

MARLBOROUGH BOYS' COLLEGE



ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number:	288
Principal:	John Kendal
School Address:	Stephenson Street, Blenheim
School Postal Address:	Stephenson Street, Blenheim 7301
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MARLBOROUGH BOYS' COLLEGE

Annual Report - For the year ended 31 December 2020

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Marlborough Boys' College

Statement of Responsibility

For the year ended 31 December 2020

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 2020 fairly reflect the financial position and operations of the School.

The School's 2020 financial statements are authorised for issue by the Board.

Lynette Jay Payne
Full Name of Board Chairperson

[Signature]
Signature of Board Chairperson

31/5/2021
Date:

John Kendall
Full Name of Principal

[Signature]
Signature of Principal

31/5/2021
Date:

Marlborough Boys' College

Members of the Board of Trustees

For the year ended 31 December 2020

Name	Position	How Position Gained	Held Until
Lynette Rayner	Chairperson	Co-opted	Dec 2021
John Kendal	Principal	ex Officio	
Jeremy Marshall	Acting Principal	ex Officio	Dec 2020
Wayne Hegarty	Principal	ex Officio	Jan 2020
Steve Wilkes	Parent Rep	Elected	Jun 2022
Michael Loza	Parent Rep	Elected	Jun 2022
Callum Anderson	Parent Rep	Elected	Jun 2022
Geoff van Asch	Parent Rep	Selected	Jun 2022
Johnny Joseph	Parent Rep	Co-opted	Dec 2020
Tim Burfoot	Parent Rep	Elected	Nov 2023
Debbie Cave-Higgins	Staff Rep	Elected	Jun 2022
Jacob Collins	Student Rep	Elected	Sep 2020
Lachlan McNabb	Student Rep	Elected	Sep 2021

Marlborough Boys' College
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	9,840,805	7,850,485	8,245,092
Locally Raised Funds	3	484,965	684,177	970,454
Interest Income		8,088	33,000	33,522
International Students	4	24,810	136,693	148,639
		<u>10,358,668</u>	<u>8,704,355</u>	<u>9,397,707</u>
Expenses				
Locally Raised Funds	3	167,815	314,242	376,287
International Students	4	49,396	68,526	98,266
Learning Resources	5	7,885,904	6,404,557	6,766,380
Administration	6	845,787	823,614	810,694
Finance		10,088	-	5,646
Property	7	1,066,303	1,081,378	1,111,803
Depreciation	8	268,716	200,436	293,357
Loss on Disposal of Property, Plant and Equipment		3,044	-	-
		<u>10,297,053</u>	<u>8,892,753</u>	<u>9,462,433</u>
Net Surplus / (Deficit) for the year		61,615	(188,398)	(64,726)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>61,615</u>	<u>(188,398)</u>	<u>(64,726)</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.

Marlborough Boys' College

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Balance at 1 January		<u>1,176,116</u>	<u>1,176,116</u>	<u>1,240,842</u>
Total comprehensive revenue and expense for the year		61,615	(188,398)	(64,726)
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		45,089	-	-
Equity at 31 December	23	<u>1,282,820</u>	<u>987,718</u>	<u>1,176,116</u>
Retained Earnings		1,282,820	987,718	1,176,116
Equity at 31 December		<u>1,282,820</u>	<u>987,718</u>	<u>1,176,116</u>

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.



Marlborough Boys' College

Statement of Financial Position

As at 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Assets				
Cash and Cash Equivalents	9	922,253	1,092,232	1,080,194
Accounts Receivable	10	600,385	547,610	547,610
GST Receivable		59,668	77,944	77,944
Prepayments		4,307	-	-
Funds owing for Capital Works Projects	16	2,728	3,210	3,210
		<u>1,589,341</u>	<u>1,720,996</u>	<u>1,708,958</u>
Current Liabilities				
Accounts Payable	12	774,061	696,663	696,663
Revenue Received in Advance	13	120,104	112,211	112,211
Finance Lease Liability - Current Portion	14	78,837	100,064	100,064
Funds held in Trust	15	-	163,648	163,648
Funds held for Capital Works Projects	16	27,647	12,485	12,485
Funds Held on Behalf of the Alternative Education	17	114,342	104,339	104,339
		<u>1,114,991</u>	<u>1,189,410</u>	<u>1,189,410</u>
Working Capital Surplus/(Deficit)		474,350	531,586	519,548
Non-current Assets				
Property, Plant and Equipment	11	852,866	490,510	690,946
		<u>852,866</u>	<u>490,510</u>	<u>690,946</u>
Non-current Liabilities				
Finance Lease Liability	14	44,396	34,378	34,378
		<u>44,396</u>	<u>34,378</u>	<u>34,378</u>
Net Assets		<u>1,282,820</u>	<u>987,718</u>	<u>1,176,116</u>
Equity	23	<u>1,282,820</u>	<u>987,718</u>	<u>1,176,116</u>

