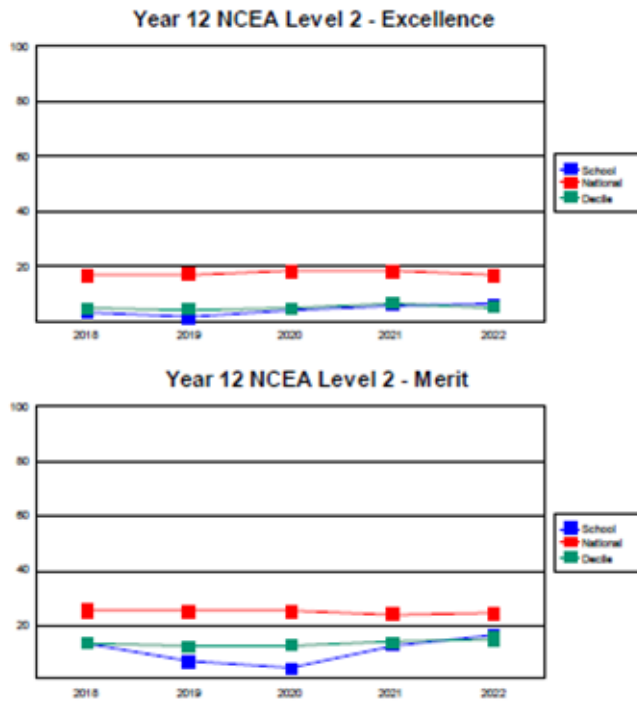
Target:79.0% : Actual = 56.7%

The level 2 result was 1% more than in 2021, but has essentially remained the same since 2018. One of our challenges as a school is leaving everything till the last minute, this results in the getting over the line mentality. A poor start to the year as a result of COVID did not help.

NCEA L2  
Gender

The gender gap at Southern Cross Campus between female and male students although variable has reduced over the years since 2018 and in 2022 and 2021 is reversed where boys are doing better than girls, this is not replicated Nationally or in Decile 1 school, girls still outperform boys though the gap is decreasing. Unfortunately, this reversal has not been created by raising boys achievement, rather the reverse, girls are not achieving as well. This is also the case Nationally and in Decile 1 schools.

NCEA Level 2 Merit and Excellence

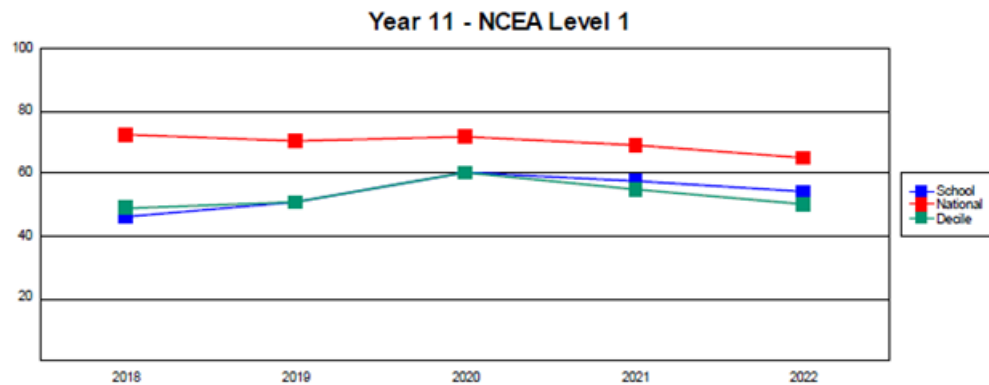


Merit Target: 12.8% : Actual 16.2%

Excellence Target: 5% : Actual 5.9%

We met both our targets for Merit and Excellence at Level 2.

