

SPOTSWOOD COLLEGE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

School Directory

Ministry Number: 173

Principal: Nicola Ngarewa

School Address: 129 South Road, New Plymouth

School Postal Address: P O Box 6116, Moturoa, New Plymouth, 4344

School Phone: 06 751 2416

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Accountant / Service Provider:

Education  Services.
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SPOTSWOOD COLLEGE

Annual Report - For the year ended 31 December 2021

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Spotswood College

Statement of Responsibility

For the year ended 31 December 2021

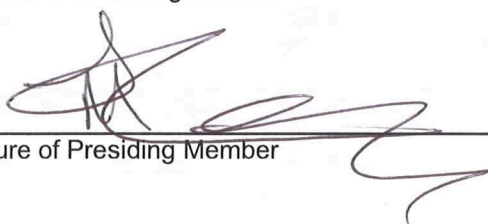
The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

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.

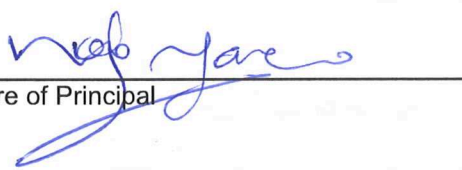
The School's 2021 financial statements are authorised for issue by the Board.

MICHAEL COLE
Full Name of Presiding Member


Signature of Presiding Member

30 May 2022
Date:

Nicola Ngarewa
Full Name of Principal


Signature of Principal

30 May 2022
Date:

Spotswood College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

		2021	2021	2020
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	10,898,518	8,730,030	9,951,309
Locally Raised Funds	3	589,390	317,365	482,454
Interest Income		977	1,700	1,049
Gain on Sale of Property, Plant and Equipment		6,444	-	169
International Students	4	1,314	-	90,528
Other Revenue		6,982	-	8,482
		11,503,625	9,049,095	10,533,991
Expenses				
Locally Raised Funds	3	347,496	203,300	355,715
International Students	4	3,938	-	129,547
Learning Resources	5	7,634,891	6,699,290	7,178,884
Administration	6	1,119,964	460,347	532,917
Finance		9,485	5,442	18,681
Property	7	1,711,214	1,467,127	2,004,185
Depreciation	12	257,268	197,587	234,022
Loss on Disposal of Property, Plant and Equipment		2,589	-	6,036
Amortisation of Intangible Assets	13	2,999	-	3,761
		11,089,844	9,033,093	10,463,748
Net Surplus / (Deficit) for the year		413,781	16,002	70,243
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		413,781	16,002	70,243

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

Spotswood College

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		1,626,649	1,485,614	1,514,136
Total comprehensive revenue and expense for the year		413,781	16,002	70,243
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	38,865
TAC Furniture & Equipment Grant		-	-	1,371
Net Movement in Trusts		(1,951)	-	2,034
Equity at 31 December		2,038,479	1,501,616	1,626,649
 Retained Earnings		2,038,479	1,501,616	1,626,649
Equity at 31 December		2,038,479	1,501,616	1,626,649

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.

Spotswood College Statement of Financial Position

As at 31 December 2021

		2021	2021	2020
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	8	741,716	598,122	524,265
Accounts Receivable	9	448,374	507,689	409,764
GST Receivable		62,641	16,466	-
Prepayments		4,494	17,148	11,748
Inventories	10	132,023	69,774	119,043
Investments	11	124,081	119,828	124,798
		1,513,329	1,329,027	1,189,618
Current Liabilities				
GST Payable		-	-	2,480
Accounts Payable	14	597,567	565,009	603,414
Revenue Received in Advance	15	97,924	142,556	173,361
Provision for Cyclical Maintenance	16	39,783	80,050	74,746
Finance Lease Liability	17	50,741	113,707	92,608
Funds held in Trust	18	1,097	103,086	7,315
Funds held for Capital Works Projects	19	155,492	-	178,985
		942,604	1,004,408	1,132,909
Working Capital Surplus/(Deficit)		570,725	324,619	56,709
Non-current Assets				
Property, Plant and Equipment	12	1,565,078	1,296,020	1,643,967
Intangible Assets	13	6,037	12,796	9,035
Work in Progress		-	6,748	-
		1,571,115	1,315,564	1,653,002
Non-current Liabilities				
Provision for Cyclical Maintenance	16	35,814	45,476	34,557
Finance Lease Liability	17	67,546	93,091	48,505
		103,360	138,567	83,062
Net Assets		2,038,479	1,501,616	1,626,649
Equity		2,038,479	1,501,616	1,626,649