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



Marlborough Boys' College
Statement of Cash Flows
For the year ended 31 December 2020

		2020	2020	2019
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		2,259,267	2,187,999	2,110,859
Locally Raised Funds		630,842	684,177	842,990
International Students		(28,577)	136,693	69,817
Goods and Services Tax (net)		18,276	-	(46,589)
Payments to Employees		(742,296)	(1,254,102)	(1,317,936)
Payments to Suppliers		(1,769,890)	(1,775,729)	(1,624,693)
Funds Administered on Behalf of Third Parties		(153,645)	-	156,636
Interest Received		8,304	33,000	33,306
Net cash from/(to) Operating Activities		<u>222,281</u>	<u>12,038</u>	<u>224,390</u>
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(305,563)	-	(147,596)
Purchase of Investments		-	-	459,747
Net cash from/(to) Investing Activities		<u>(305,563)</u>	<u>-</u>	<u>312,151</u>
Cash flows from Financing Activities				
Furniture and Equipment Grant		45,089	-	-
Finance Lease Payments		(135,392)	-	(133,789)
Funds held for Capital Works Projects		15,644	-	(37,037)
Net cash from/(to) Financing Activities		<u>(74,659)</u>	<u>-</u>	<u>(170,826)</u>
Net (decrease) / increase in cash and cash equivalents		<u>(157,941)</u>	<u>12,038</u>	<u>365,715</u>
Cash and cash equivalents at the beginning of the year	9	1,080,194	1,080,194	714,479
Cash and cash equivalents at the end of the year	9	<u>922,253</u>	<u>1,092,232</u>	<u>1,080,194</u>

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.

Marlborough Boys' College

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2020

1.1. Reporting Entity

Marlborough Boys' 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 of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

1.2. Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2020 to 31 December 2020 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 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.

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 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.

1.3. 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.

Use of Land and Buildings Grants are recorded as revenue in the period the School uses the land and buildings. 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.

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.

1.4. Use of Land and Buildings Expense

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of 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 expense that is offset by a non-cash grant from the Ministry.

1.5. Operating Lease Payments

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

1.6. 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.

1.7. 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.

1.8. Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses (uncollectable debts). The School's 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.



1.9. Inventories

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

1.10. 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.

1.11. 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 – Crown	5-15 years
Furniture and equipment	5–20 years
Information and communication technology	3–5 years
Motor vehicles	5 years
Musical Equipment	8 years
Plant and Machinery	3 years
Sports Equipment	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	50 years

1.12. 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.

1.13. 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.

1.14. Employment 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 also annual leave earned, by non teaching staff, to but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

- likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and
- the present value of the estimated future cash flows

1.15. Revenue Received in Advance

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

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

1.16. 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.

1.17. Shared Funds

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

1.18. Financial Instruments

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

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

The School's financial liabilities comprise accounts payable, 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.



1.19. Borrowings

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

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

1.20. 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.

1.21. Budget Figures

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

1.22. 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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operational Grants	2,295,475	2,034,441	1,943,645
Teachers' Salaries Grants	6,588,331	5,199,819	5,643,511
Use of Land and Buildings Grants	462,667	462,667	495,846
Other MoE Grants	493,119	119,282	162,090
Other Government Grants	1,213	34,276	-
	<u>9,840,805</u>	<u>7,850,485</u>	<u>8,245,092</u>

The School has opted in to the donations scheme for this year. Total amount received was \$140,250.

Other MOE Grants total includes additional COVID-19 funding totalling \$68,469 for the year ended 31 December 2020.

