LINDISFARNE COLLEGE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

LINDISFARNE COLLEGE

Annual Report - For the year ended 31 December 2019

School Directory

Ministry Number: 230

Rector: Mr Ken Macleod

School Address: 600 Pakowhai Road, Hastings 4120

School Postal Address: PO Box 2341, Hastings 4153

School Phone: 06 873 1136

School Email: rector@lindisfarne.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Occupation	Term Expires
Andrew Kirkpatrick	Chair Person	Elected May 2016	Accountant	13 June 2019
Andrew Kirkpatrick	Chair Person	Re-elected June 2019	Accountant	15 December 2020
Ken MacLeod	Principal	ex Officio	Rector	
Hugh McPhail	Parent Rep	Elected May 2016	Finance	13 June 2019
Jackie Black	Parent Rep	Elected May 2016	Marketer	13 June 2019
Sharon Wards	Parent Rep	Elected May 2016	Company Directoı	13 June 2019
Gretchen Stone	Parent Rep	Elected May 2016	Lawyer	13 June 2019
Gretchen Stone	Parent Rep	Re-elected June 2019	Lawyer	15 June 2022
Joanne Sloan	Parent Rep	Elected June 2019	Health Worker	15 December 2020
Dr Tony Diprose	Parent Rep	Elected June 2019	Anesthetist	15 June 2022
Mike Knobloch	Parent Rep	Elected June 2019	Company Directoı	15 June 2022
John Wakeman	Proprietors Rep	Re-appointed May 2016	Retired	13 June 2019
John Wakeman	Proprietors Rep	Re-appointed June 2019	Retired	15 June 2022
Jim Symes	Proprietors Rep	Re-appointed May 2016	Farmer	13 June 2019
Jim Symes	Proprietors Rep	Re-appointed June 2019	Farmer	15 June 2022
Adrian Skelton	Proprietors Rep	Re-appointed May 2016	Minister	13 June 2019
Adrian Skelton	Proprietors Rep	Re-appointed June 2019	Minister	15 June 2022
Jacky Stafford	Proprietors Rep	Appointed May 2016	Farmer (JP)	13 June 2019
Jacky Stafford	Proprietors Rep	Re-appointed June 2019	Trustee (JP)	15 June 2022
George Rogers	Staff Rep	Elected May 2016	Teacher	13 June 2019
George Rogers	Staff Rep	Re-elected June 2019	Teacher	15 June 2022
Ronan Lee	Student Rep	Elected October 2018	Student	15 October 2019
Zac Maulder	Student Rep	Elected October 2019	Student	15 October 2020

Accountant/Secretary Mr Barry Law

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LINDISFARNE COLLEGE

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Annual Report December 2019

Kei aku Rangatira
E te Kura whanui e tatu mai nei
Nika te mihi atu

Tena Koutou, Tena Koutou, Tena Koutou Katoa!!

Chairman of the College Council, Mr Kirkpatrick, and Mrs Kirkpatrick, Members of the College Council, Distinguished Guests, Parents, Friends, Old Boys, staff and most importantly the 'sons of Lindisfarne'. Welcome to this, our 66th Annual Report.

The world of education is once again undergoing change with multiple reviews and announcements being made by the Minister of Education, some positive, most thin on detail and sadly few that seem to support the concept of parental choice and that seem to truly value Special Character Education. This is a shame as our Integrated schools remain significant and highly successful contributors to education in New Zealand.

In some of these reports, and indeed in recent years, 'wellbeing' has become a popular topic in many sectors and it deserves to be seen as important in schools.

Anywhere where young people are unhealthy, feeling stressed, unappreciated or struggling with physical, mental and emotional concerns - teaching and learning will be difficult. In schools this can be complicated because of the diversity of family, social and personal settings. This is certainly so for our boys.

There is no doubt in my mind that it can be challenging being a young man in our current world. Young men in New Zealand often seem to be in the news for all the wrong reasons – suicide, drunkenness, dangerous driving, drugs, crime, violence and sexual assault. There is no doubt our young men nationally are statistically in a sorry state.

It is very easy to criticise them but there are significant underlying challenges for our young men.

They live in a world where the pressures of influencers in social media are diverse, uncontrolled, constant and often without a moral compass. The concept of right and wrong, truth and untruth seems to have blurred between the lines, and claims of fake news, personal choice, individual rights, cultural acceptance and even blurred gender distinctions have created an environment where it is hard for young people to know quite what to believe. They are in many cases immersed in an existential world without defined moral boundaries and truth.

They are told they will have 15 jobs in a lifetime but don't even know what their first one is yet. They are told that qualifications are needed and that without them success and financial security will elude them.... and yet read of unemployed graduates.

As parents and teachers we naturally want boys to succeed, to be the best that they can be, to try a range of activities, to find their passion and build a diverse portfolio with which to seek admission to the best universities, teams or jobs. While well-meaning, this too can add to the pressure on some of our boys.

Then there is the traditional pressure on men in New Zealand to be 'a man'; athletic, tough, staunch; to be popular with the girls and to have what is deemed to be a desirable and well-paid job.

