

# CENTRAL SOUTHLAND COLLEGE

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2021

#### School Directory

**Ministry Number:** 399

**Principal:** Grant Dick

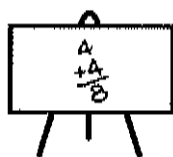
**School Address:** 174 MacKenzie Street, Winton

**School Postal Address:** 174 MacKenzie Street, Winton

**School Phone:** 03 236 7676

**School Email:** [office@csc.school.nz](mailto:office@csc.school.nz)

**Accountant / Service Provider:**



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# CENTRAL SOUTHLAND COLLEGE

Annual Report - For the year ended 31 December 2021

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# Central Southland 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.

*Joanne Macgregor*

Full Name of Presiding Member

*[Signature]*

Signature of Presiding Member

*23/8/22*

Date:

*Grant Dick*

Full Name of Principal

*[Signature]*

Signature of Principal

*23/8/2022*

Date:

# Central Southland College

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Revenue</b>				
Government Grants	2	6,708,977	6,349,000	6,734,444
Locally Raised Funds	3	619,229	89,000	323,162
Interest Income		12,588	15,000	32,967
Gain on Sale of Property, Plant and Equipment		-	-	2,329
International Students	4	271	18,000	26,625
		<u>7,341,065</u>	<u>6,471,000</u>	<u>7,119,527</u>
<b>Expenses</b>				
Locally Raised Funds	3	147,171	30,000	169,672
International Students	4	1,800	18,000	17,897
Learning Resources	5	5,350,939	4,518,200	4,879,364
Administration	6	361,002	347,000	311,384
Finance		9,258	-	7,921
Property	7	1,083,905	1,470,500	1,551,285
Depreciation	11	93,681	84,000	91,650
Loss on Disposal of Property, Plant and Equipment		661	-	-
		<u>7,048,417</u>	<u>6,467,700</u>	<u>7,029,173</u>
<b>Net Surplus / (Deficit) for the year</b>		292,648	3,300	90,354
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>292,648</u>	<u>3,300</u>	<u>90,354</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.

# Central Southland College

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Equity at 1 January</b>		1,485,782	1,482,993	1,376,230
Total comprehensive revenue and expense for the year		292,648	3,300	90,354
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	19,198
<b>Equity at 31 December</b>		1,778,430	1,486,293	1,485,782
Retained Earnings		1,778,430	1,486,293	1,485,782
<b>Equity at 31 December</b>		1,778,430	1,486,293	1,485,782

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.

**Central Southland College**  
**Statement of Financial Position**  
As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	146,245	410,178	233,620
Accounts Receivable	9	352,937	300,000	354,016
GST Receivable		94,523	35,000	49,193
Prepayments		13,948	10,000	10,929
Funds due for Capital Works Projects	17	200,951	-	-
Investments	10	537,842	1,026,000	1,532,830
		<u>1,346,446</u>	<u>1,781,178</u>	<u>2,180,588</u>
<b>Current Liabilities</b>				
Accounts Payable	12	595,881	360,000	494,750
Revenue Received in Advance	13	15,466	245,655	245,655
Provision for Cyclical Maintenance	14	120,056	-	235,429
Finance Lease Liability	15	38,806	20,000	21,721
Funds held for Capital Works Projects	17	-	-	33,903
		<u>770,209</u>	<u>625,655</u>	<u>1,031,458</u>
<b>Working Capital Surplus/(Deficit)</b>		<u>576,237</u>	<u>1,155,523</u>	<u>1,149,130</u>
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	1,309,120	451,000	439,327
		<u>1,309,120</u>	<u>451,000</u>	<u>439,327</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	45,944	100,000	62,743
Finance Lease Liability	15	58,753	18,000	37,702
Funds held in Trust	16	2,230	2,230	2,230
		<u>106,927</u>	<u>120,230</u>	<u>102,675</u>
<b>Net Assets</b>		<u>1,778,430</u>	<u>1,486,293</u>	<u>1,485,782</u>
<b>Equity</b>		<u>1,778,430</u>	<u>1,486,293</u>	<u>1,485,782</u>

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

# Central Southland College

## Statement of Cash Flows

For the year ended 31 December 2021

	Note	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		1,720,853	1,609,000	1,677,191
Locally Raised Funds		386,729	79,000	543,495
International Students		271	18,000	13,668
Goods and Services Tax (net)		(45,330)	-	(55,343)
Funds Administrered on Behalf of Third Parties		-	-	(11,403)
Payments to Employees		(971,782)	(825,500)	(786,843)
Payments to Suppliers		(1,025,202)	(1,033,200)	(963,846)
Interest Paid		(9,258)	-	(7,921)
Interest Received		22,208	15,000	30,834
Net cash from/(to) Operating Activities		78,489	(137,700)	439,832
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	2,329
Purchase of Property Plant & Equipment (and Intangibles)		(890,191)	(65,000)	(46,863)
Purchase of Investments		(5,012)	500,000	(302,099)
Proceeds from Sale of Investments		1,000,000	-	-
Net cash from/(to) Investing Activities		104,797	435,000	(346,633)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	19,198
Finance Lease Payments		(35,808)	(19,000)	(29,431)
Funds Administered on Behalf of Third Parties		(234,854)	(110,000)	(146,131)
Net cash from/(to) Financing Activities		(270,662)	(129,000)	(156,364)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(87,376)</b>	<b>168,300</b>	<b>(63,165)</b>
Cash and cash equivalents at the beginning of the year	8	233,621	241,878	296,786
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>146,245</b>	<b>410,178</b>	<b>233,621</b>

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

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

# Central Southland College

## Notes to the Financial Statements

### For the year ended 31 December 2021

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Central Southland 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 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) 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.