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

Spotswood College
Statement of Cash Flows
For the year ended 31 December 2021

		2021	2021	2020
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		3,613,830	3,084,036	3,520,150
Locally Raised Funds		543,481	317,415	564,793
International Students		1,314	-	11,495
Goods and Services Tax (net)		(65,121)	-	18,946
Payments to Employees		(2,213,683)	(1,706,317)	(2,521,281)
Payments to Suppliers		(1,441,302)	(1,297,993)	(1,253,868)
Interest Paid		(9,485)	(5,442)	(18,681)
Interest Received		972	1,700	1,997
Net cash from/(to) Operating Activities		430,006	393,399	323,551
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		174	-	690
Purchase of Property Plant & Equipment (and Intangibles)		(95,788)	(10,000)	(96,180)
Purchase of Investments		(1,015)	-	(4,969)
Net cash from/(to) Investing Activities		(96,629)	(10,000)	(100,459)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	38,865
Owners Contributions		(1,951)	-	3,405
Finance Lease Payments		(86,138)	(80,255)	(110,634)
Painting contract payments		-	(2,870)	-
Funds Administered on Behalf of Third Parties		(27,837)	-	71,689
Net cash from/(to) Financing Activities		(115,926)	(83,125)	3,325
Net increase/(decrease) in cash and cash equivalents		217,451	300,274	226,417
Cash and cash equivalents at the beginning of the year	8	524,265	297,848	297,848
Cash and cash equivalents at the end of the year	8	741,716	598,122	524,265

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.

Spotswood College

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

a) Reporting Entity

Spotswood College (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 16.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 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. 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) 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 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 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	20-40 years
Buildings	20-40 years
Furniture and Equipment	5-10 years
Information and Communication Technology	5 years
Motor Vehicles	5 years
Textbooks	6 years
Library Resources	8 years
Leased assets held under a Finance Lease	Term of Lease

k) Intangible Assets

Software costs

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

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

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

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

Non cash generating assets

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

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

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

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

m) Accounts Payable

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

n) Employee Entitlements

Short-term employee entitlements

Employee 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.

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before twelve months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows.

o) Revenue Received in Advance

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

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

p) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Comprehensive Revenue and Expenses.

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

q) Shared Funds

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

r) Provision for Cyclical Maintenance

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

s) Financial Instruments

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

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

The School's financial liabilities comprise accounts payable, borrowings, 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.

t) Borrowings

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

Borrowings include but are not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

u) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

v) Budget Figures

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

w) Services received in-kind

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

2. Government Grants

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Operational Grants	2,694,093	2,529,605	2,535,232
Teachers' Salaries Grants	5,502,867	4,772,606	5,009,748
Use of Land and Buildings Grants	1,080,440	873,388	1,421,888
Other MoE Grants	1,554,438	516,931	932,070
Other Government Grants	66,680	37,500	52,371
	10,898,518	8,730,030	9,951,309

The school has opted in to the donations scheme for this year. Total amount received was \$128,700.

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	2,206	-	3,935
Fees for Extra Curricular Activities	272,386	117,165	211,428
Trading	209,413	200,200	221,067
Fundraising & Community Grants	104,342	-	46,024
Other Revenue	1,043	-	-
	589,390	317,365	482,454
Expenses			
Extra Curricular Activities Costs	91,985	-	61,339
Trading	248,529	203,300	288,293
Fundraising & Community Grant Costs	6,982	-	6,083
	347,496	203,300	355,715
<i>Surplus for the year Locally raised funds</i>	241,894	114,065	126,739

4. International Student Revenue and Expenses

	2021 Actual Number	2021 Budget (Unaudited) Number	2020 Actual Number
International Student Roll	0	0	13
Revenue			
International Student Fees	1,314	-	90,528
Expenses			
Student Recruitment	(210)	-	7,598
Employee Benefit - Salaries	2,206	-	110,232
Other Expenses	1,942	-	11,717
	3,938	-	129,547
<i>Surplus/(Deficit) for the year International Students</i>	(2,624)	-	(39,019)

5. Learning Resources

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Curricular	265,937	237,478	216,653
Library Resources	2,474	2,900	2,589
Employee Benefits - Salaries	6,799,971	5,852,623	6,471,548
Staff Development	8,695	10,000	3,637
Ict	53,737	50,521	65,941
Gateway	71,157	62,000	56,511
Star	61,178	70,000	47,302
Taranaki Activity Centre	89,786	110,512	89,617
Alternative Education	281,956	303,256	225,086
	7,634,891	6,699,290	7,178,884

6. Administration

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Audit Fee	10,473	10,500	10,473
Board Fees	4,085	5,500	5,270
Board Expenses	18,995	19,400	11,419
Communication	19,265	20,500	22,213
Consumables	(17,021)	(12,400)	(4,498)
Operating Lease	-	6,500	21,181
Legal Fees	1,250	-	339
Other	94,447	71,000	132,356
Employee Benefits - Salaries	294,768	298,200	289,029
Insurance	14,509	15,000	20,421
Service Providers, Contractors and Consultancy	25,155	26,147	24,714
Healthy School Lunch Programme	654,038	-	-
	1,119,964	460,347	532,917