Given this, is it any wonder young men in increasingly large numbers are feeling high levels of anxiety and uncertainty about the future? That they seek to hide those insecurities in binge drinking, drug use, anger, dangerous behaviours, ill-advised humour or by simply withdrawing into themselves.

Sadly, this pattern is all too visible in adults as well. The overall statistics for New Zealand's men in education, crime, suicides, depression, motor accidents, violent behaviour, imprisonment, drug addiction are all much higher than for women. Men have a lower life expectancy. The sad fact is that one of the only statistics men have a positive lead in is representation in parliament ....and that has not done much for the plight of men either!

There are of course also many success stories and bright lights on the horizon however. Nationally, the like of Mike King and John Kirwan are seeking to raise awareness. In the education sector, our Church Schools do their very best to offer an alternative, to stand against the tide and to represent a belief structure that says that the Christian faith we base ourselves and our values upon, says life does have meaning and purpose, that there is a standard of right and wrong, a moral imperative to live a life that is not just selfish.

A life that that considers the best for others as well as for ourselves; that demands a sense of responsibility for people and our planet; that offers a way to fill that epidemic of emptiness and purposelessness that seems to be spreading; that offers and values life and hope and genuine deep love, joy and peace.

A message derived from this faith looks not only to success through academic effort, sporting endeavour and artistic performance, but challenges young men to be men of good character, who genuinely exhibit courage, integrity, respect, kindness, humility and service. Young men who will find success and significanc and purpose in their lives.

For wellbeing is not just helping bandage up the hurts and fears, the conflicts and insecurities. It must provide something deeper and something real and something that brings purpose and a sense of deep satisfaction, peace and hope.

This is at the heart of wellbeing in a Special Character Presbyterian School like ours. It must be a heartfelt and vital part of our governance and leadership, it must be modelled by governors, staff and students alike

It can be easy to pay lip service to our values, to use a claim of courage or integrity to excuse a lack of kindness, to excuse the bold expression of ones confidence to gain success, for a lack of genuine humility.

The vision of this College must remain at the heart of all we do and how we do it. This is a challenge, but in a world of confusion, meaninglessness and anxiety in the lives of many, our beliefs and vision must be upheld or we will fail to live up to the purpose for which this college was formed.

Special Character schools *are* special because they do offer something different, something of purpose, hope and meaning in a confused world where few genuine answers are on offer. Our review of wellbeing beginning in 2020 will and must include an examination of how we can best continue to achieve this goal.

This message has of course been at the heart of many lessons, team talks, big brother sessions, assemblies chapels and conversations this year.

My thanks to the staff and boys who have contributed powerfully in this way, especially in our Chapels for the last 3 terms, as we have sought to find the right person to be our new Chaplain. Thanks also to our parents who actively and genuinely support our Special Character.

It is something that we must ensure remains as a choice in New Zealand education.

In the daily life of the College, the 66th year has been another stellar one for the College, with our academi results again placing us among the elite of Boys schools nationally, and well above the National averages for both boys and girls, and above national results for high decile schools. Likewise, our University Scholarship results were again among the best nationally on a per-capita basis.

My thanks to our committed academic staff who continue to give of their time and effort, many of whom regularly go the extra miles to provide for the boys and who also believe that teaching is a vocation.

A particular thanks to Mrs Julia Mustard who is retiring this week, for her superb work in supporting International Students in learning English.

To Mr Walt Rutgers who is retiring after 6 years here as Head of Physics. His contribution in encouraging practical experimental science has been a feature of his teaching and he has contributed hugely to the world of the Arts through some amazing set building and encouragement to upgrade the lighting in the Auditorium.

While he is not leaving, I also wish to acknowledge this year Mr Evan Bramley who has completed his 40th year of teaching Mathematics at the College...and he is still going strong!! His teaching has significantly impacted on the lives of hundreds of young men and in some cases fathers and sons. His is a remarkable example of service and genuine belief in the value of our Lindisfarne Special Character education. Thank you, Evan.

The success of the College in 2019 has, as always, also been seen in the other cornerstones of College life. We have seen remarkable successes from our sportsmen across a wide range of sports at local regional, national and international levels. None more so that our cricket Team – aptly named as Team of the Year a our recent Sports Awards Dinner. They were placed in the top 6 sides in New Zealand and this week are contesting the Gillette Cup finals in Christchurch

Others to shine were our adventure racers led by Ronan Lee; our swimmers and surf lifesavers, where Jake Stephens and Reece Akuhata stood out on the national scale. Our large traditional sports all had memorable moments of success during the year.

While he is not a current student, it was also a delight to see 2012 leaver and Old Boy, George Bridge become our 6th All Black and play so well at the Rugby World Cup - especially against Ireland, no doubt spurred on by our 'Go George' Social Media message that had over 70,000 views.

It has also been wonderful to see the recent successes on the international stage of staff members Mr Stuart Duff in the Oceania Seniors Golf and Mr Shea McAleese who helped the Black Sticks qualify for next year's Olympics. It will be his 4th Olympics – a remarkable achievement.

