



HILLSBOROUGH PRIMARY SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

Ministry Number: 1313

School Address: 18 Belfast Street, Hillsborough, Auckland

Postal Address: 18 Belfast Street, Hillsborough, Auckland 1042

School Phone: 09 6257307

School Email: principal@hillsborough.school.nz

HILLSBOROUGH PRIMARY SCHOOL

Annual Report - For the year ended 31 December 2021

Index

Page	Statement
	Financial Statements
1	Statement of Responsibility
2	Members of the Board of Trustees
3	Statement of Comprehensive Revenue and Expense
4	Statement of Changes in Net Assets/Equity
5	Statement of Financial Position
6	Statement of Cash Flows
7 - 18	Notes to the Financial Statements
	Other Information
	Analysis of Variance
	Kiwisport

Hillsborough Primary School

Statement of Responsibility

For the year ended 31 December 2021

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 2021 fairly reflects the financial position and operations of the school.

The School's 2021 financial statements are authorised for issue by the Board.

Luke Jackson

Full Name of Presiding Member

[Signature]

Signature of Presiding Member

24-05-22

Date:

Mark Lawington

Full Name of Principal

[Signature]

Signature of Principal

24-05-2022

Date:

Hillsborough Primary School

Members of the Board of Trustees

For the year ended 31 December 2021

Name	Position	How Position Gained	Term Expires
Luke Jackson	Chairperson	Re-elected May 2019	September 2022
Mark Lewington	Principal	ex Officio December 2016	
Julia Wong	Parent Representative	Re-elected May 2019	September 2022
Belinda Marshall	Parent Representative	Elected May 2019	September 2022
Gareth Phelps	Parent Representative	Elected May 2019	September 2022
Elizabeth Ryan	Parent Representative	Elected May 2019	September 2022
Patricia Carlyle	Staff Representative	Re-elected May 2019	September 2022

Hillsborough Primary School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue				
Government Grants	2	3,674,687	3,860,211	3,927,047
Locally Raised Funds	3	95,368	93,100	118,210
Gain on Sale of Property, Plant and Equipment		965	5,000	7,216
		<u>3,771,020</u>	<u>3,958,311</u>	<u>4,052,473</u>
Expenses				
Locally Raised Funds	3	23,953	17,500	33,896
Learning Resources	4	2,343,814	2,234,878	2,250,197
Administration	5	189,269	179,170	180,119
Finance		2,897	2,000	1,855
Property	6	1,204,964	1,439,559	1,449,149
Depreciation	11	119,809	85,000	102,538
Loss on Disposal of Property, Plant and Equipment		-	-	451
		<u>3,884,706</u>	<u>3,958,107</u>	<u>4,018,205</u>
Net Surplus / (Deficit) for the year		(113,686)	204	34,268
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(113,686)</u>	<u>204</u>	<u>34,268</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.

Hillsborough Primary School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Equity at 1 January		668,880	668,881	634,612
Total comprehensive revenue and expense for the year		(113,686)	204	34,268
Equity at 31 December		555,194	669,085	668,880
Retained Earnings		555,194	669,085	668,880
Equity at 31 December		555,194	669,085	668,880

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.

Hillsborough Primary School

Statement of Financial Position

As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Assets				
Cash and Cash Equivalents	7	143,879	135,129	293,043
Accounts Receivable	8	167,474	168,900	168,900
GST Receivable		10,283	25,908	25,908
Prepayments		7,736	8,007	8,007
Inventories	9	1,113	1,113	1,113
Investments	10	-	229,970	229,970
		330,485	569,027	726,941
Current Liabilities				
Accounts Payable	12	193,527	260,332	278,485
Revenue Received in Advance	13	5,093	-	-
Painting Contract Liability	15	13,328	12,095	23,481
Finance Lease Liability	16	12,364	-	12,273
Funds held for Capital Works Projects	17	(1,937)	-	118,212
		222,375	272,427	432,451
Working Capital Surplus/(Deficit)		108,110	296,600	294,490
Non-current Assets				
Property, Plant and Equipment	11	576,399	501,977	498,699
		576,399	501,977	498,699
Non-current Liabilities				
Provision for Cyclical Maintenance	14	112,181	112,211	98,212
Finance Lease Liability	16	17,134	17,281	26,097
		129,315	129,492	124,309
Net Assets		555,194	669,085	668,880
Equity		555,194	669,085	668,880