3. Locally Raised Funds

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue			
Donations	67,057	5,000	60,033
Other Revenue	257,085	377,664	560,384
Trading Activities	-	-	9,000
	<u>160,823</u>	<u>301,513</u>	<u>341,037</u>
	484,965	684,177	970,454
Expenses			
Activities	167,815	314,242	376,287
	<u>167,815</u>	<u>314,242</u>	<u>376,287</u>
<i>Surplus/(Deficit) for the year Locally raised funds</i>	<u>317,150</u>	<u>369,935</u>	<u>594,167</u>

4. International Student Revenue and Expenses

	2020 Actual Number	2020 Budget (Unaudited) Number	2019 Actual Number
International Student Roll	2	6	6
	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue			
International Student Fees	24,810	136,693	148,639
Expenses			
Advertising	517	8,781	2,856
Commissions	2,273	4,125	5,312
International Student Levy	1,728	-	241
Employee Benefit - Salaries	41,197	47,414	55,012
Other Expenses	3,681	8,206	34,845
	<u>49,396</u>	<u>68,526</u>	<u>98,266</u>
<i>Surplus for the year International Students</i>	<u>(24,586)</u>	<u>68,167</u>	<u>50,373</u>

5. Learning Resources

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Curricular	655,630	524,972	465,364
Information and Communication Technology	132,848	134,508	104,937
Employee Benefits - Salaries	7,065,711	5,685,814	6,155,433
Staff Development	31,715	59,263	40,646
	<u>7,885,904</u>	<u>6,404,557</u>	<u>6,766,380</u>

6. Administration

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Audit Fee	7,122	8,565	8,565
Board of Trustees Fees	1,834	3,100	5,115
Board of Trustees Expenses	44,148	55,041	108,600
Communication	18,704	19,975	17,186
Consumables	22,220	21,753	24,429
Operating Lease	(542)	-	-
Legal Fees	37,092	-	-
Other	4,654	68,098	24,542
Employee Benefits - Salaries	687,511	620,457	599,462
Insurance	17,847	20,829	16,995
Service Providers, Contractors and Consultancy	5,197	5,796	5,800
	<u>845,787</u>	<u>823,614</u>	<u>810,694</u>

7. Property

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Caretaking and Cleaning Consumables	8,549	5,380	5,523
Consultancy and Contract Services	120,383	142,249	136,905
Grounds	16,185	16,128	11,086
Heat, Light and Water	124,096	184,267	160,986
Rates	20,343	24,041	15,340
Repairs and Maintenance	162,319	130,796	138,658
Use of Land and Buildings	462,667	462,667	495,846
Security	26,560	15,614	24,550
Employee Benefits - Salaries	125,201	100,236	122,909
	<u>1,066,303</u>	<u>1,081,378</u>	<u>1,111,803</u>

The Use of Land and Buildings figure represents 8% 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. Depreciation of Property, Plant and Equipment

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Building Improvements	26,371	20,000	25,844
Furniture and Equipment	64,124	50,000	63,676
Information and Communication Technology	89,434	60,000	78,704
Motor Vehicles	21,323	20,000	13,608
Leased Assets	67,010	50,000	111,115
Library Resources	454	436	410
	<u>268,716</u>	<u>200,436</u>	<u>293,357</u>

9. Cash and Cash Equivalents

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Bank Current Account	167,820	1,092,232	578,310
Bank Call Account	251,300	-	-
Short-term Bank Deposits	503,133	-	501,884
Cash and cash equivalents for Statement of Cash Flows	<u>922,253</u>	<u>1,092,232</u>	<u>1,080,194</u>

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

Of the \$922,253 Cash and Cash Equivalents, \$27,647 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2021 on Crown owned school buildings under the School's Five Year Property Plan.

Of the \$922,253 Cash and Cash Equivalents, \$114,342 is held by the School on behalf of the Alternative Education cluster. See note 17 for details of how the funding received for the cluster has been spent in the year.

10. Accounts Receivable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Receivables	88,991	168,464	168,464
Receivables from the Ministry of Education	511,394	-	-
Interest Receivable	-	216	216
Teacher Salaries Grant Receivable	-	378,930	378,930
	<u>600,385</u>	<u>547,610</u>	<u>547,610</u>
Receivables from Exchange Transactions	88,991	168,680	168,680
Receivables from Non-Exchange Transactions	511,394	378,930	378,930
	<u>600,385</u>	<u>547,610</u>	<u>547,610</u>

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2020						
Building Improvements	190,630	19,298	-	-	(26,371)	183,557
Furniture and Equipment	205,333	167,829	-	-	(64,124)	309,038
Information and Communication Technology	191,484	68,742	(3,930)	-	(89,434)	166,862
Motor Vehicles	30,884	50,334	-	-	(21,323)	59,895
Leased Assets	69,744	128,117	(519)	-	(67,010)	130,332
Library Resources	2,871	975	(210)	-	(454)	3,182
Balance at 31 December 2020	<u>690,946</u>	<u>435,295</u>	<u>(4,659)</u>	<u>-</u>	<u>(268,716)</u>	<u>852,866</u>