#### **h) 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	20–50 years
Furniture and equipment	5–10 years
Information and communication technology	5 years
Leased assets held under a Finance Lease	3-5 years
Library resources	12.5% Diminishing value

#### **i) Impairment of property, plant, and equipment**

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 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.

#### **j) 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.

#### **k) 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

#### **l) Revenue Received in Advance**

Revenue received in advance relates to 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.

#### **m) Funds Held in Trust**

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

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

#### **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 are categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

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

**p) 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 finance leases.

**q) Goods and Services Tax (GST)**

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

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

Commitments and contingencies are disclosed exclusive of GST.

**r) Budget Figures**

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

**s) Services received in-kind**

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

## 2. Government Grants

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Operational Grants	1,465,048	1,372,000	1,368,503
Teachers' Salaries Grants	4,137,950	3,700,000	3,986,689
Use of Land and Buildings Grants	791,076	1,050,000	1,070,564
Other MoE Grants	270,973	165,000	255,489
Other Government Grants	43,930	62,000	53,199
	<b>6,708,977</b>	<b>6,349,000</b>	<b>6,734,444</b>

The school has not opted in to the donations scheme for this year.

## 3. Locally Raised Funds

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Revenue</b>			
Donations & Bequests	72,830	26,000	28,832
Overseas Trips	1,522	-	15,703
Fees for Extra Curricular Activities	286,702	24,000	138,883
Trading	8,253	2,000	4,271
Fundraising & Community Grants	232,860	-	2,350
Other Revenue	17,062	37,000	133,123
	<b>619,229</b>	<b>89,000</b>	<b>323,162</b>
<b>Expenses</b>			
Extra Curricular Activities Costs	131,238	24,000	142,246
Trading	7,186	2,000	3,064
Overseas Trips Costs	-	-	17,650
Fundraising and Community Grant Costs	5,662	-	2,391
Other Locally Raised Funds Expenditure	3,085	4,000	4,321
	<b>147,171</b>	<b>30,000</b>	<b>169,672</b>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<b>472,058</b>	<b>59,000</b>	<b>153,490</b>

**4. International Student Revenue and Expenses**

	<b>2021 Actual Number</b>	<b>2021 Budget (Unaudited) Number</b>	<b>2020 Actual Number</b>
International Student Roll	0	0	2
	<b>2021 Actual \$</b>	<b>2021 Budget (Unaudited) \$</b>	<b>2020 Actual \$</b>
<b>Revenue</b>			
International Student Fees	271	18,000	26,625
<b>Expenses</b>			
Other Expenses	1,800	18,000	17,897
	<u>1,800</u>	<u>18,000</u>	<u>17,897</u>
<i>Surplus/ (Deficit) for the year International Students</i>	<u>(1,529)</u>	<u>-</u>	<u>8,728</u>

**5. Learning Resources**

	<b>2021 Actual \$</b>	<b>2021 Budget (Unaudited) \$</b>	<b>2020 Actual \$</b>
Curricular	478,194	305,800	405,438
Library Resources	8,411	12,000	2,532
Employee Benefits - Salaries	4,827,353	4,169,400	4,449,462
Staff Development	36,981	31,000	21,932
	<u>5,350,939</u>	<u>4,518,200</u>	<u>4,879,364</u>

## 6. Administration

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Audit Fee	6,887	7,000	5,676
Board Fees	4,525	6,000	5,075
Board Expenses	2,132	5,000	4,738
Communication	11,117	12,000	11,518
Consumables	7,040	7,000	7,340
Legal Fees	3,256	3,000	2,472
Other	125,306	95,900	90,958
Employee Benefits - Salaries	180,517	192,000	164,639
Insurance	11,522	10,400	10,568
Service Providers, Contractors and Consultancy	8,700	8,700	8,400
	<u>361,002</u>	<u>347,000</u>	<u>311,384</u>

## 7. Property

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Caretaking and Cleaning Consumables	26,477	24,500	34,747
Cyclical Maintenance Provision	(105,244)	40,000	39,463
Grounds	40,070	30,500	26,042
Heat, Light and Water	87,117	96,000	98,215
Rates	13,625	13,000	18,708
Repairs and Maintenance	57,507	56,000	96,689
Use of Land and Buildings	791,076	1,050,000	1,070,564
Security	8,123	2,500	7,684
Employee Benefits - Salaries	165,154	158,000	159,173
	<u>1,083,905</u>	<u>1,470,500</u>	<u>1,551,285</u>