This year has seen the implementation of our Sports Strategic plan with a significant impact evident through the work of Sports Coordinator and strength and conditioning trainer, Mrs Emma Akeripa.

Enhanced facilities for fitness training and the appointment of technical coaches across our major sports thanks to generous sponsorship totalling over $100,000 from our key partners, and the work of Mr McAleese, has established the groundwork for our academy programmes in 2020.

This is an exciting time for our sports programme.

The world of the performing arts has continued its real revival in the last few years and our various musica groups, drama and speech students have excelled. Our Kapa Haka Group have for the first time earned the right to perform at the Nationals in 2020 – a genuinely outstanding achievement for a school with a demographic like Lindisfarne!

It is pleasing to see our Pipe Band successfully compete for the first time at the Nationals, our Chamber Music Group were Hawkes Bay champions, there was further success in the Sheila Wynn Shakespeare Festival, the Young Musician of the Year competition and the musical Production of 'Once on this Island' was a wonderous highlight, following the success of *'Les Miserables'* and *'Evita'* in previous years.

There is a genuine pride evident in the boys engaged in the world of the Arts and genuine respect for them from boys right across the College.

Success such as has been seen in our College this year doesn't just happen. It is a result of, hard work, innovation, wise leadership, and positive support from staff, parents and our partners.

2019 has seen the College roll and the boarding roll the highest in its history . This strong demand I believe reflects the value seen in our special character, , enhanced programmes and supportive staff, consistent leadership, along with the obvious advantages of living and learning as a boarder. Demand is again strong for 2020.

The College Councils Strategic Plan is now being implemented and will ensure our actions are in alignment with our values, vision and mission.

Our Old Boys led by Mr Mike Knobloch are also developing their strategy for the future and we look forward to seeing this come to fruition.

My thanks to Parents and Friends Association, well led by Mrs. Sasha Watts, who do so much to provide extras for our boys. This year they have made over $80,000 in grants to enhance the provision for boys including a range of grants in each of the cornerstones. They also ran several 'parent help' style meetings using expert advice to help us all face the challenges of being a parent in this uncertain world. I encourage you to engage with them in the new year.

Today brings the end of a significant stage in their lives for our leavers.

Thank you each for the contribution you have each made over the past years, to the College. I trust that you are truly grateful for the opportunities offered and for the support and sacrifices made by your parent or grandparents, and by the staff, in order that you had the chance to find success and personal grow as young men.

With privilege comes responsibility and you now have the responsibility to take that education and be significant and positive contributors to our society and world. Remember that *'to whom much is given, much is expected'*.

Rabbi Harold Kushner encouraged young people to use their gifts when he said:

"The circumstance of your life have uniquely qualified you to make a contribution. And if you don't make that contribution, nobody else can make it"

And that: *"the real purpose of life ...is a life of purpose!"*

Today we can once again look with tremendous gratitude, pride and sense of achievement in the progress and achievements 2019.

We must also look forward determined to be true to our faith, values, vision and mission, knowing that these represent our point of difference and the highest calling of our College education in a world of constant change, insecurity and uncertainty.

A school of Special Character is indeed, a very special place to be educated.

Ken MacLeod
Rector

Student Achievement Targes 2019 - Analysis of Variance

Student Achievement Target 1 - 2019

Curriculum Area: Cross Curricular

Strategic Goal:. To raise student achievement (added value) by placing students in a GAP Learning Enhancement Programme

Base data: MidYis Data

Base Data:
Target: An increase of 3% in the MidYis scores of the GAP students

Action	Who	Costs/ Resources	Target Date	Expected Outcomes
Implement a GAP class programme	Assistant Rector Senior School Dir. of Learning Enhancement	Staffing for this course	Jun-19	An increase in the added value scores for the GAP students

2019 Target	Result	Analysis
Increase in MidYis scores by 3%+	The D Band class all of whom were involved in the GAP programme had an average added value of 1.05 other bands were 0.52 (A), 0.6 (B) and 0.4 (C). The overall groups average gain was significant but the supported group had the most significant gains. Boys in Senior GAP classes also clearly had success in NCEA given the Level 1 Pass Rate of 93.5% and Level 2 Pass Rate of 100%	The 3% figure was in retrospect the wrong statistic to use as a target but results showed a significant improvement in the added Value scores for boys in the Learning enhancement GAP programme. Those in this group had an average added value score of 1.05. This was very significant with a range of scores among these boys , all positive with a range of 0.4 TO 1.8 . This was well up on the previous few years. The GAP programme has clearly made a difference and the next step is to seek to shift some of the elements of the GAP programme including more in-depth learner profiling to other groups in the College population.