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2020			
Building Improvements	614,558	(431,001)	183,557
Furniture and Equipment	1,448,084	(1,139,046)	309,038
Information and Communication Technology	1,278,690	(1,111,828)	166,862
Motor Vehicles	180,163	(120,268)	59,895
Leased Assets	222,829	(92,497)	130,332
Library Resources	121,737	(118,555)	3,182
Balance at 31 December 2020	<u>3,866,061</u>	<u>(3,013,195)</u>	<u>852,866</u>

The net carrying value of equipment held under a finance lease is \$130,332 (2019: \$69,744)

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2019						
Building Improvements	193,427	23,047	-	-	(25,844)	190,630
Furniture and Equipment	205,177	63,832	-	-	(63,676)	205,333
Information and Communication Technology	204,358	65,830	-	-	(78,704)	191,484
Motor Vehicles	44,492	-	-	-	(13,608)	30,884
Leased Assets	99,863	80,996	-	-	(111,115)	69,744
Library Resources	3,281	-	-	-	(410)	2,871
Work in Progress	5,113	-	-	(5,113)	-	-
Balance at 31 December 2019	<u>755,711</u>	<u>233,705</u>	<u>-</u>	<u>(5,113)</u>	<u>(293,357)</u>	<u>690,946</u>

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2019			
Building Improvements	595,260	(404,630)	190,630
Furniture and Equipment	1,279,338	(1,074,005)	205,333
Information and Communication Technology	1,211,717	(1,020,233)	191,484
Motor Vehicles	129,829	(98,945)	30,884
Leased Assets	547,179	(477,435)	69,744
Library Resources	127,815	(124,944)	2,871
Balance at 31 December 2019	<u>3,891,138</u>	<u>(3,200,192)</u>	<u>690,946</u>

12. Accounts Payable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operating creditors	86,876	202,147	202,147
Accruals	56,122	73,516	73,516
Banking staffing overuse	62,838	-	-
Employee Entitlements - salaries	511,394	380,810	380,810
Employee Entitlements - leave accrual	56,831	40,190	40,190
	<u>774,061</u>	<u>696,663</u>	<u>696,663</u>
Payables for Exchange Transactions	774,061	696,663	696,663
	<u>774,061</u>	<u>696,663</u>	<u>696,663</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Grants in Advance - Ministry of Education	-	5,124	5,124
International Student Fees	1,856	55,243	55,243
Other	118,248	51,844	51,844
	<u>120,104</u>	<u>112,211</u>	<u>112,211</u>

14. Finance Lease Liability

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
No Later than One Year	86,966	103,238	103,238
Later than One Year and no Later than Five Years	48,077	35,808	35,808
	<u>135,043</u>	<u>139,046</u>	<u>139,046</u>

15. Funds Held in Trust

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	-	163,648	163,648
	<u>-</u>	<u>163,648</u>	<u>163,648</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.

16. Funds Held for Capital Works

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

	2020	Opening Balances	Receipts from MoE	Payments	BOT Contributions	Closing Balances
		\$	\$	\$		\$
East West Toilets	In Progress	7,948	-	(1,389)	-	6,559
Careers Centre	Completed	(2,423)	-	-	2,423	-
Library Skylights	Completed	(571)	-	-	571	-
Heating Art & Science	Completed	4,293	-	-	(4,293)	-
Security System	Completed	(216)	-	-	216	-
Gym Roof	Completed	244	-	(244)	-	-
Art/Science Boiler	Completed	-	6,062	(6,062)	-	-
Rooms 36-39	In Progress	-	29,400	(21,700)	-	7,700
Rooms 10/11 Language Hub	In Progress	-	32,250	(18,862)	-	13,388
Tennis Court Canopy	In Progress	-	-	(2,728)	-	(2,728)
Totals		9,275	67,712	(50,985)	(1,083)	24,919

Represented by:

Funds Held on Behalf of the Ministry of Education	27,647
Funds Due from the Ministry of Education	(2,728)
	<u>24,919</u>

	2019	Opening Balances	Receipts from MoE	Payments	BOT Contributions	Closing Balances
		\$	\$	\$		\$
East West Toilets	In Progress	7,948	-	-	-	7,948
Careers Centre	In Progress	23,873	-	(26,296)	-	(2,423)
Library Skylights	In Progress	10,050	1,700	(12,321)	-	(571)
Heating Art & Science	In Progress	4,441	-	(148)	-	4,293
Security System	In Progress	-	-	(216)	-	(216)
Gym Roof	In Progress	-	41,713	(41,469)	-	244
Totals		46,312	43,413	(80,450)	-	9,275

17. Funds Held on Behalf of the Alternative Education Cluster

Marlborough Boys' College was the lead school and holds funds on behalf of the Alternative Education cluster, a group of schools funded by the Ministry of Education to share professional support.