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	146,245	410,178	233,620
Cash and cash equivalents for Statement of Cash Flows	<u>146,245</u>	<u>410,178</u>	<u>233,620</u>

Of the \$146,245 Cash and Cash Equivalents and \$537,842 Short Term Deposits ( see note 10), \$200,951 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
	\$	\$	\$
Interest Receivable	-	-	9,620
Teacher Salaries Grant Receivable	352,937	300,000	344,396
	<u>352,937</u>	<u>300,000</u>	<u>354,016</u>
Receivables from Exchange Transactions	-	-	9,620
Receivables from Non-Exchange Transactions	352,937	300,000	344,396
	<u>352,937</u>	<u>300,000</u>	<u>354,016</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	537,842	1,026,000	1,532,830
	<u>537,842</u>	<u>1,026,000</u>	<u>1,532,830</u>

## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
<b>2021</b>	\$	\$	\$	\$	\$	\$
Land	64,500	-	-	-	-	<b>64,500</b>
Building Improvements	104,892	-	-	-	(6,149)	<b>98,743</b>
Furniture and Equipment	158,784	44,227	(661)	-	(36,220)	<b>166,130</b>
Information and Communication Technology	22,809	6,957	-	-	(11,006)	<b>18,760</b>
Work in Progress - Building	-	839,007	-	-	-	<b>839,007</b>
Memorabilia	9,623	-	-	-	-	<b>9,623</b>
Leased Assets	51,979	73,944	-	-	(36,963)	<b>88,960</b>
Library Resources	26,740	-	-	-	(3,343)	<b>23,397</b>
<b>Balance at 31 December 2021</b>	<u>439,327</u>	<u>964,135</u>	<u>(661)</u>	<u>-</u>	<u>(93,681)</u>	<u><b>1,309,120</b></u>

The net carrying value of equipment held under a finance lease is **\$88,960 (2020: \$51,979)**



	2021	2021	2021	2020	2020	2020
	Cost or	Accumulated	Net Book	Cost or	Accumulated	Net Book
	Valuation	Depreciation	Value	Valuation	Depreciation	Value
	\$	\$	\$	\$	\$	\$
Land	64,500	-	64,500	64,500	-	64,500
Building Improvements	186,100	(87,357)	98,743	215,115	(110,223)	104,892
Furniture and Equipment	622,096	(455,966)	166,130	654,927	(496,143)	158,784
Information and Communication T	152,851	(134,091)	18,760	170,006	(147,197)	22,809
Work in Progress - Building	839,007	-	839,007	-	-	-
Memorabilia	9,623	-	9,623	9,623	-	9,623
Leased Assets	193,798	(104,838)	88,960	131,338	(79,359)	51,979
Library Resources	124,787	(101,390)	23,397	124,787	(98,047)	26,740
<b>Balance at 31 December</b>	<b>2,192,762</b>	<b>(883,642)</b>	<b>1,309,120</b>	<b>1,370,296</b>	<b>(930,969)</b>	<b>439,327</b>

## 12. Accounts Payable

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Creditors	163,124	40,000	17,194
Accruals	32,774	-	105,995
Banking Staffing Overuse	30,838	-	11,834
Employee Entitlements - Salaries	352,937	300,000	344,396
Employee Entitlements - Leave Accrual	16,208	20,000	15,331
	<u>595,881</u>	<u>360,000</u>	<u>494,750</u>
Payables for Exchange Transactions	595,881	360,000	494,750
	<u>595,881</u>	<u>360,000</u>	<u>494,750</u>

The carrying value of payables approximates their fair value.

## 13. Revenue Received in Advance

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Other revenue in Advance	15,466	245,655	245,655
	<u>15,466</u>	<u>245,655</u>	<u>245,655</u>

**14. Provision for Cyclical Maintenance**

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Provision at the Start of the Year	298,172	298,172	266,874
Increase/ (decrease) to the Provision During the Year	(105,244)	40,000	39,463
Use of the Provision During the Year	(26,928)	-	(8,165)
Provision at the End of the Year	<u>166,000</u>	<u>338,172</u>	<u>298,172</u>
Cyclical Maintenance - Current	120,056	-	235,429
Cyclical Maintenance - Term	45,944	100,000	62,743
	<u>166,000</u>	<u>100,000</u>	<u>298,172</u>

**15. 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	38,806	20,000	21,721
Later than One Year and no Later than Five Years	58,753	18,000	37,702
Later than Five Years	-	-	-
Future Finance Charges	-	-	-
	<u>97,559</u>	<u>38,000</u>	<u>59,423</u>
<b>Represented by</b>			
Finance lease liability - Current	38,806	20,000	21,721
Finance lease liability - Term	58,753	18,000	37,702
	<u>97,559</u>	<u>38,000</u>	<u>59,423</u>

**16. Funds held in Trust**

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	-	-	-
Funds Held in Trust on Behalf of Third Parties - Non-current	2,230	2,230	2,230
	<u>2,230</u>	<u>2,230</u>	<u>2,230</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.