2019 Student Achievement Target 2 Curriculum Area: Sport Strategic Goal: 100% engagement in Sports. Base Data: 2018 Sport involvement data Target: Increase to as close to 100% as possible (allowing for injuries and significant disabilities)				
Action	Who	Costs/ Resources	Target Date	Expected Outcomes
Enhanced electronic on-line registration for sports and increased. App Alerts as reminders prior to the year starting	Dir. Sport and Sports Coordinator		Dec. 2019	Better follow up and identification of boys avoiding sport.
Boys with disabilities or long term injuries advised and supported by Sorts Coordinator/ Strength & Conditioning trainer.	Sports Coordinator	Time	Dec. 2019	Alternative programmes for boys with disabilities

Analysis of Variance Target 2 2019 Curriculum Area: Sport Strategic Goal: 100% engagement in Sports Base Data: 2018 Sport involvement data Target: Increase to as close to 100% as possible (allowing for injuries and significant disabilities)		
Target	Result	Analysis:
100% engagement.	By week 7 2019 there were still 78 boys who had not chosen/been allocated sports teams but following the enhanced processes by week 3 2020 only 7 boys have not been allocated and these were all new International Students whose English was limited and who will be followed up personally by the Director of Sport.	The number of boys 'avoiding' sports commitments or whom had failed to register declined with improved enrolment and checking processes. The change has meant that team selection, defaults and boys avoiding physical activity has decreased. Boys with injuries and disabilities have been provided with alternative programmes including gym based activities that suit. Eg. Student with significant vision issues now has a programme of Gym involvement. Others who have had concussion issues have been provided with appropriate exercise alternatives and have been encouraged to work with junior teams as assistant coaches or managers.

2019 Student Achievement Target 3 Curriculum Area: Academic – Year 12 students with Special Assessment Conditions Strategic Goal: Equality and accessibility to learning opportunities. To review the impact of Special Assessment conditions on added value scores Base Data: MidYis and SAC conditions data Target: 90% positive added value scores for boys with Special Assessment Conditions.				
Action	Who	Costs/ Resources	Target Date	Expected Outcomes
Students with a need for special assessment conditions have been identified and provided with opportunities to learn and be assessed with Special Assessment Conditions	Assistant Rector SS Learning Enhancement Staff Teachers		Dec-19	A positive Added value score for Year 12 boys that is above the school average gain who are using Special Assessment conditions

2019 Analysis of Variance – Target 3 Curriculum Area: Academic – Year 12 students with Special Assessment Conditions Strategic Goal Equity and accessibility to learning opportunities. To review the impact of Special Assessment conditions on added value scores Base Data: SAC list and nature, MidYis Added value data Target: 90% positive added value scores for boys with Special Assessment Conditions		
2019 Target	Result	Analysis
90% positive added value scores for boys with Special Assessment Conditions	Of the 25 boys in Year 12 with SAC's 23 had positive MidYis scores meaning the target was achieved. Of those , 11 were above the school added value average score with 4 below the average	The positive results would indicate that the access to Special Assessment Conditions provided impetus to the MidYis scores and enhanced the results for these boys. Some were also involved with the GAP programme but not all. For these there may have been multiple sources of the gains.

Lindisfarne College

Statement of Responsibility

For the year ended 31 December 2019

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2019 fairly reflects the financial position and operations of the school.

The School's 2019 financial statements are authorised for issue by the Board.

Gretchen Joan Elizabeth Stone

Full Name of Board Chairperson

Signature of Board Chairperson

22/02/2021

Date:

STUART DAVID HAKENEY

Full Name of Rector

Signature of Rector

22/02/2021

Date:

Report on Special Funding:

KIWISPORT

Kiwisport is a Government funding intitiative to support students' participation in organised sport.
In 2019 the school received $10,659 of Kiwisport funding.
This funding was spent on sporting equipment. The number of students participating in organised sport was 100% of the school roll.

Lindisfarne College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2019

	Notes	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Revenue				
Government Grants	2	4,422,279	4,335,655	4,042,852
Locally Raised Funds	3	2,729,901	2,573,000	2,225,691
Use of Land and Buildings Integrated		822,000	875,000	822,000
Interest Earned		1,324	1,000	1,707
International Students	4	255,696	243,400	206,955
Other Revenue		69,763	49,900	46,606
		8,300,963	8,077,955	7,345,811
Expenses				
Locally Raised Funds	3	302,268	5,000	39,700
International Students	4	238,828	260,000	246,356
Learning Resources	5	5,401,209	5,695,641	5,241,887
Administration	6	420,148	414,944	360,372
Finance		10,117	12,000	10,003
Property	7	1,427,299	1,511,000	1,264,148
Depreciation	8	187,773	180,000	177,004
Loss on Disposal of Property, Plant and Equipment		3,008	2,000	2,584
		7,990,650	8,080,585	7,342,054
Net Surplus / (Deficit) for the year		310,313	(2,630)	3,757
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		310,313	(2,630)	3,757

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes.

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Lindisfarne College

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2019

	Actual 2019 $	Budget (Unaudited) 2019 $	Actual 2018 $
Balance at 1 January	142,566	142,565	138,809
Total comprehensive revenue and expense for the year	310,313	(2,630)	3,757
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	17,168	-	-
Equity at 31 December	470,047	139,935	142,566
Retained Earnings	470,047	139,935	142,566
Reserves	-	-	-
Equity at 31 December	470,047	139,935	142,566

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes.