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
	\$	\$	\$
Funds Held at Beginning of the Year	104,339	104,339	111,351
Funds Received from MoE	206,317	-	155,294
Funds Spent on Behalf of the Cluster	(196,314)	-	(162,306)
Funds Held at Year End	<u>114,342</u>	<u>104,339</u>	<u>104,339</u>

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 trustees of the Board, Principal, Deputy and Assistant Principals.

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	1,834	5,115
Full-time equivalent members	0.53	0.10
<i>Leadership Team</i>		
Remuneration	840,845	663,566
Full-time equivalent members	7.00	6.00
Total key management personnel remuneration	842,679	668,681
Total full-time equivalent personnel	7.53	6.10

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:

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160-170	160 - 170
Benefits and Other Emoluments	0-10	4 - 5
Termination Benefits	0 - 0	0 - 0

Other Employees

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

Remuneration \$000	2020 FTE Number	2019 FTE Number
100 -110	11.00	3.00
110 -120	3.00	1.00
120 - 130	1.00	-
130 - 140	1.00	-
	16.00	4.00

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

20. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be 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:

	2020 Actual \$000	2019 Actual
Total	20 - 30	-
Number of People	1	-

21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2020 (Contingent liabilities and assets at 31 December 2019: 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's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. The current phase of this review is to design potential solutions for any compliance breaches discovered in the initial phase of the Programme. 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 2020, a contingent liability for the school may exist.

22. Commitments

(a) Capital Commitments

As at 31 December 2020 the Board has entered into the following contract agreements for capital works.

(a) The school has a number of fully funded and approved Ministry of Education property projects. Total funds received this year are \$67,712 of which \$48,257 has been spent this year. These projects are approved by the Ministry of Education; and

(b) a \$39,223 commitment to purchase classroom furniture; and

(c) a \$311,077 agreement to act as agent for the Ministry of Education for a fully funded and Ministry approved building project.

(Capital commitments at 31 December 2019: nil)

(b) Operating Commitments

As at 31 December 2020 the Board has not entered into any operating contracts:

(Operating commitments at 31 December 2019: nil)

23. 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.

24. Financial Instruments

The carrying amount of financial assets and liabilities in each of the financial instrument categories are as follows:

Financial assets measured at amortised cost

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash and Cash Equivalents	922,253	1,092,232	1,080,194
Receivables	600,385	547,610	547,610
Total Financial assets measured at amortised cost	<u>1,522,638</u>	<u>1,639,842</u>	<u>1,627,804</u>

Financial liabilities measured at amortised cost

Payables	774,061	696,663	696,663
Finance Leases	123,233	134,442	134,442
Total Financial liabilities measured at amortised Cost	<u>897,294</u>	<u>831,105</u>	<u>831,105</u>

25. Events After Balance Date

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

26. Comparatives

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

27. Marlborough Boys' College Future Site

In November 2015, the Minister of Education announced a plan for the Marlborough Girls' and Marlborough Boys' Colleges to move to a new shared site with separate, co-located schools. On 5 December 2018 the Minister of Education announced that Marlborough Girls' and Marlborough Boys' Colleges will be co-located on the sites currently occupied by Marlborough Girls' College and Bohally Intermediate.

In the interim the Ministry of Education will continue to support the School to maintain their facilities with ongoing work such as repairs and maintenance, regardless of indicative timing for relocation.

The Board has an obligation to maintain the buildings in good order until the new College is built. The Board considers that it has adequate funds set aside to meet its property obligations. To fulfil its obligations the Board has a Property Plan, which is approved by the Ministry of Education. Currently, no Provision for Cyclical Maintenance is recognised. At some time in the future, when there is more certainty about the details and timing of the Schools' relocation, the Provision for Cyclical Maintenance may need to be reassessed and an adjustment made to the amount provided.

The Board owns leasehold building improvements, within its Property, Plant and Equipment as shown at Note 11. The Board believes that the financial statements adequately reflects their value as at 31 December 2020. At some time in the future, when there is more certainty about the details and timing of the Schools' relocation, the value of Property Plant and Equipment, including Building Improvements owned by the school may need to be reassessed and an adjustment made to the value.