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

Hillsborough Primary School

Statement of Cash Flows

For the year ended 31 December 2021

	Note	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash flows from Operating Activities				
Government Grants		708,718	714,774	750,225
Locally Raised Funds		102,231	204,985	100,412
Goods and Services Tax (net)		15,625	22,767	22,767
Payments to Employees		(402,273)	(370,523)	(392,351)
Payments to Suppliers		(464,820)	(394,965)	(234,124)
Interest Paid		(2,897)	(2,000)	(1,855)
Interest Received		-	-	8,659
Net cash from/(to) Operating Activities		(43,416)	175,038	253,733
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		965	5,000	
Purchase of Property Plant & Equipment (and Intangibles)		(196,901)	(81,285)	(135,416)
Purchase of Investments		-	-	(4,712)
Proceeds from Sale of Investments		229,970	87,292	92,004
Net cash from/(to) Investing Activities		34,034	11,007	(48,124)
Cash flows from Financing Activities				
Finance Lease Payments		(9,480)	(35,077)	(9,078)
Painting contract payments		(10,153)	(12,405)	(12,358)
Funds Administered on Behalf of Third Parties		(120,149)	-	93,645
Net cash from/(to) Financing Activities		(139,782)	(47,482)	72,209
Net increase/(decrease) in cash and cash equivalents		(149,164)	138,563	277,818
Cash and cash equivalents at the beginning of the year	7	293,043	(3,434)	15,225
Cash and cash equivalents at the end of the year	7	143,879	135,129	293,043

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.

Hillsborough Primary School

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

a) Reporting Entity

Hillsborough Primary School (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 reports have been prepared for the period 1 January 2021 to 31 December 2021 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 expenditure threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

Useful lives of property, plant and equipment

The 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 11.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. 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.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. 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. 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

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) 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.

e) 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.

f) 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.

g) 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.

h) 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.

i) 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	25- 40 years
Furniture and equipment	10-33 years
Information and communication technology	3-5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

j) 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.

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

n) 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 an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

o) Financial Instruments

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

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

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

p) 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.

q) Budget Figures

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

u) Services received in-kind

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

2. Government Grants

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Operational Grants	617,025	590,816	579,201
Teachers' Salaries Grants	2,051,976	1,944,145	1,953,197
Use of Land and Buildings Grants	899,740	1,234,900	1,234,900
Other MoE Grants	105,946	90,350	159,749
	<u>3,674,687</u>	<u>3,860,211</u>	<u>3,927,047</u>

3. Locally Raised Funds

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue			
Donations & Bequests	59,047	63,500	66,142
Fees for Extra Curricular Activities	28,892	26,100	38,913
Fundraising & Community Grants	7,429	3,500	13,155
	<u>95,368</u>	<u>93,100</u>	<u>118,210</u>
Expenses			
Extra Curricular Activities Costs	20,294	15,000	27,608
Fundraising and Community Grant Costs	3,660	2,500	6,287
	<u>23,954</u>	<u>17,500</u>	<u>33,895</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>71,414</u>	<u>75,600</u>	<u>84,315</u>

4. Learning Resources

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Curricular	41,938	52,314	43,535
Equipment Repairs	23,526	18,000	24,000
Information and Communication Technology	1,783	2,000	4,604
Library Resources	445	3,000	2,809
Employee Benefits - Salaries	2,252,522	2,130,564	2,126,195
Staff Development	23,600	29,000	49,054
	<u>2,343,814</u>	<u>2,234,878</u>	<u>2,250,197</u>

5. Administration

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Audit Fee	7,120	6,190	6,190
Board Fees	3,680	5,800	2,595
Board Expenses	1,659	2,350	728
Communication	3,337	4,200	4,093
Consumables	12,857	11,950	11,818
Other	28,962	32,750	33,327
Employee Benefits - Salaries	115,764	99,930	105,373
Insurance	8,007	7,400	7,335
Service Providers, Contractors and Consultancy	7,883	8,600	8,660
	189,269	179,170	180,119