7. Property

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Caretaking and Cleaning Consumables	43,489	33,600	38,250
Cyclical Maintenance Provision	(33,706)	16,529	2,974
Grounds	12,157	13,000	8,556
Heat, Light and Water	114,042	104,000	110,128
Rates	9,080	9,500	8,928
Repairs and Maintenance	96,996	83,010	60,870
Use of Land and Buildings	1,080,440	873,388	1,421,888
Security	7,960	6,000	6,872
Employee Benefits - Salaries	380,756	328,100	345,719
	1,711,214	1,467,127	2,004,185

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.

8. Cash and Cash Equivalents

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Bank Accounts	741,716	598,122	524,265
Cash and cash equivalents for Statement of Cash Flows	<u>741,716</u>	<u>598,122</u>	<u>524,265</u>

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

Of the \$741,716 Cash and Cash Equivalents \$160,361 is held by the School on behalf of the Ministry of Education. These funds have been provided for 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 2022 on Crown owned school buildings.

9. Accounts Receivable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Receivables	35,795	69,919	14,293
Receivables from the Ministry of Education	15,895	86,341	25,563
Banking Staffing Underuse	3,975	-	-
Interest Receivable	47	990	42
Teacher Salaries Grant Receivable	392,662	350,439	369,866
	<u>448,374</u>	<u>507,689</u>	<u>409,764</u>
Receivables from Exchange Transactions	51,737	70,909	20,970
Receivables from Non-Exchange Transactions	396,637	436,780	388,794
	<u>448,374</u>	<u>507,689</u>	<u>409,764</u>

10. Inventories

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Canteen	614	450	494
Farm	18,870	12,400	32,230
Stationery	-	1,058	-
Uniforms	112,539	55,866	86,319
	<u>132,023</u>	<u>69,774</u>	<u>119,043</u>

11. Investments

The School's investment activities are classified as follows:

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Asset			
Short-term Bank Deposits	124,081	119,828	124,798
Total Investments	<u>124,081</u>	<u>119,828</u>	<u>124,798</u>

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2021	\$	\$	\$	\$	\$	\$
Building Improvements	970,447	19,514	(2,392)	-	(26,251)	961,318
Furniture and Equipment	310,697	49,723	(306)	-	(51,913)	308,201
Information and Communication Technology	153,458	30,050	-	-	(33,583)	149,925
Motor Vehicles	10,099	-	(371)	-	(2,020)	7,708
Leased Assets	188,642	82,161	-	-	(142,173)	128,630
Library Resources	10,624	-	-	-	(1,328)	9,296
Balance at 31 December 2021	1,643,967	181,448	(3,069)	-	(257,268)	1,565,078

The net carrying value of equipment held under a finance lease is \$128,630 (2020: \$188,642)

	2021	2021	2021	2020	2020	2020
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	1,517,895	(556,577)	961,318	1,502,264	(531,817)	970,447
Furniture and Equipment	1,383,843	(1,075,642)	308,201	1,369,592	(1,058,895)	310,697
Information and Communication Technology	527,034	(377,109)	149,925	496,984	(343,526)	153,458
Motor Vehicles	80,204	(72,496)	7,708	109,341	(99,242)	10,099
Textbooks	178,025	(178,025)	-	178,025	(178,025)	-
Leased Assets	337,909	(209,279)	128,630	512,261	(323,619)	188,642
Library Resources	187,579	(178,283)	9,296	187,579	(176,955)	10,624
Balance at 31 December	4,212,489	(2,647,411)	1,565,078	4,356,046	(2,712,079)	1,643,967

13. Intangible Assets

The School's Intangible Assets are made up of acquired computer software.

	Acquired software	Internally generated software	Total \$
Cost			
Balance at 1 January 2020	12,796		12,796
Additions	-		-
Disposals			
Balance at 31 December 2020/1 January 2021	12,796	-	12,796
Additions			
Disposals			
Balance at 31 December 2021	12,796	-	12,796
Accumulated Amortisation and impairment losses			
Balance at 1 January 2020			
Amortisation expense	3,760		3,760
Disposals			
Impairment losses			
Balance at 31 December 2020/1 January 2021	3,760	-	3,760
Amortisation expense	2,999		2,999
Disposals			
Impairment losses			
Balance at 31 December 2021	6,759	-	6,759
Carrying amounts			
At 1 January 2020	12,796	-	12,796
Balance at 31 December 2020/1 January 2021	9,036	-	9,036
At 31 December 2021	6,037	-	6,037

Restrictions

There are no restrictions over the title of the school's intangible assets, nor are any intangible assets pledged as security for liabilities.