**Marlborough Boys' College
2020 Analysis of Variance**

School Name	Marlborough Boys' College	School Number	288
Strategic Goals	<p>To provide a safe and positive learning environment for all stakeholders with a focus on the promotion of school values especially pride and respect.</p> <p>To raise academic expectations and achievement for all, with a focus on priority learners including Māori, Pasifika and students with special education needs.</p> <p>To increase opportunities and participation in the Arts, Sport and Leadership/Service.</p> <p>To plan for a seamless transfer to a new site with inspirational learning programmes complementing state of art facilities that recognise both our long history and bicultural and multicultural facets of our school.</p>		

To provide a safe and positive learning environment for all stakeholders with a focus on the promotion of school values especially pride and respect.			
Objectives	Targets	Results	Target 2021
Increase attendance	2020 targeted 90% attendance rate	Not met	90% Attendance
Reduce truancy rate	2020 targeted less than 10% truancy	88% was the result, an improvement of 10% on the previous year Achieved Less than 7% truancy	Less than 5%
Staff satisfaction surveys show improvement from 2016 baseline data in selected indices	Improvement from 2019	Not achieved	Collect baseline data in whole staff wellbeing from 2020
Student satisfaction shows improvement from baseline 2018 data in selected indices.	Improvement from 2019	Not achieved	Collect baseline data in student wellbeing from 2020

To raise academic expectations and achievement for all; with a focus on priority learners including Māori, Pasifika and students with special education needs.			
Objectives	Targets	Results	Target 2021
Specialised programs of localized curriculum developed and implemented to support specific learning needs of students.	Developed and implemented programmes	Achieved Wine School, CDV and Trades courses, Gateway, Te Waharoa. Junior Social Studies programme revised to be a more inclusive programme which incorporated more local history. 3-day, term 4 trial of a connected curriculum for juniors, with a focus on local/ connected curriculum was successful and we intend to increase this in 2021.	Implementation and review of new courses. Short/Long courses developed and implemented in senior school focussed (STEM/ and SARONA). Connected curriculum trial reviewed and developed further against the needs of the school community. Action plan for the next steps.
Māori year 9 students who have been identified as operating below curriculum level expectations on entry to year 9 in Literacy and numeracy, will have accelerated their achievement by 2 curriculum sub-levels	Accelerated their achievement by 2 curriculum sub-levels	Achieved There were 39 Māori students in Year 9 in 2020. Specific literacy and numeracy support programmes were in place for junior students. Numeracy 11 students identified at risk. All have moved adequately if not exceptionally up curriculum sub levels. literacy, 14 went up 2 or more curriculum subgroups in our E-AsTTle reading (36%).	Accelerated their achievement by 2 curriculum sub-levels.

<p>NCEA level 2 target of at least 69% pass rate</p>	<p>Level 2: 69%. (2019: 67.7%, Māori 63.8%, Pasifika 46.2%)</p>	<p>Achieved Level 2: 82.7%, Māori 70%, Pasifika 64.3% Improved communication with whānau around progress; tracking and mentoring of focus students.</p>	<p>80% Achievement</p>
<p>NCEA level 1 target of at least 65% pass rate</p>	<p>Level 1: 65%. (2019: 63%, Māori 47.4%, Pasifika 53.3%)</p>	<p>Achieved Level 1: 67.7%, Māori 72%, Pasifika 52.9% Improved communication with whānau around progress; tracking and mentoring of focus students.</p>	<p>75% Achievement of NCEA level 1 in 1st year. 95% achievement within the 2-year programme.</p>
<p>Review of junior curriculum and reporting to accelerate student achievement</p>	<p>Accelerate student achievement</p>	<p>Partially met Junior Curriculum review paused to focus on Senior Curriculum review. 3-day, term 4 trial of a connected curriculum for juniors, with a focus on local/ connected curriculum was successful and we intend to increase this in 2021.</p>	<p>Review of measures to track and accelerate Junior students.</p>

<p>To implement interventions and programmes that will shift achievement outcomes for year 11-13 student groups identified as at risk, based on their level 1/2 results</p>	<p>Shift achievement outcomes for year 11-13 student groups identified as at risk.</p>	<p>Achieved Performance dance programme Year 11,12 and 13 focussed on cultural performance achievement. Numeracy programme ran T3 and 4 to support students across L1-3 achieve numeracy.</p>	<p>Measure the success for 2021 the 11IOE course focussed on Connected curriculum opportunities to access Level 1 Numeracy, Literacy and for SARONA. Whanau teacher model to track and implement mentoring.</p>
<p>Community of Learning Within School leads (WSL)/Heads of Faculty supported with change leadership training</p>		<p>Achieved WSL's engaged in the yearlong Korero Mai coaching programme leading towards coaching accreditation in early 2021. A group of HOF's participated in the top of the south change leadership mentoring programme which continues in 2021.</p>	<p>Change action plan for WSL, measure and report on progress. Develop a baseline survey around middle leaders' readiness to lead change.</p>