## 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. The amount of cash held on behalf of the Ministry for capital works project is included in Cash and Cash Equivalents note 8.

2021	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
Block B Stormwater	-	25,368	1,600	-	23,768
Water Damage Remediation	14,887	-	14,887	-	-
G Gym Seismic Upgrade and BOT Additions 2138	69,925	-	891,821	825,517	3,621
SIP, LSC x 2 CP: A,B,C,D,J, Boiler & Site:					
Essential Infrastructure Upgrade 215153	(39,412)	1,791,769	1,994,187	13,490	(228,340)
Ancil Sheds K&L Replacement	(11,497)	-	-	11,497	-
Totals	33,903	1,817,137	2,902,496	850,504	(200,951)

Note: The Board received \$232,500 from NZ Lotteries Commission for the Gym Seismic Upgrade Project. This has been recognised as income in 2021. The Board received MOE approval to contribute funding to the project. The Board contribution has all been recognised in 2021. All remaining costs will be covered by funding due from MOE

### Represented by:

Funds Held on Behalf of the Ministry of Education	27,389
Funds Due from the Ministry of Education	(228,340)
	<u>(200,951)</u>

2020	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
Gym Seismic Upgrade	(11,256)	182,184	101,003	-	69,925
SIP CP: A,B,C,D,J and Site	202,787	-	154,375	-	48,412
Water Damage Remediation	-	14,887	-	-	14,887
LSC Boiler	-	250,000	337,824	-	(87,824)
Ancil Sheds K&L Replacement	(11,497)	-	-	-	(11,497)
Totals	180,034	447,071	593,202	-	33,903

## 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.

	<b>2021 Actual \$</b>	<b>2020 Actual \$</b>
<i>Board Members</i> Remuneration	4,525	5,075
<i>Leadership Team</i> Remuneration Full-time equivalent members	426,400 3	411,048 3
Total key management personnel remuneration	<u>430,925</u>	<u>416,123</u>

There are 8 members of the Board excluding the Principal. The Board had held 8 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 matters including finance and property.

### Principal 1

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

	<b>2021 Actual \$000</b>	<b>2020 Actual \$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160-170	150-160
Benefits and Other Emoluments	2-3	2-3
Termination Benefits	-	-

### Other Employees

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

<b>Remuneration \$000</b>	<b>2021 FTE Number</b>	<b>2020 FTE Number</b>
100-110	9	6
110-120	4	2
120-130	1	1
130-140	1	-
	<u>15.00</u>	<u>9.00</u>

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 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

### (a) Capital Commitments

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

\$31,881 for the Storm water damage remediation project as agent for the Ministry of Education. This project is fully funded by the Ministry and \$25,368 has been received of which \$1,600 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments at 31 December 2020: \$33,903)

### (b) Operating Commitments

As at 31 December 2021 there are no operating commitments. (2020:Nil)

## 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	146,245	410,178	233,620
Receivables	352,937	300,000	354,016
Investments - Term Deposits	537,842	1,026,000	1,532,830
Total Financial assets measured at amortised cost	<u>1,037,024</u>	<u>1,736,178</u>	<u>2,120,466</u>

### Financial liabilities measured at amortised cost

Payables	595,881	360,000	494,750
Finance Leases	97,559	38,000	59,423
Total Financial Liabilities Measured at Amortised Cost	<u>693,440</u>	<u>398,000</u>	<u>554,173</u>

## 24. Events After Balance Date

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

## 25. Comparatives

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

## **26. 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 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.

### **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 of 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.

### **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 and charges from International students.

### **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.



# Central Southland College

174 McKenzie Street, Winton, Southland.

## 2021 AoV

Principals' endorsement:	Grant Dick
Board of Trustees' endorsement:	Minuted at meeting: 29/3/2021
Submission date to Ministry of Education:	2/4/2021



## Central Southland College 2020 - 2024 Introductory Section - Strategic Intentions

<b>Motto</b>	Ad Summum / To the Heights
<b>Mission Statement</b>	At CSC we provide a range of dynamic, academic, cultural, sporting and personalised learning experiences for all our students. We deliver quality teaching in a challenging but supportive environment, which fosters and acknowledges our agreed values and the positive behaviour for learning framework. CSC students will be well equipped for life beyond school with a set of skills that can lead to success.
<b>Vision</b>	To develop educated, connected and confident young people
<b>Values</b>	Honesty / Pono Effort / Manawanuitanga Responsibility / Takohanga Empathy / Awhinatia
<b>New Zealand Curriculum Principles</b>	High expectations Treaty of Waitangi Cultural diversity Inclusion Learning to learn Community engagement Coherence Future focus
<b>Māori Dimensions and Cultural Diversity</b>	<p>Central Southland College welcomes cultural diversity.</p> <p><u>Māori dimensions and Cultural Diversity.</u></p> <p>18% of our students identify as Maori. There are a wide range of iwi affiliations, Ngai Tahu and Ngati Porou being the most common. While these students come from across the whole catchment there are significant groups coming from Otautau, Ohai and Nightcaps. The only Marae in the school district is in Ohai, however links have been established with the Marae in Bluff. The founding principles of Ka Hikitia - success for Maori as Maori - are driving the progression planning for Maori students.</p> <ol style="list-style-type: none"> <li>1. A year 9 Taster in Te Reo Maori at Year 9 was introduced in 2013. By 2019 a specialist Te Reo teacher was able to be employed. There is now a class at each year level up to and including Level 3.</li> <li>2. The Board and school personnel remain committed to building a positive relationship with the Maori community.</li> <li>3. Kapa Haka has operated successfully since 2013. The Whanau group is strengthening its' profile and catering to students across all year levels. The College continues to explore school practices which reflect and honour the cultural diversity of New Zealand and the unique place of Maori in Aotearoa/New Zealand.</li> <li>4. We are committed to using targeted assistance by outside agencies for the benefit of Maori students.</li> <li>5. The Board supports the target of meeting comparable achievement of Maori students compared to all other students at CSC.</li> </ol>