6. Property

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Caretaking and Cleaning Consumables	16,496	16,700	15,986
Consultancy and Contract Services	6,015	-	-
Cyclical Maintenance Provision	27,298	14,000	13,970
Grounds	26,700	11,498	7,211
Heat, Light and Water	29,253	33,000	36,930
Repairs and Maintenance	95,288	23,344	36,280
Use of Land and Buildings	899,740	1,234,900	1,234,900
Security	11,392	10,000	11,620
Employee Benefits - Salaries	92,782	96,117	92,252
	1,204,964	1,439,559	1,449,149

In 2021, the Ministry of Education revised the notional rent rate from 8% to 5% to align it with the Government Capital Charge rate. This is considered to be a reasonable proxy for the market rental yield on the value of land and buildings used by schools. Accordingly in 2021, the use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Cash and Cash Equivalents

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Bank Accounts	143,879	135,129	201,039
Short-term Bank Deposits	-	-	92,004
Cash and cash equivalents for Statement of Cash Flows	143,879	135,129	293,043

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

8. Accounts Receivable

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Receivables	7,680	13,350	13,350
Teacher Salaries Grant Receivable	159,794	155,550	155,550
	<u>167,474</u>	<u>168,900</u>	<u>168,900</u>
Receivables from Exchange Transactions	7,680	13,350	13,350
Receivables from Non-Exchange Transactions	159,794	155,550	155,550
	<u>167,474</u>	<u>168,900</u>	<u>168,900</u>

9. Inventories

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Stationery	1,113	1,113	1,113
	<u>1,113</u>	<u>1,113</u>	<u>1,113</u>

10. Investments

The School's investment activities are classified as follows:

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	-	229,970	229,970
	<u>-</u>	<u>229,970</u>	<u>229,970</u>
Total Investments	<u>-</u>	<u>229,970</u>	<u>229,970</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2021	\$	\$	\$	\$	\$	\$
Building Improvements	78,210	-	-	-	(4,014)	74,196
Furniture and Equipment	306,350	136,523	-	-	(55,772)	387,101
Information and Communication Technology	56,496	53,798	-	-	(43,465)	66,829
Leased Assets	36,443	3,887	-	-	(13,495)	26,835
Library Resources	21,200	3,301	-	-	(3,063)	21,438
Balance at 31 December 2021	498,699	197,509	-	-	(119,809)	576,399

The net carrying value of equipment held under a finance lease is **\$26,835 (2020: \$36,443)**

	2021 Cost or Valuation	2021 Accumulated Depreciation	2021 Net Book Value	2020 Cost or Valuation	2020 Accumulated Depreciation	2020 Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	268,324	(194,128)	74,196	268,324	(190,114)	78,210
Furniture and Equipment	824,238	(437,137)	387,101	693,625	(387,275)	306,350
Information and Communication Technology	338,254	(271,425)	66,829	314,369	(257,873)	56,496
Leased Assets	48,886	(22,051)	26,835	48,278	(11,835)	36,443
Library Resources	101,864	(80,426)	21,438	98,563	(77,363)	21,200
Balance at 31 December	1,581,566	(1,005,167)	576,399	1,423,159	(924,460)	498,699

12. Accounts Payable

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Creditors	7,851	86,649	86,649
Accruals	7,120	6,190	6,190
Banking Staffing Overuse	11,858	-	18,153
Employee Entitlements - Salaries	160,484	155,550	155,550
Employee Entitlements - Leave Accrual	6,214	11,943	11,943
	193,527	260,332	278,485
Payables for Exchange Transactions	193,527	260,332	278,485
	193,527	260,332	278,485

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	3,900	-	-
Other revenue in Advance	1,193	-	-
	<u>5,093</u>	<u>-</u>	<u>-</u>

14. Provision for Cyclical Maintenance

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Provision at the Start of the Year	98,211	98,211	84,241
Increase/ (decrease) to the Provision During the Year	13,970	14,000	13,970
Use of the Provision During the Year	(13,328)	-	-
Provision at the End of the Year	<u>98,853</u>	<u>112,211</u>	<u>98,211</u>
Cyclical Maintenance - Term	112,181	112,211	98,211
	<u>112,181</u>	<u>112,211</u>	<u>98,211</u>

15. Painting Contract Liability

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Due within one year	13,328	12,095	23,481
	<u>13,328</u>	<u>12,095</u>	<u>23,481</u>

In 2011 the Board signed an agreement with Programmed Maintenance Services Ltd (the contractor) for an agreed programme of work covering an eight year period. The programme provides for an interior and exterior repaint of the Ministry owned buildings in 2011, with regular maintenance in subsequent years. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