To increase opportunities and participation in the Arts, Sport and Leadership/Service.			
Objectives	Targets	Results	Target 2024
Participation in ARTS and sport will be higher than baseline 2019 data.	Increased participation from baseline data in 2019, which is 21% participation rate in the ARTS.	Achieved 45.96% of MBC student population participated in the ARTS in a co-curricular capacity.	50% participation rate
	Sports - increase participation to over 50% involved in MBC school sport.	Not Achieved 48% - Covid played a part and we still working with clubs around Marlborough around how sport is run.	50% participation Increase staff involvement from 2020

To plan for a seamless transfer to a new site with inspirational learning programmes complementing state of art facilities that recognize both our long history and cultural and multicultural facets of our school.			
Objectives	Targets	Results	Results
Student interchange opportunities with MGC consolidated – numbers involved in 2020 double.	2019 Baseline number is 14 students in total 11 Girls and 3 Boys	Partially met 22 Girls and 5 Boys – Total 27 students - a deficit of 1 student off our goal.	Increase participation for interchange subjects including Year 11. Identify barriers to enabling seamless interchange.
20 staff have been supported to experience teaching in a flexible learning environment (FLE). 80% are interested in building on this experience in 2021. 80% of students learning in the FLE's in collaboratively planned programmes regard the experience as beneficial to their learning.	20 Staff involved 80% are interested in building on this.	Achieved Not Achieved (70%) Variance considerations being explored – covid related disruptions, limited true collaboration with some participants. Some issues with 'ownership/housekeeping' of the	Action plan developed for all teachers to experience FLE teaching before the move-in date of 2025. Those experiencing FLE surveyed to measure confidence.

	<p>80% of students learning in the FLE's in collaboratively planned programmes regard the experience as beneficial to their learning.</p>	<p>spaces and teacher preferring not to 'move classroom between periods'</p> <p>Achieved</p> <p>Commentary- based on 84% of students who responded to the survey. Further focus group meetings planned.</p>	
<p>The integrated curriculum trials are seen as positive by 80% of staff and students participating in these.</p>		<p>Achieved</p> <p>Based on survey respondents from staff/students of the following programmes in 2020– 004/014GATE, Sport in Education, School of Winegrowing & T4 Trial.</p> <p>Variance comment: Nearly all adamant about continuation except the sport in education teachers (difficult to continue with current timetable constraints and no funding.) Appetite to 'build' in the future when these barriers are resolved and expand beyond just 1/8 of the cohort.</p>	<p>Develop a plan around an integrated curriculum based on a review of all trials undertaken, Student and staff engagement and learning.</p> <p>Continue trials and extend time frame to a full week, in 2021.</p>

Variance Statements:

Goal: To provide a safe and positive learning environment for all stakeholders with a focus on the promotion of school values especially pride and respect.

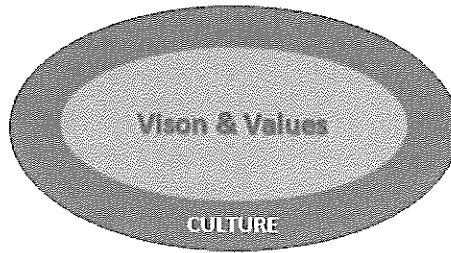
The Attendance rate improvement target was not met, 88% was the result, an improvement of 10% on the previous year. Student and staff satisfaction surveys were not undertaken in 2020 for two reasons, the impact of COVID-19 on staff and student wellbeing and secondly MBC moved to the NZCER school wellbeing tool, therefore results were not measurable against previous data.

Goal: To raise academic expectations and achievement for all, with a focus on priority learners including Maori, Pasifika and students with special education needs.

Review of the junior curriculum was halted to focus on Senior pathways with changes in NCEA. However, trials were undertaken in 2020 around connected curriculum.