Capital commitments

The amount of contractual commitments for the acquisition of intangible assets is \$nil (2020 \$nil)

14. Accounts Payable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Creditors	126,130	117,920	128,257
Accruals	10,473	10,168	10,474
Banking Staffing Overuse	-	28,080	28,080
Employee Entitlements - Salaries	392,662	350,439	369,866
Employee Entitlements - Leave Accrual	68,302	58,402	66,737
	<u>597,567</u>	<u>565,009</u>	<u>603,414</u>
Payables for Exchange Transactions	597,567	565,009	603,414
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>597,567</u>	<u>565,009</u>	<u>603,414</u>

The carrying value of payables approximates their fair value.

15. Revenue Received in Advance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Income In Advance	2,384	-	1,479
Provision for Sport Uniform Replacement	6,018	6,018	6,018
Grants In advance MOE	64,753	-	97,982
Other Income In Advance	23,309	35,673	53,435
Students / Other	1,460	21,832	1,460
International Student Fees	-	79,033	12,987
	<u>97,924</u>	<u>142,556</u>	<u>173,361</u>

16. Provision for Cyclical Maintenance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Provision at the Start of the Year	109,303	108,997	106,329
Increase to the Provision During the Year	23,387	16,529	15,333
Adjustment to the Provision	(57,093)	-	(12,359)
Provision at the End of the Year	<u>75,597</u>	<u>125,526</u>	<u>109,303</u>
Cyclical Maintenance - Current	39,783	80,050	74,746
Cyclical Maintenance - Term	35,814	45,476	34,557
	<u>75,597</u>	<u>125,526</u>	<u>109,303</u>

17. Finance Lease Liability

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year	57,187	113,707	100,715
Later than One Year and no Later than Five Years	72,267	93,091	53,395
Future finance charges	(11,167)	-	(12,997)
	<u>118,287</u>	<u>206,798</u>	<u>141,113</u>
Represented by			
Finance lease liability - Current	50,741	113,707	92,608
Finance lease liability - Term	67,546	93,091	48,505
	<u>118,287</u>	<u>206,798</u>	<u>141,113</u>

18. Funds held in Trust

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	1,097	103,086	7,315
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<u>1,097</u>	<u>103,086</u>	<u>7,315</u>

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

19. Funds Held (Owed) 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	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
A, M, T Block Carpet & Ceiling Tiles	226794	76,505	14,284	(90,789)	-	-
SIP Market Garden	224566	1,513	(513)	(1,000)	-	-
SIP Uniform Shop	225383	-	3,082	(3,082)	-	-
SIP Gym Outdoor Circuit	230606	-	89,100	(34,590)	-	54,510
SIP Fencing Astro Turf & Pool	226791	-	39,349	(36,219)	-	3,130
SIP Pool Plant & Machinery	226790	-	31,500	(32,509)	-	(1,009)
Building WOF	226793	827	1,173	(2,000)	-	-
Pool Top Shed Changing Rooms	226786	94,860	-	(82,247)	-	12,613
SIP Bike Shelter	226792	3,280	16,882	(20,162)	-	-
T Block Oven Cabinetry	225664	-	9,534	(9,534)	-	-
MOE Fire System Remediation	226826	-	66,936	(66,936)	-	-
SIP - Farm Shed	230617	-	12,879	(5,122)	-	7,757
SIP - Roof Remediation	230616	-	19,800	(18,937)	-	863
SIP T: Joinery & Digital	230600	-	30,983	(31,491)	-	(508)
A,B, Carpet/Vinyl Replacement	226788	-	74,809	(43,496)	-	31,313
5YA Heating	232916	-	7,894	(5,374)	-	2,520
SIP Lighting	232484	-	5,300	(7,574)	-	(2,274)
5YA A,B & B EXT Carpet	232915	-	42,700	-	-	42,700
TAC Artificial Turf	223420	-	1,164	(1,164)	-	-
TAC Fencing	224826	2,000	-	(2,000)	-	-
TAC Heater Replacement	223419	-	14,247	(9,292)	-	4,955
TAC Breakout Space	223421	-	10,596	(11,674)	-	(1,078)
Totals		<u>178,985</u>	<u>491,699</u>	<u>(515,192)</u>	<u>-</u>	<u>155,492</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	160,361
Funds Due from the Ministry of Education	(4,869)
	<u>155,492</u>

2020	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Security Camera System		-	45,471	(45,471)	-	-
A, M, T Block Carpet & Ceiling Tiles	226794	-	95,400	(18,895)	-	76,505
SIP Market Garden	224566	-	18,000	(16,487)	-	1,513
SIP Uniform Shop	225383	-	29,808	(29,808)	-	-
Building WOF	226793	-	27,000	(26,173)	-	827
Pool Top Shed Changing Rooms	226786	-	94,860	-	-	94,860
SIP Bike Shelter	226792	-	12,031	(8,751)	-	3,280
TAC Block A Autex Replacement	completed	713	287	(1,000)	-	-
TAC Artificial Turf	223420	-	19,476	(19,476)	-	-
TAC Re Roof	completed	45,000	11,302	(56,302)	-	-
TAC Fencing	224826	-	18,549	(16,549)	-	2,000
Totals		45,713	372,184	(238,912)	-	178,985

19. 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.