CSC Baseline Data and context: Student Learning							
Academic Achievement		2015	2016	2017	2018	2019	2020
	L1 - all	70.0	80.0	84.1	73.3	84.5	80.8
	L1 Māori	57.1	78.9	79.2	50.0	81.0	68.8
	Male	64.8	72.9	83.3	67.2	75.5	82.0
	Female	77.6	88.2	85.0	79.1	92.1	79.7
	<b>L2 All</b>	<b>76.6</b>	<b>80.2</b>	<b>78.7</b>	<b>80.0</b>	<b>76.7</b>	<b>89.5</b>
	L2 Māori	50.0	84.6	80.0	83.3	58.8	89.5
	Male	65.3	70.7	72.5	70.7	72.7	83.0
	Female	90.2	91.7	86.0	92.7	80.3	96.6
	<b>L3 All</b>	<b>74.6</b>	<b>52.0</b>	<b>48.2</b>	<b>65.7</b>	<b>56.0</b>	<b>67.4</b>
	L3 Māori	80.0	31.3	50.0	66.7	56.3	60.0
	Male	69.6	34.3	31.0	51.5	45.8	59.0
	Female	77.8	67.5	65.9	78.4	67.4	76.6
Student Engagement	We strive to develop well-rounded students, whose academic endeavour is balanced with sporting and cultural involvement and whose exhibition of personal and social skills is positive.						
School Organisation and Structures	Central Southland College is a Co-educational State Secondary School catering for approximately 580 students from the greater Central/Western Southland area. It services a wide rural area including several small towns, from the northern outskirts of Invercargill through to Dipton in the north and from Heāheā in the East through to Ohai in the West. While located in Winton, approximately 80% of its students travel to school by bus and the school is very much a rural school. The district is a highly productive farming area with changing land use resulting in significant demographic change, opportunities and challenges. Demographically the community served by the College is diverse, supportive and has very high expectations, in terms of academic, sporting and cultural success. In 2018 the College was instructed to implement an enrolment scheme. This has been completed and as from 2019 we will use the zone to control capacity, where needed. In 2019 the MOE completed a review of the CSC bus routes and made significant changes to every route with the view to ensuring all buses operate within our TEZ.						
Review of Charter and Consultation	During 2019 and 2020 the BOT began a process to develop a new strategic plan to cover the years 2020 to 2024. A full review was conducted including staff, students and the wider school community. Our vision and values are in keeping with the 'Positive Behaviour for Learning' framework for schools. Departmental reporting on school goals is completed annually by Heads of Departments, submitted to the Principal and reported to the BOT.						

## Strategic Section

### Our Mission is: Student Learning

Academic Achievement			
Strategic Objective	Key Priorities 2020-2024	Systems and Processes	AOV
CSC will provide a high-quality learning environment for all students to experience academic success.	To reduce the disparity between Male and Female achievement	<p><b>New:</b></p> <ol style="list-style-type: none"> <li>1. Seek out and use teaching practices and/or programmes that target increased male achievement.</li> <li>2. Develop a plan to implement NCEA reforms to meet student needs</li> <li>3. Establish Tier 2 of PB4L. Review current practices at Tier 1.</li> <li>4. Develop pathways to extend high achieving students</li> </ol>	<ol style="list-style-type: none"> <li>1. Delayed due to COVID. Team now formed (2021) researching male achievement and analysing CSC data to identify possible changes to improve male achievement.</li> <li>2. NCEA reforms not confirmed, currently limited information available. Next step: focus on implementing new standards when they are confirmed (CSC not part of pilot).</li> <li>3. Trial completed in 2020. Trial was very successful, trial student went from multiple minor (and some major) indiscretions to only a few. New pattern has continued into 2021. Now available as a support in 2021, through a regular referral process. Next step: explore restorative practice.</li> <li>4. Scholarship offered to a broader range of students and subjects in 2020. University courses offered to senior students. One student gained a scholarship (English). HoDs to encourage scholarship and/or higher courses in 2021.</li> <li>5. Ongoing, to continue.</li> <li>6. QPT updated Feb 2021. To continue to use this as part of appraisal process – what the standards look like here at CSC.</li> </ol>
		<p><b>Ongoing:</b></p> <ol style="list-style-type: none"> <li>5. Use data to - feedback and feed forward</li> <li>6. Strengthen preferred practice and our QPT</li> </ol>	