Lindisfarne College
Statement of Financial Position
As at 31 December 2019

	Notes	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Current Assets				
Cash and Cash Equivalents	9	735,666	600,000	505,804
Accounts Receivable	10	259,831	200,000	221,088
Prepayments		23,658	30,000	41,621
Investments	11	-	-	40,000
GST Receivable		4,088	-	-
		1,023,243	835,000	808,513
Current Liabilities				
GST Payable		-	-	3,976
Accounts Payable	13	570,470	465,000	505,824
Revenue Received in Advance	14	158,227	290,000	303,307
Provision for Cyclical Maintenance	15	81,193	60,000	-
Finance Lease Liability - Current Portion	16	44,902	40,065	42,655
		854,792	855,065	855,762
Working Capital Surplus/(Deficit)		168,451	(20,065)	(47,249)
Non-current Assets				
Property, Plant and Equipment	12	636,668	530,000	589,239
		636,668	530,000	589,239
Non-current Liabilities				
Provision for Cyclical Maintenance	15	290,171	320,000	318,022
Finance Lease Liability	16	44,902	50,000	81,400
		335,073	370,000	399,422
Net Assets		470,047	139,935	142,568
Equity		470,047	139,935	142,566

The above Statement of Financial Position should be read in conjunction with the accompanying notes.

Lindisfarne College

Statement of Cash Flows

For the year ended 31 December 2019

	Note	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Cash flows from Operating Activities				
Government Grants		1,079,669	1,000,000	990,926
Locally Raised Funds		3,503,325	2,551,796	3,251,158
International Students		243,088	393,400	228,259
Goods and Services Tax (net)		(8,064)	(5,000)	3,384
Payments to Employees		(2,175,315)	(2,000,000)	(2,333,634)
Payments to Suppliers		(2,181,472)	(1,750,000)	(1,741,796)
Cyclical Maintenance Payments in the year		-	-	(20,615)
Interest Paid		(10,117)	(12,000)	(10,003)
Interest Received		1,324	1,000	1,707
Net cash from / (to) the Operating Activities		452,438	179,196	369,386
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(238,210)	(120,000)	(202,651)
Purchase of Investments		40,000	-	(40,000)
Proceeds from Sale of PPE (and Intangibles)		-	-	(2,416)
Net cash from / (to) the Investing Activities		(198,210)	(120,000)	(245,067)
Cash flows from Financing Activities				
Furniture and Equipment Grant		17,168	-	-
Finance Lease Payments		(41,534)	35,000	43,152
Loans Received/ Repayment of Loans		-	-	-
Net cash from Financing Activities		(24,366)	35,000	43,152
Net increase/(decrease) in cash and cash equivalents		229,862	94,196	167,471
Cash and cash equivalents at the beginning of the year	9	505,804	505,804	338,333
Cash and cash equivalents at the end of the year		735,666	600,000	505,804

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

The above Cash Flow Statement should be read in conjunction with the accompanying notes.

Lindisfarne College
Notes to the Financial Statements
For the year ended 31 December 2019

1. Statement of Accounting Policies

a) Reporting Entity
Lindisfarne College (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education Act 1989. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation
Reporting Period
The financial reports have been prepared for the period 1 January 2019 to 31 December 2019 and in accordance with the requirements of the Public Finance Act 1989.

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

Financial Reporting Standards Applied
The Education Act 1989 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.

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
The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 16.

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

c) Revenue Recognition

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

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

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

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

Grants for the use of land and buildings are received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Proprietor. Use of land and building grants are recorded as income in the period the school uses the land and building.

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

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

d) Use of Land and Buildings Expense
The property from which the School operates is owned by the Proprietor. The expense is based on an assumed market rental yield on the land and buildings as used for rating purposes. This is an expense that is offset by a cash grant from the Proprietor.

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. The school applies the simplified expected credit loss model of recognising lifetime expected credit losses for receivables. In measuring expected credit losses, short-term receivables have been assessed on a collective basis as they possess shared credit risk characteristics. They have been grouped based on the days past due. Short-term receivables are written off when there is no reasonable expectation of recovery. Indicators that there is no reasonable expectation of recovery include the debtor being in liquidation.

h) Investments

Bank term deposits for periods exceeding 90 days are classified as investments and are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

The School has met the requirements of Schedule 6 para 28 of the Education Act 1989 in relation to the acquisition of investment securities.

i) Property, Plant and Equipment

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

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.

Property, plant and equipment acquired with individual values under $1,000 may not capitalised. If not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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.

Leased Assets

Leases where the School assumes substantially all the risks and rewards of ownership are classified as finance leases. The assets acquired by way of finance lease are measured at an amount equal to the lower of their fair value and the present value of the minimum lease payments at inception of the lease, less accumulated depreciation and impairment losses. Leased assets and corresponding liability are recognised in the Statement of Financial Position and leased assets are depreciated over the period the School is expected to benefit from their use or over the term of the lease.

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:

Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Library resources	12.5% Diminishing value

j) 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.

Computer software licences with individual values under $1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. Its fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

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.

k) 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.

l) 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.

m) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay.

These include salaries and wages accrued up to balance date, and annual leave earned to but not yet taken at balance date.

n) Revenue Received in Advance

Revenue received in advance relates to fees received from international students, trip funds paid in advance 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, or trips undertaken.