Andrea Leadbetter is a Board member and also owns TGM Design Limited. During the year the School contracted TGM Limited for marketing services. The total value of all transactions for the year was \$1,877 (2020: \$5,574) and no amount is outstanding as at balance date (Prior Period: nil) Because this amount is less than \$25,000 (excl GST) for the year the contract does not require Ministry approval under s10 of Schedule 23 of the Education and Training Act 2020.

20. 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	4,085	5,270
<i>Leadership Team</i>		
Remuneration	1,322,416	1,726,073
Full-time equivalent members	11.33	17.39
Total key management personnel remuneration	<u>1,326,501</u>	<u>1,731,343</u>

There are 7 members of the Board excluding the Principal. The Board had held 10 full meetings of the Board in the year. The Board also has Finance (2 members) and Property (2 members) that met 11 and 11 times respectively. 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:

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	180 - 190	170 - 180
Benefits and Other Emoluments	5 - 6	5 - 6
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	11.00	7.00
110 - 120	2.00	4.00
120 - 130	3.00	1.00
	<u>16.00</u>	<u>12.00</u>

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

21. 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	-	-

22. 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.

23. Commitments

(a) Capital Commitments

As at 31 December 2021 the Board has entered into contract agreements for capital works as follows:

\$99,000 contract for the SIP Gym Outdoor Circuit as agent for the Ministry of Education. This project is fully funded by the Ministry and \$89,100 has been received of which \$34,590 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$55,000 contract for the SIP Fencing Astro Turf & Pool as agent for the Ministry of Education. This project is fully funded by the Ministry and \$39,349 has been received of which \$36,219 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$35,000 contract for the SIP Pool Plant & Machinery as agent for the Ministry of Education. This project is fully funded by the Ministry and \$31,500 has been received of which \$32,509 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$105,400 contract for the Pool Top Shed Changing Rooms as agent for the Ministry of Education. This project is fully funded by the Ministry and \$94,860 has been received of which \$82,247 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$14,310 contract for the SIP - Farm Shed as agent for the Ministry of Education. This project is fully funded by the Ministry and \$12,879 has been received of which \$5,122 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$22,000 contract for the SIP - Roof Remediation as agent for the Ministry of Education. This project is fully funded by the Ministry and \$19,800 has been received of which \$18,937 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$34,425 contract for the SIP T: Joinery & Digital as agent for the Ministry of Education. This project is fully funded by the Ministry and \$30,983 has been received of which \$31,491 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$83,120 contract for the A,B, Carpet/Vinyl Replacement as agent for the Ministry of Education. This project is fully funded by the Ministry and \$74,809 has been received of which \$43,496 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$8,894 contract for the 5YA Heating as agent for the Ministry of Education. This project is fully funded by the Ministry and \$7,894 has been received of which \$5,374 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$5,968 contract for the SIP Lighting as agent for the Ministry of Education. This project is fully funded by the Ministry and \$5,300 has been received of which \$7,574 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$83,121 contract for the 5YA A,B & B EXT Carpet as agent for the Ministry of Education. This project is fully funded by the Ministry and \$42,700 has been received of which \$0 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$15,830 contract for the TAC Heater Replacement as agent for the Ministry of Education. This project is fully funded by the Ministry and \$14,247 has been received of which \$9,292 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$105,964 contract for the TAC Breakout Space as agent for the Ministry of Education. This project is fully funded by the Ministry and \$10,596 has been received of which \$11,674 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments as at 31 December 2020:

\$106,000 contract for the A, M, T Block Carpet & Ceiling Tiles as agent for the Ministry of Education. This project is fully funded by the Ministry and \$95,400 has been received of which \$18,895 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$20,000 contract for the SIP Market Garden as agent for the Ministry of Education. This project is fully funded by the Ministry and \$18,000 has been received of which \$16,487 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$30,000 contract for the Building WOF as agent for the Ministry of Education. This project is fully funded by the Ministry and \$27,000 has been received of which \$26,173 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$105,400 contract for the Pool Top Shed Changing Rooms as agent for the Ministry of Education. This project is fully funded by the Ministry and \$94,860 has been received of which \$0 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$14,479 contract for the SIP Bike Shelter as agent for the Ministry of Education. This project is fully funded by the Ministry and \$12,031 has been received of which \$8,751 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$21,049 contract for the TAC Fencing as agent for the Ministry of Education. This project is fully funded by the Ministry and \$18,549 has been received of which \$16,549 has been spent on the project to balance date. This project has been approved by the Ministry.)