NCEA L1



Target: 70% : Actual 54%

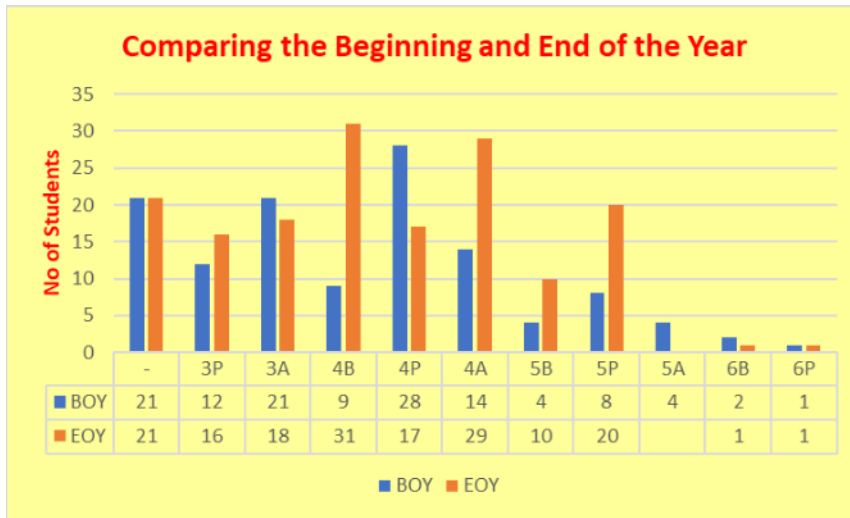
There is quite a differential in our target and what we achieved, and a drop from 2021 by 3%.

Leaving everything until the last minute, having little or no academic counselling until Term 4 did not help.

Level 1 Merit and Excellence

Again we did not meet our targets.

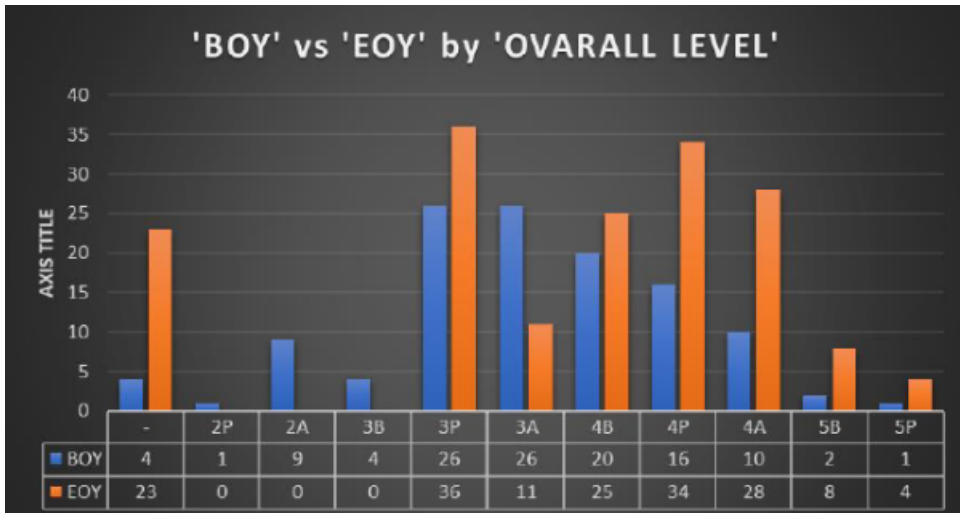
Year 10  
Maths



This graph shows there was very little movement in scores between the beginning of the year and the end of the year in Maths at Year 10. The students began the year at 4P and also ended the year at 4P.