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

o) Provision for Cyclical Maintenance

The property from which the school operates is owned by the Proprietor. The Board is responsible for maintaining the land, building 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 provisions for cyclical maintenance represents the obligations the Board has to the Proprietor and is based on the Board's ten year property plan (10YPP).

p) Financial Assets and Liabilities

The Group's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as "loans and receivables" for accounting purposes in accordance with financial reporting standards. Investments that are shares are categorised as 'available for sale' for accounting purposes in accordance with financial reporting standards.

The Group'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.

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 at the start of the year.

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

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Operational grants	1,035,256	1,035,655	987,364
Teachers' salaries grants	3,342,610	3,300,000	3,050,729
Other MoE Grants	44,413	-	4,759
Other government grants	-	-	-
	4,422,279	4,335,655	4,042,852

3. Locally Raised Funds

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

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Revenue			
Donations BOP	2,355,000	2,555,000	2,160,000
Sports Levy	17,254	16,000	19,995
Production	24,240	-	43,258
Donations - Other	58,135	2,000	2,438
Overseas Tours	275,272		
	2,729,901	2,573,000	2,225,691
Expenses			
Activities	-	-	-
Production costs	26,996	5,000	39,700
Overseas Tours	275,272		
	302,268	5,000	39,700
Surplus/ (Deficit) for the year Locally raised funds	2,427,633	2,568,000	2,185,991

4. International Student Revenue and Expenses

	2019 Actual Number	2019 Budget (Unaudited) Number	2018 Actual Number
International Student Roll	23	24	21

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Revenue			
International student fees	255,696	243,400	206,955
Expenses			
Advertising	4,904	5,000	2,304
Commissions	22,760	20,000	12,158

Recruitment	18,858	20,000	14,970
International student levy	8,770	15,000	12,996
Employee Benefit - Salaries	180,063	190,000	201,419
Other Expenses	3,473	10,000	2,509
	238,828	260,000	246,356
Surplus/ (Deficit) for the year International Students'	16,868	(16,600)	(39,401)

5. Learning Resources

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Curricular	361,037	408,641	319,152
Information and communication technology	38,949	55,000	55,226
Extra-curricular activities	1,687	2,000	1,347
Library resources	9,515	11,000	11,965
Employee benefits - salaries	4,942,206	5,171,000	4,820,187
Staff development	47,815	48,000	34,010
	5,401,209	5,695,641	5,241,887

6. Administration

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Audit Fee	7,944	8,944	8,841
Board of Trustees Fees	5,480	5,000	3,715
Board of Trustees Expenses	6,193	5,000	5,936
Communication	66,754	70,000	51,245
Consumables	9,260	12,000	8,503
Legal Fees	-	1,500	-
Other	36,482	33,500	20,297
Employee Benefits - Salaries	250,379	245,000	233,602
Insurance	18,883	22,000	19,564
Conference Expenses	18,773	12,000	8,669
	420,148	414,944	360,372

7. Property

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Caretaking and Cleaning Consumables	31,908	40,000	13,720
Consultancy and Contract Services	74,000	74,000	67,500
Cyclical Maintenance Expense	53,342	60,000	13,972
Grounds	30,593	40,000	11,897
Heat, Light and Water	106,927	100,500	89,887
Rates	3,043	4,000	2,867
Repairs and Maintenance	130,414	85,000	78,073
Use of Land and Buildings	822,000	875,000	822,000
Employee Benefits - Salaries	175,072	232,500	164,232

	1,427,299	1,511,000	1,264,148

The use of land and buildings figure represents 8% of the school's rateable property value.

8. Depreciation

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Furniture and Equipment	121,316	110,000	105,371
Information and Communication Technology	55,475	58,000	60,590
Library Resources	10,982	12,000	11,043
	187,773	180,000	177,004

9. Cash and Cash Equivalents

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Cash on Hand	-	-	-
Bank Current Account	735,666	600,000	505,804
Cash and cash equivalents for Cash Flow Statement	735,666	600,000	505,804

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

10. Accounts Receivable

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Receivables	1,527	-	-
Receivables from the Ministry of Education	10,181	-	10,181
Interest Receivable	-	-	-
Teacher Salaries Grant Receivable	248,123	200,000	210,907
	259,831	200,000	221,088
Receivables from Exchange Transactions	1,527	-	-
Receivables from Non-Exchange Transactions	258,304	200,000	221,088
	259,831	200,000	221,088

11. Investments

The School's investment activities are classified as follows:

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Current Asset			
Short-term Bank Deposits	-	-	40,000

12. Property, Plant and Equipment

2019	Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	Total (NBV) $
Furniture and Equipment	415,304	199,958	(69)		(121,316)	**493,877**
Information and Communication Technology	90,774	25,154	-		(55,475)	**60,453**
Library Resources	83,159	13,099	(2,939)		(10,982)	**82,337**
Balance at 31 December 2019	**589,238**	**238,211**	**(3,008)**	**-**	**(187,773)**	**636,668**