(b) Operating Commitments

As at 31 December 2021 the Board has entered into the following contracts:

(a) operating lease of photocopiers;

	2021 Actual \$	2020 Actual \$
No later than One Year	-	3,768
Later than One Year and No Later than Five Years	-	5,966
Later than Five Years	-	-
	-	9,734

24. 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	741,716	598,122	524,265
Receivables	448,374	507,689	409,764
Investments - Term Deposits	124,081	119,828	124,798
Total Financial assets measured at amortised cost	1,314,171	1,225,639	1,058,827

Financial liabilities measured at amortised cost

Payables	597,567	565,009	603,414
Finance Leases	118,287	206,798	141,113
Total Financial Liabilities Measured at Amortised Cost	715,854	771,807	744,527

25. Events After Balance Date

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

26. Comparatives

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

27. 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.

Increased Remote learning additional costs

Under alert levels 4 and 3 ensuring that students have the ability to undertake remote or distance learning often incurs additional costs in the supply of materials and devices to students to enable alternative methods of curriculum delivery.

Reduction in International students

Under alert levels 4, 3, 2, and 1 International travel is heavily restricted. The school has been unable to welcome and enrol prospective international students which has resulted in a reduction in revenue from student fees & charges from International students and/or Board of Trustee operated boarding facilities.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF SPOTSWOOD COLLEGE'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2021

The Auditor-General is the auditor of Spotswood College (the School). The Auditor-General has appointed me, David Fraser, using the staff and resources of Silks Audit Chartered Accountants Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 23, 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 with Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime

Our audit was completed on 30 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 for our opinion

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

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

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

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the 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 is responsible for the other information. The other information comprises Statement of Financial Responsibility, Board of Trustees schedule, and the Analysis of Variance, but does not include the financial statements, Kiwisport statement included as appendices, 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 the School.

David Fraser

David Fraser
Silks Audit Chartered Accountants Ltd
On behalf of the Auditor-General
Whanganui, New Zealand

Spotswood College

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Mike Cole	Presiding Member	Elected	Sep 2022
Nicola Ngarewa	Principal		
Kamanomano Mahu	Parent Representative	Elected	Sep 2022
Steven Parrish	Parent Representative	Elected	Sep 2022
Meryn Penno	Parent Representative	Elected	Sep 2022
Linda Whitehead	Parent Representative	Elected	Sep 2022
Andrea Leadbetter	Parent Representative	Appointed	Sep 2022
Michelle Evans	Parent Representative	Appointed	Sep 2022
Kiri Fortune	Staff Representative	Elected	Sep 2022
Riley Peters	Student Representative	Elected	Sep 2021
Mika Doron	Student Representative	Elected	Sep 2022
Andrys Underwood	Other	Co-opted	Sep 2022
Shane Cassidy	Other	Co-opted	Sep 2022

Spotswood College

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2021, the school received total Kiwisport funding of \$20,229 (excluding GST). The funding was spent on sporting endeavours.

Our Mission

**We Connect
We Strengthen and
We Inspire each other.**

Our Vision

To achieve personal excellence and build a better world for tomorrow.

Our Values

- Students at the centre
- Community at the heart
- Contributing to local and global communities
- Global Goals



- Deep, visible and inclusive learning

- Agility and responsive

And in everything we do we honour the unique place of Maori as tangata whenua of Aotearoa New Zealand.