Year 10  
English

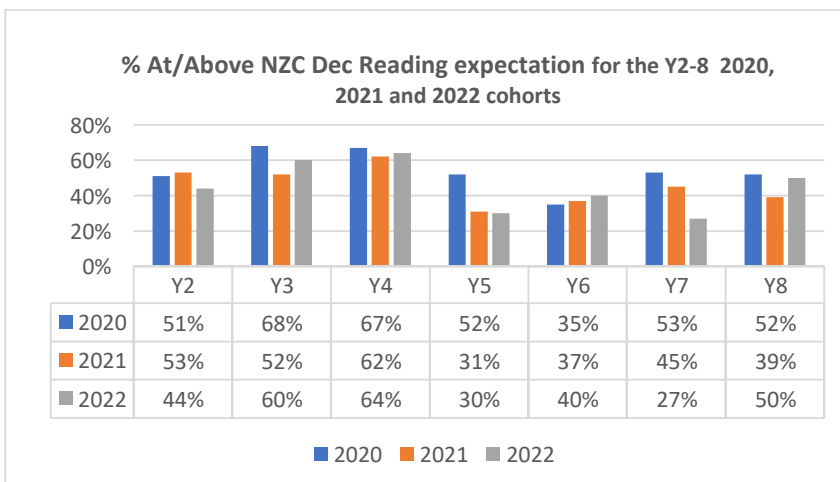
Year 9  
Maths



It is clear from the graph that there was a poitive shift in Maths according to the aSTtle data for Year 9 students in 2022. However, on average we started at 3A at the beginning of the year and ended the Year at 4B. This a growth of 1 sublevel, which did not reach our target of 3 sublevels. The progress of 1 sublevel was as expected but this will not accelerate our students to the correct levels.

Year 9  
English

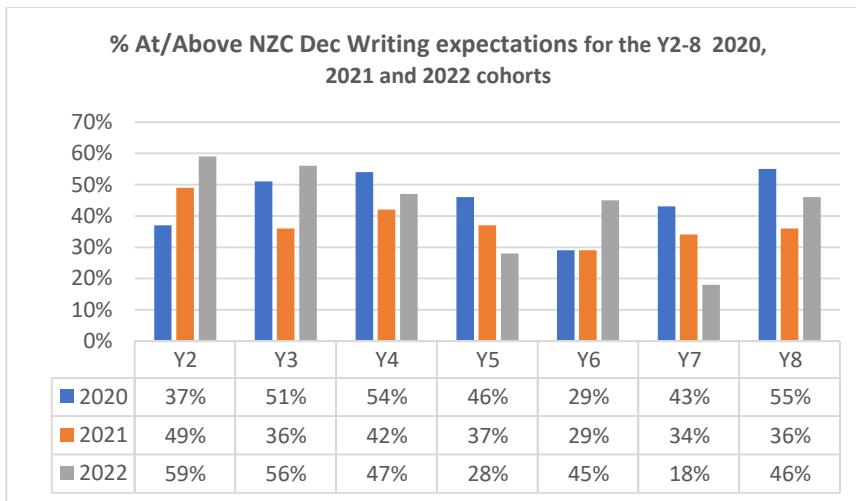
Reading  
Year 1 to  
8





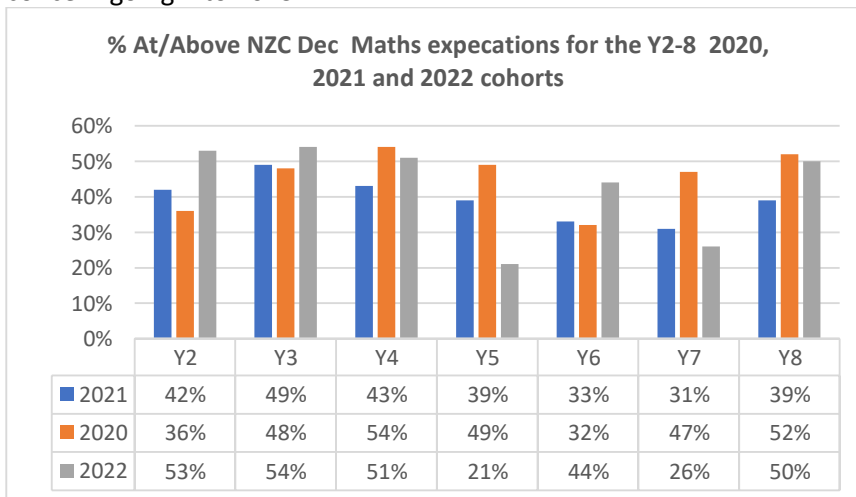
We achieved our target in reading Year 4 the rest of the year levels did not meet the target. This is disappointing but in future this target needs more consideration and a focus on what we are achieving rather than what we are not. We need to pay special attention to what happens in Year 5 and Year 7 going forward and also when these students are in Year 6 and 8.

Writing  
Year 1 to  
8



We did not set a specific goal around writing but what happens in Year 5 and Year 7 is of particular concern going into 2023.