<p>To ensure Year 9 &amp; 10 students make expected progress</p>	<p><b>New:</b></p> <ol style="list-style-type: none"> <li>1. Measure and analyse annual academic progress: Focus on value added to all Year 9 and 10 students over a year.</li> <li>2. Departments to establish expected progress.</li> </ol> <p><b>Ongoing</b></p> <ol style="list-style-type: none"> <li>3. Establish an effective gifted and talented programme.</li> <li>4. Continue with Literacy testing and support</li> <li>5. Continue maths support class</li> </ol>	<ol style="list-style-type: none"> <li>1. Delayed due to COVID. Team now formed (2021) to look at how to measure, record and analyse progress at Year 9 and 10. External support used, next step is to work out how to do this at our school.</li> <li>2. As above.</li> <li>3. Delayed due to COVID. Next Step: Revisit in 2021.</li> <li>4. Testing completed in March 2021. Larger number of students requiring support, also a wider range of needs. Increased number of staff involved to increase skillset and knowledge. Next step: ensure resourcing to meet student needs as well as possible.</li> <li>5. Extra maths class (Year 9 and 10) successful - lower student:teacher ratios led to more confidence from students. Next step: continue into 2021.</li> </ol>
<p><b>Improve Level 3 Achievement.</b> Compared to: - National - Decile - Previous years</p>	<p><b>New:</b></p> <ol style="list-style-type: none"> <li>1. Set and pursue improved attendance targets for Year 13</li> </ol>	<ol style="list-style-type: none"> <li>1. Attendance Team formed, attendance tracking system refined for Class Teacher, Form Teacher, Dean and Attendance Team. Improved contact with home. ROCK-ON group formed for Central Southland. Process delayed due to COVID but once up and running have seen early signs of attendance improvement. Term 4 2019 [pre intervention] overall attendance 87.8%. Term 4 2020 overall attendance 90.9%</li> </ol>

		<ol style="list-style-type: none"> <li>2. Develop system to moderate extracurricular over commitment</li> <li>3. Explore Work/Life balance programme</li> </ol>	<ol style="list-style-type: none"> <li>2. Delayed due to COVID. Possibility this has naturally self-corrected while operating in a pandemic. Next step: to monitor for 2021 and re-assess.</li> <li>3. Delayed due to COVID. As above.</li> </ol>
	<p>To ensure equitable outcomes across all ethnicities</p>	<p><b>New:</b></p> <ol style="list-style-type: none"> <li>1. School-wide focus on equitable achievement by Maori students</li> <li>2. Investigate Poutama Pounamu support to improve matauranga Maori</li> </ol> <p><b>Ongoing:</b></p> <ol style="list-style-type: none"> <li>3. Continue to support Whanau Group for sense of belonging, goal setting, role modelling and future pathways</li> <li>4. Continue target groups for students at risk of not achieving.</li> </ol>	<ol style="list-style-type: none"> <li>1. Te Ao Maori grouped established in 2019. Student members included in 2020. Initiatives implemented successfully, including school wide Te Wiki o Te Reo Maori. Plan formed around school Haka, as of March 2021 this has been taught to Year 9, 10 and Year 13. Focus on Maori achievement in Department Curriculum Reports. ESOL support is well established. Next step: continue to take opportunities to improve all things Maori at CSC. Te Ao Maori Group to continue to lead this.</li> <li>2. Poutama Pounamu engaged through MoE PLD for 2021. Support facilitated through staff meetings (upskill), classroom walkthroughs, surveys (student, staff and whanau). Next step: analyse data collected and form a plan to improve culturally responsive pedagogy at CSC.</li> <li>3. WG continuing, opportunities always being added, including University visits and scholarship applications.</li> <li>4. Ongoing – target groups based on achievement, behaviours and social issues.</li> </ol>