Annual Plan (Draft) 2019



	1. Akonga Student Success <i>We will strengthen each other to achieve personal excellence.</i>	2. Rangatiratanga Leaders of Learning <i>We will inspire each other to create our futures.</i>	3. Whanaungatanga Powerful Partnerships <i>We will connect with each other to build a better world for tomorrow.</i>	4. Future Focused <i>We will ALWAYS be a future focused school.</i>
Goal	1.1 Teaching and learning is visible, deep, inclusive and culturally responsive to assist student learning progression in Core competencies, Literacy, Numeracy, STEAM and the framework of Impact Inquiry and Design Thinking .	2.1 To introduce the new curriculum to further develop practice of leaders of learning to improve Attendance, Retention, Engagement and Achievement of students .	3.1 To enhance practice in Learning Advisory so as to improve student success and engagement. 3.2 To grow student, staff, whanau, local and global community partnerships . 3.3 To promote the Sustainable Development Goals	4.1 To build leadership capability of middle leaders to rigorously inquire with their teachers so as to enhance teacher practice and student success. 4.2 To build student leadership capability 4.3 To enhance BOT leadership
Actions	1.1.1 Staff and students work to co-design strategies to develop visible, deep, inclusive and culturally responsive practices. through Core Competencies Literacy Numeracy STEAM And the framework of Impact Inquiry and Design Thinking Graduate Profile 1.1.2 Staff and students use E-learning platforms, tools and strategies so as to	2.1.1 Staff and students co-develop task development, assigning, evaluating and reporting. 2.1.2 Staff implement the Core Competencies Literacy Numeracy STEAM And the framework of Impact Inquiry and Design Thinking to support visible, deep and inclusive learning. 2.1.3 SLT monitor Attendance,	3.1.1. The Learning Advisory curriculum is developed focusing on - Growing respectful learning relationships, planning for success, getting future ready and understanding and managing self 3.1.2 Learning Advisors develop tracking process for student coverage of the curriculum and connectedness to future pathways 3.2.1 Connections are established to support staff, students, whanau, local and global communities.	4.1.1 All middle leaders will use Leadership Strategy 4.1.2 SLT work with middle leaders to develop interpersonal skills and strategies for understanding teachers' thinking around challenges of practice 4.1.3 SLT meet with middle leaders weekly to maintain focus on annual plan and targets. 4.2.1 SLT meet with student leaders weekly to support and develop their leadership

	<p>ensure learning is visible, deep and as inclusive as possible.</p> <p>1.13 Staff and students to strengthen formative assessment opportunities and negotiate assessments so as to maximise opportunities for student success.</p> <p>1.14 Staff continue to develop culturally responsive practices.</p>	<p>Retention, Engagement and Achievement of students and develop proactive responses with LA, Deans, staff, whanau and the wider community to engage students.</p>	<p>3.3.1 Sustainable Development Goals are included in the overall the curriculum.</p>	<p>4.2.3 BOT will focus on the strategic focus.</p>
Outcomes	<p>Rates of L1, L2 and L3 NCEA Certificate merit and excellence endorsements are improved. UE pass rate is improved.</p> <p>Literacy and Numeracy progression</p> <p>Staff and students understand and can explain learning competency progression,</p> <p>Learning is visible, deep and inclusive.</p> <p>Assessment practices are negotiated, agile, responsive and inclusive.</p>	<p>Staff are upskilled through an aligned PLD Plan,</p> <p>Supported with lesson observations and the Performance Appraisal Process</p> <p>AREA data in programs and across the school are raised.</p>	<p>Learning Advisors provide responsive personalised support and learning for students - growing respectful learning relationships, planning for success, getting future ready and understanding and managing self.</p> <p>Students experience responsive and personalised learning and support for learning.</p> <p>Whanau connect database is developed</p> <p>Expert partnership platform is developed</p> <p>The sustainable goals are embedded into the curriculum</p>	<p>Middle leaders feel confident to use Leadership Framework</p> <p>Middle leaders continue to develop solution focused strategies supporting and challenging areas of practice needing to be improved with their teams.</p> <p>Middle leaders feel supported by the Senior Leadership Team.</p> <p>Teacher practice improves and results in improved student outcomes.</p> <p>BOT will progress the strategic focus.</p>
Targets	<p>>50% Level one certificates are gained with merit or excellence endorsement.</p> <p>>50% Level two certificates</p>	<p>>95% of students are actively engaged in their programs of learning</p> <p>>95% of junior students</p>	<p>100% Learning Advisors deliver and track the Learning Advisor Curriculum.</p> <p>>80% of tutees agree/strongly</p>	<p>100% of middle leaders will have engaged with and reflected on leadership framework, setting appropriate goals to develop their capability</p>

	<p>are gained with merit or excellence endorsement.</p> <p>>50% Level three certificates are gained with merit or excellence endorsement.</p> <p>>40 UE %</p> <p>100% of teachers and students can explain their learning progression towards the Learning Dispositions Literacy Numeracy STEAM And the process of Impact Inquiry and Design Thinking</p> <p>>95% of students negotiated assessment opportunities.</p>	<p>understand and use elements of the Impact Inquiry/ Design Thinking framework.</p> <p>100% of staff and students develop the ability to develop, assign and evaluate tasks.</p> <p>100% of staff are reflective, agile and responsive to student learning needs.</p>	<p>agree that their Learning Advisor helps them with their learning at school and for the future.</p> <p>80% families are engaged in community connect points</p> <p>>100 Expert partnerships on the platform.</p>	<p>100% of middle leaders are solution focused supporting and challenging areas of practice needing to be improved with their teams. .</p> <p>100% of middle leaders feel supported by the Senior Leadership Team.</p> <p>100% of student leaders feel supported by the Senior Leadership Team.</p> <p>100% BOT will have engaged in the strategic focus.</p>
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Strategic Focus 1

Learning and Teaching

To deliver a curriculum for Spotswood College that empowers students to co-construct their learning in a dynamic learning community.