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:

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
No Later than One Year	14,430	-	15,170
Later than One Year and no Later than Five Years	19,331	17,281	29,584
Future Finance Charges	(4,263)	-	(6,386)
	<u>29,498</u>	<u>17,281</u>	<u>38,368</u>
Represented by			
Finance lease liability - Current	12,364	-	12,273
Finance lease liability - Term	17,134	17,281	26,097
	<u>29,498</u>	<u>17,281</u>	<u>38,370</u>

17. Funds Held for Capital Works Projects

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

	2021	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
		\$	\$	\$	\$	\$
Drainage		1,387	-	(423)	-	964
Classrooms & Toilets		(9,647)	28,762	(14,007)	-	5,108
Block 1 - 8 Electrical		(1,542)	-	-	-	(1,542)
Administration Extension		127,554	-	(187,212)	59,658	-
Learning Hub		460	-	(6,927)	-	(6,467)
Totals		118,212	28,762	(208,569)	59,658	(1,937)

Represented by:

Funds Held on Behalf of the Ministry of Education	6,072
Funds Due from the Ministry of Education	(8,009)
	<u>(1,937)</u>

	2020	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
		\$	\$	\$	\$	\$
Drainage		8,220	477	(7,311)	-	1,387
Classrooms & Toilets		(17,340)	23,530	(15,837)	-	(9,647)
Roofing		(904)	904	-	-	-
Block 1 - 8 Electrical		(2,506)	1,841	(877)	-	(1,542)
Administration Extension		-	204,372	(76,818)	-	127,554
Learning Hub		-	17,624	(17,164)	-	460
Totals		(12,530)	248,748	(118,007)	-	118,212

18. 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.

19. Remuneration

Key management personnel compensation

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

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration	3,680	2,595
 <i>Leadership Team</i>		
Remuneration	261,314	253,595
Full-time equivalent members	2	2
 Total key management personnel remuneration	264,994	256,190

There are 6 members of the Board excluding the Principal. The Board had held 10 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140-150	140-150
Benefits and Other Emoluments	0-5	0-5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2021 FTE Number	2020 FTE Number
100-110	3.00	1.00
110-120	1.00	1.00
	4.00	2.00

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

20. 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:

	2021 Actual	2020 Actual
Total	-	-
Number of People	-	-

21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at **31 December 2021** (Contingent liabilities and assets at **31 December 2020**: 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 2021, a contingent liability for the school may exist.

22. Commitments

Capital Commitments

As at 31 December 2021 the Board has not entered into any contractual agreements.

(Capital commitments at 31 December 2020: \$Nil)

(b) Operating Commitments

As at 31 December 2021 the Board has not entered into any contracts:

23. 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

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Cash and Cash Equivalents	143,879	135,129	293,043
Receivables	167,474	168,900	168,900
Investments - Term Deposits	-	229,970	229,970
Total Financial assets measured at amortised cost	<u>311,353</u>	<u>533,999</u>	<u>691,913</u>

Financial liabilities measured at amortised cost

Payables	193,527	260,332	278,485
Finance Leases	29,498	17,281	38,370
Painting Contract Liability	13,328	12,095	23,481
Total Financial Liabilities Measured at Amortised Cost	<u>236,353</u>	<u>289,708</u>	<u>340,336</u>

24. Events After Balance Date

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

25. COVID 19 Pandemic on going implications

Impact of Covid-19

During 2021 the country moved between alert levels. During February and March 2021 Auckland was placed into alert levels 3 and 2 and other parts of the country moved into alert level 2.

Towards the end of June 2021, the Wellington region was placed into alert level 2 for one week.

Towards the end of August 2021, the entire country moved to alert level 4, with a move to alert level 3 and 2 for everyone outside the Auckland region three weeks later. While Auckland has remained in alert level 3 for a prolonged period of time the Northland and Waikato regions have also returned to alert level 3 restrictions during this period.

Impact on operations

Schools have been required to continue adapting to remote and online learning practices when physical attendance is unable to occur in alert level 4 and 3. Schools continue to receive funding from the Te Tāhuhu o te Mātauranga | Ministry to Education, even while closed.

However, the ongoing interruptions resulting from the moves in alert levels have impacted schools in various ways which potentially will negatively affect the operations and services of the school. We describe below the possible effects on the school that we have identified, resulting from the ongoing impacts of the COVID-19 alert level changes.