	Improve outcomes for 'at risk' students.	<p><b>Ongoing:</b></p> <ol style="list-style-type: none"> <li>1. Identify target groups of 'at risk students'</li> <li>2. All staff to make credit and endorsement predictions</li> <li>3. Use Literacy and numeracy data on juniors to:             <ol style="list-style-type: none"> <li>a. To plan for improved literacy and numeracy achievement</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. As above.</li> <li>2. Continues (March and July)</li> <li>3. Continues (target groups and classes to cater to those at risk of not achieving due to Lit/Numeracy requirements). Year 8 testing used for early identification.</li> </ol>
	Decrease CSC variance in Merit and Excellence endorsement compared to: <ul style="list-style-type: none"> <li>- National</li> <li>- Decile Group</li> <li>- CSC Prediction</li> <li>- Gender and Ethnicity</li> </ul>	<p><b>New:</b></p> <ol style="list-style-type: none"> <li>1. Celebrate Endorsement students (off site catered dinner).</li> </ol> <p><b>Ongoing:</b></p> <ol style="list-style-type: none"> <li>2. Yearly aspirational goals set for Merit and Excellence endorsements for each cohort based on CSC predictions</li> <li>3. Monitor and intervene to facilitate NCEA progress</li> </ol>	<ol style="list-style-type: none"> <li>1. Put on hold due to COVID. Possibility in 2021, depending on economic situation of community and funding available. Subject Endorsement assemblies implemented to recognise endorsements at the subject level.</li> <li>2. Delayed due to COVID – unable to complete in 2019. Next step: revisit in 2021. NCEA changes likely to have an effect (re-submission rule change predicted to bring results down).</li> <li>3. Ongoing – Senior Pastoral Dean provides support to Deans and HoDs.</li> </ol>
<b>Student Engagement</b>			
Strategic Objective	Key Priorities 2020-2024	Systems and Processes	
CSC will provide learning programmes that are based on student needs and best practice.	Commitment to effective classroom practice with a view to engaging with students.	<p><b>New:</b></p> <ol style="list-style-type: none"> <li>1. Re-focus on gathering student voice during 2020</li> <li>2. Include the school community in cultural learning so that Maori students are more able to enjoy success as Maori.</li> </ol>	<ol style="list-style-type: none"> <li>1. Delayed due to COVID.</li> <li>2. Delayed due to COVID. Next steps: Poutama Pounamu survey results. Look to improve engagement with community.</li> </ol>

		<p>3. Poutama Pounamu programme – as above</p> <p>4. Tikanga practices to become natural and intrinsic.</p> <p><b>Ongoing:</b></p> <p>5. Differentiated learning</p> <p>6. Focus on consistent pedagogical practice. (QPT)</p>	<p>3. As above</p> <p>4. Delayed due to COVID. Some shifts evident in QPT. Next steps: Upskill staff through Te Ao Maori group, encourage staff to complete EP course (cost covered by PLD).</p> <p>5. Ongoing.</p> <p>6. QPT and Preferred Practice documents both updated.</p>
	Students are confident with digital fluency	<p><b>Ongoing:</b></p> <p>1. Insist on effective practices from induction at Year 9 through to Year 13.</p> <p>2. Develop staff knowledge and understanding</p>	<p>1. Ongoing. Distance Learning led to upskill of both students and staff in digital fluency. Next step: Continue to encourage learning through a multitude of mediums.</p> <p>2. As above.</p>
	Improved attendance rates	<p><b>New:</b></p> <p>1. Identify and support school/life balance issues for students</p> <p><b>Ongoing:</b></p> <p>2. Set targets across year levels, monitor and report.</p>	<p>1. (Also 2.) Attendance Team formed, attendance tracking system refined for Class Teacher, Form Teacher, Dean and Attendance Team. ROCK-ON group formed for Central Southland. Process delayed due to COVID but once up and running have seen early signs of attendance improvement. Term 4 2019 (pre intervention) overall attendance 87.8%. Term 4 2020 overall attendance 90.9%</p>
	Learning programmes to meet student needs.	<p><b>New:</b></p> <p>1. Review Curriculum areas:</p> <p>a. Review student performance</p> <p>b. Plan for student improvement</p> <p>c. Review and improve current practice</p>	<p>1. Delayed due to COVID. Will be an outcome of NCEA changes. Next step: Re-visit in 2021.</p>

School Organisation and Structures		
Strategic Objective	Key Priorities 2020-2024	Systems and Processes
Provide systems and structures that best support: Quality programmes Quality environment and facilities.	Purposeful use of time is maximised.	<p><b>New:</b></p> <ol style="list-style-type: none"> <li>Review of school programme and timetable. To target:               <ol style="list-style-type: none"> <li>Meeting academic needs</li> <li>student and teacher time in subject class</li> <li>the value of Form time and Activities</li> </ol> </li> <li>Any new structure to:               <ol style="list-style-type: none"> <li>support quality teaching and learning</li> <li>- maintain the strength of the current pastoral system.</li> </ol> </li> </ol>
	Implementation of the Digital Technologies Curriculum	<p><b>New:</b></p> <ol style="list-style-type: none"> <li>Design and implement a cohesive programme for Digital Technologies for all Year 9 and 10 students.</li> <li>BYOD audit</li> </ol>
	Provide suitable, safe EOTC opportunities.	<p><b>Ongoing:</b></p> <ol style="list-style-type: none"> <li>EOTC upskill of staff, risk analysis planning</li> <li>Offer educationally relevant opportunities for staff.</li> </ol>
	Develop young people with a positive attitude and a strong set of values. Encourage strong future pathways, equipping well for life beyond school.	<p><b>New:</b></p> <ol style="list-style-type: none"> <li>Move to PB4L Tier 2</li> <li>Establish My Mahi programme</li> </ol> <p><b>Ongoing:</b></p> <ol style="list-style-type: none"> <li>Continue with PB4L, Tier 1</li> <li>'Loves me Not' programme</li> </ol>
		<ol style="list-style-type: none"> <li>(Also 2.) Delayed due to COVID. Next Steps: Revisit in 2021.</li> </ol>
		<ol style="list-style-type: none"> <li>All Year 9 Students complete Faster Course in DTC. Next steps: align skills to Digital Technology Curriculum, including across subjects.</li> <li>Delayed due to COVID. Next Step: Revisit in 2021</li> </ol>
		<ol style="list-style-type: none"> <li>Ongoing. System now well established.</li> <li>Ongoing. Most trips and/or PLD cancelled in 2020 due to COVID.</li> </ol>
		<ol style="list-style-type: none"> <li>Tier 2 trialled in 2020 and established in 2021.</li> <li>Delayed due to COVID. Next Step: My Mahi being rolled out to individual year levels</li> <li>(and 4, 5 &amp; 6) Ongoing. Changes to PB4L Tier 1 aimed at improving value of system.</li> </ol>