Strategic Focus 2

Self Review and Reporting

To develop and implement a strategic plan effecting the National Education Guidelines through policies, plans and programmes that reflect the vision and values of Spotswood College allowing for constant reflection, review and refinement of the processes to ensure the school is constantly seeking to be the best it can.

Strategic Focus 3

Human Resources

To ensure that high quality staff are appointed who are committed to the values and visions of Spotswood College and to design professional learning for all staff that empowers them to co-construct their learning in a dynamic learning community.

Strategic Focus 4

Finance and Property

To ensure a model of resource allocation that provides the greatest opportunities for students and staff, which will remain sustainable over the long term.

Strategic Focus 5

Health and Safety

To maintain a mutually respectful learning community where individuals are valued.

Strategic Focus 6

Compliance

To fully comply with all regulatory, legislative and school policy requirements as they pertain to school operations, and to ensure that policies and practices reflect NZ's cultural diversity and the unique position of Maori.

Strategic Focus 7

Building School Community

To communicate a school identity that reflects our values and vision, our unique character and our community.

Strategic Focus 8

Digital Fluency

To ensure information systems support the development of an effective learning community.

Strategic Focus 1 – Learning and Teaching

Refine and seek to sustain Spotswood College's pedagogy based on its values and vision and current research that promotes quality learning.

Implement curriculum and assessment procedures that reflect the school's vision and values and provides clear direction and guidance.

Manage the NZQA accreditation process and ongoing management of data.

Establish a research base that informs learning and promotes continuous improvement.

Collaboratively establish forums that enable students to participate as citizens in the life of the school and to contribute to and initiate improved practice.

Design and implement systems of accountability that ensure that what is espoused is practiced.

Strategic Focus 2 – Self Review and Reporting

The Charter is reviewed and updated annually.

Clear policies, procedures and supporting documentation will provide a framework for responsibilities for trustees and staff.

As policies are due for renewal the board of trustees will ensure that the opportunity for consultation is provided to the school community.

Ensure the policies reflect the unique character and needs of Spotswood College.

The board will comply with legislation through regular consultation with local iwi/ hapu and whanau..

Ensure that all faculty leaders, teams and significant areas of school functioning undertake an annual self review to ensure goals are aligned with the schools strategic focus and to report their findings to the board. The report will include the following:

- *review of goals and strategies for the year including analysis of variance;*
- *an annual plan for the following year;*
- *comment as appropriate (highlights and concerns) with regard to reviews*
- *undertaken, personnel, resourcing, health and safety, administrative.*

The principal and board chair will undertake an annual compliance review, using the ERO Board Assurance Statement and Self-Audit Checklist, and report the results to the board.

Reporting procedures of student achievement to students and their parents/caregivers are timely and meaningful and targets are set to enable individuals to improve on their achievement.

Strategic Focus 3 – Human Resources

Continue to refine and develop personnel policies and procedures.

Ensure the school meets the legislative requirements that will ensure it is an Equal Employment Opportunities employer.

Continue refinement of the employee appraisal system.

Continue refinement of Health and Safety Policies for staff.

Continue to refine the process/vision/values for a professional learning community.

Strategic Focus 4 – Finance and Property

Refine and review finance policies.

Prepare the annual budget each year ensuring a positive cash flow situation.

Prepare a 3-5 year financial projection to ensure the financial stability of the school.

Build a well designed, long term strategic sponsorship / partnership program with local business.

Ensure the management of the school property meets all legislative requirements.

Strategic Focus 5 – Health and Safety

Develop a school culture that promotes wellness and learning for all.

Develop policies and procedures to ensure the physical, mental, spiritual and social health of our learning community.

Strategic Focus 6 - Compliance

Develop policies and procedures that align with our strategic directions while meeting our legislative and contractual obligations.

Be open for instruction for the number of half days prescribed by the Minister of Education.

Develop systems to maintain attendance records and take steps to ensure students who are required to attend, do so.

Add strategic activities

Strategic Focus 7 – Building School Community

Develop regular and transparent ways of communicating with the school community and within the school community to ensure a shared understanding.

Prepare an annual report to feedback to the community to show to what extent strategic priorities have been met through measurement against performance indicators identified in the school's annual plan.

Strategic Focus 8 – ICT Information

Our vision for ICTs:

Engage ICT rich, relevant, multi-modal media, located within the student's paradigm

Ensure a caring and challenging learning community: openness and transparency, free exchange of information

Make a contribution to the world-tools, and to have access to information

Our Challenge

Maintain a cost effective, flexible and sustainable ICT structure