Reduction in locally raised funds

Under alert levels 4,3, and 2 the school's ability to undertake fund raising events in the community and/ or collect donations or other contributions from parents, may have been compromised. Costs already incurred arranging future events may not be recoverable.

RSM Hayes Audit

PO Box 9588
Newmarket, Auckland 1149
Level 1, 1 Broadway
Newmarket, Auckland 1023

T +64 (9) 367 1656
www.rsmnz.co.nz

Independent Auditor's Report

To the readers of Hillsborough School's Financial statements For the year ended 31 December 2021

The Auditor-General is the auditor of Hillsborough School (the School). The Auditor-General has appointed me, Elaine Yong, 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 3 to 19, that comprise the statement of financial position as at 31 December 2021, 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 2021; 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 25 May 2022. 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 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 Hillsborough School.

A handwritten signature in blue ink, appearing to read 'Elaine Yong'.

Elaine Yong
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand

Analysis of Variance Reporting



Hillsborough Primary School	1313
-----------------------------	------

To help grow engaged and empowered learners who strive for personal excellence and achieve success through learning how to learn.		
To raise overall Student Achievement		
Reduce the number of Students who are Below and Well Below by 3 % across all curriculum areas		
Results At/Above Reading	Writing	Maths

Overall 20% 15% 16%



MINISTRY OF EDUCATION

Te Māhori o te Kōwhiri



<p>Schoolwide PLD with a focus on making learning visible, including creating and using tools consistently across the school that support student agency</p> <p>Schoolwide focus of making learning visible</p> <ul style="list-style-type: none"> - Sharing learning progressions - Feedback and evaluation using learning progressions so students are empowered to reflect on learning and set next steps 	<p>PLD supplied by Cognition through a funded 100 hour contract + close working relationship with the Senior Leadership team</p> <p>Multiple staff meetings and 2x Teacher Only days with the focus on Making Learning Visible</p> <p>School Capability Assessment completed in June which showed significant gains in having a shared collective Hillsborough model of teaching and learning</p> <p>Teacher and Student voice gathered</p> <p>Reading and Writing learning Matrices reviewed and maths matrix developed</p>	<p>We were unable to measure any successes - both data and student/teacher voice as there was no assessment in Term 4 2021 and not all learners and teachers were back on site during the final weeks of Term 4. .</p>	<p>We are currently gathering assessment data to form 2022 targets, but feel that this will continue to be a goal for this year. A few reasons behind that thinking:</p> <ul style="list-style-type: none"> ● we made huge in roads into creating and shaping what learning looks like at Hillsborough Primary School. Students were on board and beginning to share their learning and next steps with their families, with clarity. ● there may be some loss in direction and use of learning tools by both teachers and students due the extended lockdowns. A renewed focus with greater emphasis on engagement and agency,
--	--	--	---



will refresh our HPS
roadmap for learning and
be a good platform for
building on

- we wish to marry the
curriculum refresh with
our road map for teaching
and learning at
Hillsborough

Observations with followup chats and goal setting which linked into the
appraisal cycle

Term by term review of effectiveness

We were unable to complete our projects and review our goals set as we
were plunged into lockdown in week 3 of Term 3

Aim: Through a continued focus on making learning visible at Hillsborough and encouraging learners to take responsibility for their learning journey and next steps, we will build on the excellent foundations we have created already, while weaving curriculum content into the learning dialogue

Maori Education



Hillsborough Primary School

1313

To help grow engaged and empowered learners who strive for personal excellence and achieve success through learning how to learn.

Raising student achievement for our Maori learners

By the end of the year Maori students will be achieving 80 % AT or Above in reading, writing and maths.