2019	Cost or Valuation $	Accumulated Depreciation $	Net Book Value $
Furniture and Equipment	1,311,545	(817,668)	**493,877**
Information and Communication Technology	377,490	(317,036)	**60,454**
Library Resources	162,705	(80,368)	**82,337**
Balance at 31 December 2019	1,851,740	(1,215,072)	**636,668**

2018	Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	Total (NBV) $
Furniture and Equipment	363,037	157,663	(24)		(105,371)	**415,304**
Information and Communication Technology	65,982	85,386	(3)		(60,590)	**90,774**
Library Resources	85,064	11,696	(2,558)		(11,043)	**83,159**
Balance at 31 December 2018	514,083	254,745	(2,584)	-	(177,004)	**589,239**

2018	Cost or Valuation $	Accumulated Depreciation $	Net Book Value $
Furniture and Equipment	1,142,823	(727,519)	**415,304**
Information and Communication Technology	401,713	(310,939)	**90,774**
Library Resources	163,231	(80,072)	**83,159**
Balance at 31 December 2018	1,707,767	(1,118,530)	**589,239**

13. Accounts Payable

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Operating creditors	120,843	75,000	113,116
Accruals	16,958	20,000	19,472
Employee Entitlements - salaries	360,037	300,000	305,944
Employee Entitlements - leave accrual	72,631	70,000	67,294
	570,470	465,000	505,826
Payables for Exchange Transactions	570,470	465,000	505,826
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	570,470	465,000	505,826

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
International Student Fees	136,522	150,000	149,130
Overseas trip fees	21,705	140,000	154,177
Other	-	-	-
	158,227	290,000	303,307

15. Provision for Cyclical Maintenance

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Provision at the Start of the Year	318,022	318,022	324,665
Increase/ (decrease) to the Provision During the Year	53,342	25,335	7,329
Use of the Provision During the Year	-	(50,000)	(13,972)
Provision at the End of the Year	371,364	293,357	318,022
Cyclical Maintenance - Current	81,193	60,000	-
Cyclical Maintenance - Term	290,171	320,000	318,022
	371,364	380,000	318,022

16. Finance Lease Liability

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

	2019 Actual	2019 Budget (Unaudited)	2018 Actual
	$	$	$
No Later than One Year	48,914	-	52,559
Later than One Year and no Later than Five Years	44,483	50,000	89,838
Later than Five Years	-	50,000	-
	93,397	100,000	142,397

17. 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.

The Proprietor of the School (Lindisfarne Proprietors Trust Board) is a related party of the Board because the proprietor appoints representatives to the Board, giving the proprietor significant influence over the Board. Any services or contributions between the Board and Proprietor have been disclosed with an indication of the amount if relevant.

The Proprietor provides land and buildings for use by the Board as noted in Note 1(d). The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as "Use of land and buildings ". The 2019 value was $822,000 (2018 $822,000) and the Proprietor donated this amount to the Board to cover the cost.

The following transactions also occurred between the Board and Proprietor during 2019:
The Proprietor donated $2,355,000, including the $822,000 use of land and buildings grant referred to above, to the Board of Trustees during 2019 (2018 $2,160,000). Receivable at year end $Nil (2018 - Nil).
The Proprietor provides religious instruction to pupils of the College. This serice is provided free of charge in accordance with the Private Schools Conditional Integration Act 1975. International student fees collected by the Proprietor, and paid to the Board totalled $244,130 (2018 $217,825). Boarding bursaries received from the Ministry of Education by the Board of Trustees are paid to the Propietor who then credits the students accounts with the individual amounts totalled $117,522 (2018 $93,200). Painting work was completed by an employee of the Proprietor and $21,302 was invoiced to the Board of Trustees (2018 $51,143). Cleaning of the Integrated buildings totalling $74,000 (2018 $67,500) was invoiced to the Board by the Proprietor. Reader writers employed by the Board were paid through the Proprietors pay system. The Proprietor then invoiced $35,558 (2018 $24,869) to the Board.

18. Remuneration

Key management personnel compensation

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

	2019 Actual $	2018 Actual $
Board Members		
Remuneration	5,480	3,715
Full-time equivalent members	0.39	0.40
Leadership Team		
Remuneration	1,238,636	1,244,525
Full-time equivalent members	12.00	12.00
Total key management personnel remuneration	1,244,116	1,248,240
Total full-time equivalent personnel	12.39	12.40

The full time equivalent for Board members has been determined based on attendance at Board meetings, Committee meetings and for other obligations of the Board, such as stand downs and suspensions, plus the estimated time for Board members to prepare for meetings.

Principal

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

	2019 Actual $000	2018 Actual $000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140-150	140-150
Benefits and Other Emoluments	0-5	0-5
Termination Benefits	-	-

Other Employees

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

Remuneratior $000	2019 FTE Number	2018 FTE Number
100-110	1.00	4.00
110-120	3.00	1.00
	4.00	5.00

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

19. Compensation and Other Benefits Upon Leaving

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

	2019 Actual	2018 Actual
Total	$0	$0
Number of People	0	0

20. Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2019 (Contingent liabilities and assets at 31 December 2018: nil).