			5. Travellers programme 6. 'Mates and Dates' programme	
<b>Personnel</b>				
Strategic Objective	Key Priorities 2020-2024	Systems and Processes		
CSC will provide an environment where all students thrive	Employ high quality staff in all areas of the school. Ensure Hauora and staff wellbeing. Develop effective and professional teaching practitioners	<p><b>New:</b></p> <ol style="list-style-type: none"> <li>Engage and use the NZ Institute of Wellbeing and Resilience.</li> </ol> <p><b>Ongoing</b></p> <ol style="list-style-type: none"> <li>Streamline processes to maintain an effective appraisal system</li> <li>Fully resource the Professional Development programme</li> <li>Consider, in good faith, staff requests regarding work-load</li> </ol>		<ol style="list-style-type: none"> <li>Delayed due to COVID. Wellbeing Conference attended by Principal and Deputy Principal under Alert Level Two. Next Step: Revisit in 2021.</li> <li>Appraisal process changed by TRC again. Next Step: implement changes in 2021.</li> <li>Ongoing - PLD adversely affected in 2020 by COVID (half budget spent). Next Step: to continue at pre-2020 levels of PLD.</li> <li>Ongoing.</li> </ol>
<b>Property</b>				
Strategic Objective	Key Priorities 2020-2024	Systems and Processes		
CSC will provide fit for purpose facilities and infrastructure to enable CSC can meet its stated goals.	Buildings continue to be well-maintained Ensure our environment is safe and meets student needs. Improve our carbon footprint.	<p><b>New:</b></p> <ol style="list-style-type: none"> <li>Investigate health and safety committee</li> <li>Effective system to identify and fix hazards.</li> <li>Investigate covered areas for students.</li> <li>Native tree planting in former Pine plantation.</li> </ol>		<ol style="list-style-type: none"> <li>Delayed due to COVID. Next Step: Revisit in 2021.</li> <li>Physical register replaced with KAMAR register (both in tandem for transition).</li> <li>Delayed due to COVID. Next Step: Revisit in 2021.</li> <li>Delayed due to COVID. Now underway, planting to happen in 2021.</li> </ol>

			<b>Ongoing:</b> 5. Develop and follow effective 10 Year Property Plan and Cyclical maintenance programme	5. Ongoing through Property Committee monthly meetings (minuted)
<b>Finance</b>				
Strategic Objective	Key Priorities 2020-2024	Systems and Processes		
Balanced Yearly budgets are planned for. Wherever possible, the Operational Grants is spent to benefit current students.	Make prudent use of current Cash reserves to achieve planned property goals.	<b>Ongoing:</b> 1. Finance Committee monitors and approves financial performance and position 2. Data and specific goals are used to prepare Annual budgets	1. Ongoing through monthly meetings (minuted). 2. Ongoing.	

### **Kiwi Sport Funding at Central Southland College 2021**

Kiwi Sport is a Government funding initiative to support students' participation in organised sport. In 2021, the school received total Kiwi Sport funding of \$13659.62 (excluding GST)

The funding was put towards:

Part of our Sports Coordinator's wages.

Our Sports Coordinator Andrea Beggs is the backbone of our huge sport participation at Central Southland College and enables many opportunities for students at CSC to partake in a variety of sporting codes. She liaises with all the sports teams, coaches, and managers and in a lot of cases, is the Teacher in Charge. CSC has the highest participation rate for a co-ed school in Southland. A testament to her investment in sport at Central Southland College.

# CENTRAL SOUTHLAND COLLEGE

## MEMBERS OF THE BOARD

### FOR THE YEAR ENDED 31 DECEMBER 2021

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Jo Macgregor	Presiding Member	Re-elected May 2019	April 2022
Grant Dick	Principal ex Officio	Ex Officio	Ex Officio
Frank van Miltenburg	Parent Representative	Re-elected May 2019	April 2022
Amanda Smalley	Parent Representative	Elected May 2019	April 2022
Donald Kidd	Parent Representative	Elected May 2019	April 2022
Mark Bryan	Parent Representative	Co-opted August 2020	April 2022
Keegan Stratford	Student Representative	Elected September 2021	September 2022
Riley Ballantyne	Student Representative	Elected September 2020	September 2021
Andrea Beggs	Staff Representative	Elected September 2019	September 2022