Results At/Above Reading

Writing

Maths

Overall 80.5% 85% 84% Maori 62.8% 53% 65%

Te Kaitiaki Take Kōwhiri



<p>Identify Maori learners in each class, and target programming to meet the needs</p> <p>Monitor and Track all Maori students who are below and well below.</p> <p>Develop additional targeted programmes to support learner needs</p> <p>Ensure all students are known to staff</p>	<p>Close testing and tracking of students + in class monitoring and testing as required.</p> <p>All Maori learners identified through class profile and goals put set for individuals</p> <p>Learning support coordinator regular discussions with Senior Leadership team</p> <p>Learning conversations with Whanau sharing student needs and strengths Syndicate conversations the focus on Maori learners</p> <p>Mid year Progress testing to reassess learning and programmes</p> <p>We were unable to complete our projects and review our</p>	<p>We were unable to measure any successes - both data and social/emotional through student voice as there was no assessment in Term 4 2021 and the majority of our Maori learners did not return to school.</p> <p>We are currently gathering assessment data to form 2022 targets, but feel that this will continue to be a goal for this year. A few reasons behind that thinking:</p> <ul style="list-style-type: none"> • we were unable to complete interventions and assess effectiveness <ul style="list-style-type: none"> • a large proportion of our Maori learners didn't engage in online learning from home, despite providing alternative means for learning, so believe the academic gap has widened significantly • we continue to have at least one Maori family choosing not to come to school this year as they feel the covid situation is too risky for their family.
---	--	---



goals set as we were plunged into lockdown in week 3 reopening of Term 3 and the majority of our Maori learners did not return at any point during term 4 when school started This adds to the widening academic and social gap

Aim: Through a continued focus on tracking and analysis of data and a shared responsibility of learners and growing teacher capability, we will raise student achievement and refine teacher practice around student agency so that our Maori learners feel success in learning and the academic gap is lessened.



To help grow engaged and empowered learners who strive for personal excellence and achieve success through learning how to learn.

Raising Achievement of ESOL learners by reducing the number of students working below and well below In Reading

Reduce the number of ESOL Students who are Below and Well Below by 10% particularly in reading

Results Below /Well Below Reading

Writing

Maths

ESOL 36% 24% 28%



<p>Identify ESOL learners in each class, and target programming to meet the needs</p>	<p>students, Terms 1 & 4</p> <p>Identify gaps in early literacy by carrying out oral language testing, terms 1, 2, & 4 for <u>Years 1-2</u></p>	<p>programmes</p> <p>We were unable to complete our projects and review our goals set as we were plunged into lockdown in week 3 of Term 3.</p>	<p>continue to be a goal for this year. A few reasons behind that thinking:</p> <ul style="list-style-type: none"> ● we were unable to complete interventions and assess effectiveness ● a large proportion of our ESOL learners found online learning challenging ● We currently have many our ESOL families choosing not to send their children to school this year as they feel the covid situation is too risky for their family. This adds to the widening academic
<p>Monitor and Track all ESOL students who are below and well below.</p>	<p>Programming adaptations to meet the identified needs from Term 1 testing</p>	<p>None of the term 4 assessments were able to be carried out, so there was no way to ascertain if gains had been made and value added from the programmes and interventions that had been in place through terms 1 & 2.</p>	
<p>Develop additional targeted programmes to support learner needs</p>	<p>Programming suggestions and professional development based on identified gaps</p>		
<p>Identify gaps in reading by carrying out PAT listening testing, terms 1 & 4 for Years 3-6, and PAT vocabulary for Years 4-6.</p>	<p>Additional programming support for students with identified gaps and needs</p>		
<p>Burt word testing for Year 3</p>	<p>Mid year Progress testing to reassess learning and</p>	<p>We are currently gathering assessment data to form 2022 targets, but feel that this will</p>	



Aim: Through a continued focus on tracking and analysis of data and a shared responsibility of learners and growing teacher capability, we will raise student achievement and refine teacher practice around identifying targeted needs and gaps and putting interventions in place to support our learners whose first language is not English.



Hillsborough Primary School

Belfast Street
Hillsborough
AUCKLAND

Tel: 09 6257307
Fax: 09 6257347
Email: admin@hps.school.nz

10 March 2022

KiwiSport

Kiwisport is a Government funded initiative that supports Schools to provide sporting opportunities for their students. This funding allows us to use outside sporting agencies to provide coaches and trainers with the required skills and knowledge to support teachers and students.

It has developed into a valuable funding resource used by us to bring greater levels of physical activity in our school.

The Kiwisport funding received in 2021 was \$6259. This amount was spent on supporting the Sport Auckland Programme that is administered by the Mt Roskill cluster of schools. An excellent variety of sporting activities are offered as part of the programme throughout the year.

Each child had the opportunity to receive training in these various sports every week for the school year.

Mark Lewington

Principal

Hillsborough Primary School