Holidays Act Compliance – schools payroll

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

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance, however the potential impact on any specific school or individual and any associated historical liability will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2019, a contingent liability for the school may exist.

21. Commitments

(a) Capital Commitments

As at 31 December 2019 the Board has no Capital commitments (2018 $nil)

(b) Operating Commitments

As at 31 December 2019 the Board has no operating commitments

22. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

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 (2018: Loans and receivables)

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Cash and Cash Equivalents	735,666	600,000	505,804
Receivables	259,831	200,000	221,088
Investments - Term Deposits	-	-	40,000
Total Loans and Receivables	995,497	800,000	766,892

Financial liabilities measured at amortised cost

Payables	570,470	465,000	505,826
Finance Leases	89,804	90,065	124,055
Total Financial Liabilities Measured at Amortised Cost	660,274	555,065	629,881

24. Events After Balance Date

On March 11, 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, New Zealand increased its' COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed. Subsequently all schools and kura reopened on the 18th of May 2020.

At the date of issuing the financial statements, the school has been able to absorb the majority of the impact from the nationwide lockdown as it was decided to start the annual Easter School holidays early. In the periods the school is open for tuition, the school has switched to alternative methods of delivering the curriculum, so students can learn remotely.

At this time the full financial impact of the COVID-19 pandemic is not able to be determined, but it is not expected to be significant to the school. The school will continue to receive funding from the Ministry of Education, even while closed.However, economic uncertainties have arisen which have the potential to negatively affect the school financially. The possible effect on the school that we have identified, resulting from the COVID-19 pandemic is a reduction in revenue from student fees & charges from International students, including the potential loss of current and prospective students due to the disruption and/or pressures by COVID-19.

25. Statutory Reporting Deadline Not Met Due to COVID-19

Under Section 87C1 of the Education Act 1989, the Board of Trustees is required to forward audited financial statements to the Ministry of Education by 31 May 2020.COVID-19 as noted in note 24, and the lockdown rules at Alert Levels 3 and 4, which restricted access to financial records, mean't that the audit could not progress as planned and as a result the deadline could not be met. This situation was beyond the Board's control, and on the 28 May 2020 the Secretary for Education provided assurance that the Board would not be penalised for not meeting the deadline.

Statement of Resources

The school was open for 380 half days in 2019 (2018:380)

Physical Resources
The ownership of land and buildings that make up the School site is vested in the Lindisfarne Proprietors Trust Board. The current Valuation New Zealand valuation of the integrated property is $10,275,000 (2016). The Board of Trustees is responsible for the management of the integrated land and buildings under an occupany agreement with the Lindisfarne Proprietors Trust Board. These are made up of:

8.1 hectares of land
Permanent classrooms and Science Laboratorys
Adminstration block
Hall, gymnasium and Music Suite
Auditorium
Technology Block
Library

The School has a large range of sports and musical equipment.

Human Resources
During the year the MOE approved staffing component was 35.22 full-time equivalents.
The total teaching staff employed totalled 49.4 This was made up of:

	2019	2018
Rector	1	1
Teachers	48.4	50.4
The Board also employed:		
Office administrators	5.5	5.5
Caretakers	3	3
Teacher aides	4	4
Computer Technician	1	1
Librarian	1	1
International Student Director	1	1
Science Technician	0.65	0.65
Chaplain	1	1

The Board has made a commitment to staff training, particularly in leading and management training for the Rector, and in new education learning activity areas for all staff.

Other Resources
The School draws students mainly from the urban areas of Napier, Hastings, Taradale and Havelock North. Boarders mainly come from the Hawke's Bay/Gisborne/Taupo area with some from the larger cities of Auckland and Wellington.

An active Parent and Friends Association (PFA) support the Board. The PFA provides planning and resources for fund-raising activites and helpful assistance in extra-curricular activites.

The Board is very grateful for the ongoing time, effort and support received from this group.

Baker Tilly Staples Rodway Audit Limited
205 Hastings Street South, Hastings 4122
PO Box 46, Hastings 4156
New Zealand

T: +64 6 878 7004
F: +64 6 876 0078
E: hawkesbay@bakertillysr.nz
W: www.bakertillysr.nz

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF LINDISFARNE COLLEGE'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019

The Auditor-General is the auditor of Lindisfarne College (the School). The Auditor-General has appointed me, Philip Pinckney, using the staff and resources of Baker Tilly Staples Rodway Audit 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 11 to 28, that comprise the statement of financial position as at 31 December 2019, 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 2019; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 22 February 2021. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board of Trustees and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Emphasis of Matter – COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 24 on page 28 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

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 of Trustees for the financial statements

The Board of Trustees 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 of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees 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 of Trustees' responsibilities arise from 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 of Trustees.

- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees 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

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based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board of Trustees 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 arises from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information obtained at the date of our report is the Rector's Report, Analysis of Variance, the Kiwisport statement, list of trustees, Statement of Responsibility and Statement of Resources which form part of the annual report, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

Other than the audit, we have no relationship with or interests in the School.

Philip Pinckney
Baker Tilly Staples Rodway Audit Limited
On behalf of the Auditor-General
Hastings, New Zealand