Maths  
Year 1 to  
8



We did not set a specific goal around Maths but what happens in Year 5 and Year 7 is of particular concern going into 2023.

## **Kiwi sports Y1-8 programme statement 2022**

Funding received from Kiwi Sport for Yrs 1 -8 students was \$10,453.44.

We continued our drive to re-establish sports and games for students during the intervals . Unfortunately, our shade dome was not able to be installed as originally scheduled so we again had to maintain the purchase and use of sunhats in the playground areas- this was again a cost to the school as % purchasing with uniform is nil. Our Tiger turf is now installed and this has made a huge difference to the games being played. Large basketball backboards are reinstated and basketballs were issued to teams for use.

Bouncy balls, tennis balls and hoola hoops, all continue to prove very popular as items from the lunchtime gear trollies which are topped up each term as needed. Students were encouraged to return their gear to the trollies rather than having to have a monitor system – teachers reinforced all of this in their Awhina time each day linking it to our values of responsibility and respect.

Skippping ropes, soccer balls were also added to the lunchtime trolleys in the 2<sup>nd</sup> / 3<sup>rd</sup> terms. A set of volleyballs we issued to the older students in Y7-8 along with a moveable net system that could be easily set out on the grass. The equipment purchase has supported activity and social engagement skills to be redeveloped after the long period of not being able to share equipment or play in teams.

Tag has become popular with the Y5-8 students and sets of tag belts have enabled not only field day teams to train but also lunchtime in group competitions to take place.

Staff have been involved in Healthy Active Learning -doing workshops with the facilitators that has improved awareness of how to encourage students to both play specific games but also how to create a game and establish workable “rules”. This learning combined with additional equipment through our lunchtime equipment trollies and multiple PE equipment sets has supported greater participation and physical activity.

We are delighted to be able to once again fully participate in sport/games and fitness – we attended the inaugural Y7-8 Sports camp and the CM three day Tournament (all based in South Auckland – making transport affordable) and a number of the local sports field days. However, on a day-to-day basis seeing the number of children engaged in the playground has been a highlight of our year as we rise above the impacts of Covid and find new ways to play safely.

Karen Mose  
Director Junior School Years 1-8

## **Southern Cross Campus Kiwi Sport Report**

### **Kiwi Sport Years 9 – 13 Programme for 2022.**

Funding received from Kiwi Sport for Yrs 9-13 students was \$17,325.91.

Over-all we have provided sports program for over 300 students throughout the year, Term 2 & 3 being the busiest with 15 teams, over 250 student participants & a handful of staff coaching & managing the teams. We have appreciated the support and assistance from staff and community throughout the year.

Term 1 – We started off the year with our “Let’s get fit” Program. Suitable for all year levels boys & girls. We wanted our students to feel some sort of normality again since being in lock down for a while. This represented 60 to 80 students from year 9 to 13 participating every Tuesday & Thursday.

The “let’s get fit” program ran throughout Term 1 which focused on coming together, creating a sense of belonging through a vehicle of fitness, conditioning, & fun games. Also helped our sport teams prep for upcoming events, Senior Volleyball, Tag Football, & preparation for our winter codes. At the time we were in RED ZONE for Covid purpose, so a contingency plan was put together to allow and continue with the trainings.

The sports exchange with Tokoroa high has been an annual event for the last 7 years, this initiative has helped both schools prepare for the Rugby League Nationals while connecting and sharing resources and best practices to benefit our students and school programs. In the past, Cultural performance practices, Basketball & Netball have also been a part of this exchange.

Southern Cross Campus has been attending the Nationals since 2008 from distances as far as Wainuiomata in Wellington. The opportunity has not only provided a pathway for our students to show case their talent but more valuable to express themselves in a positive environment to develop personal growth and make positive connections.

We wish to convey our grateful thanks to Kiwi Sport for the funding you provide for schools, and even though the past two seasons have been marred by the Pandemic, we have put your funds to good use. It is always very important to students in a decile one school to be able to compete with pride and know that they have the equipment and uniforms to compete with. Our Community are always appreciative of your financial support, and they make every effort to follow their students on and off the field.

M Alatasi  
Director Years 9 – 13.