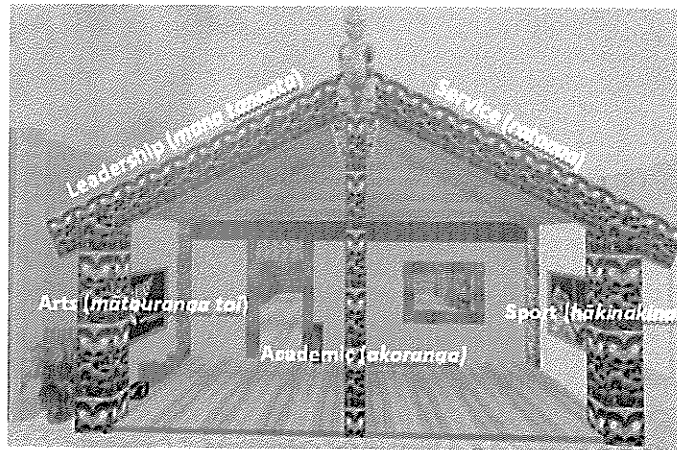
Boys' College 2019-21 Strategic Planning Focus

"To inspire and empower our learning community to be the best they can be"

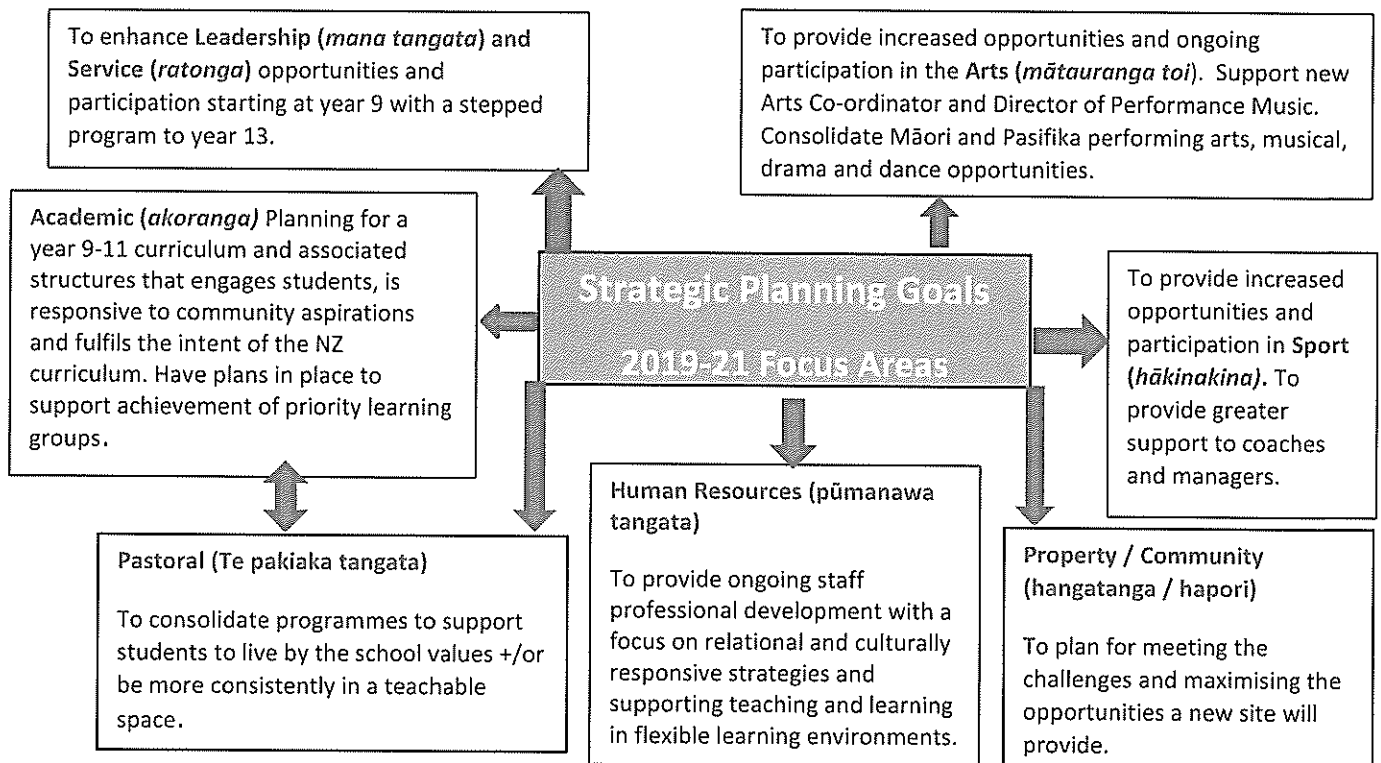


- Respectful
- Responsible
- Involved
- Proud
- The best we can be

Identified Focus Areas



Finance	Human Resources	Information technology	Property	Pastoral	Community
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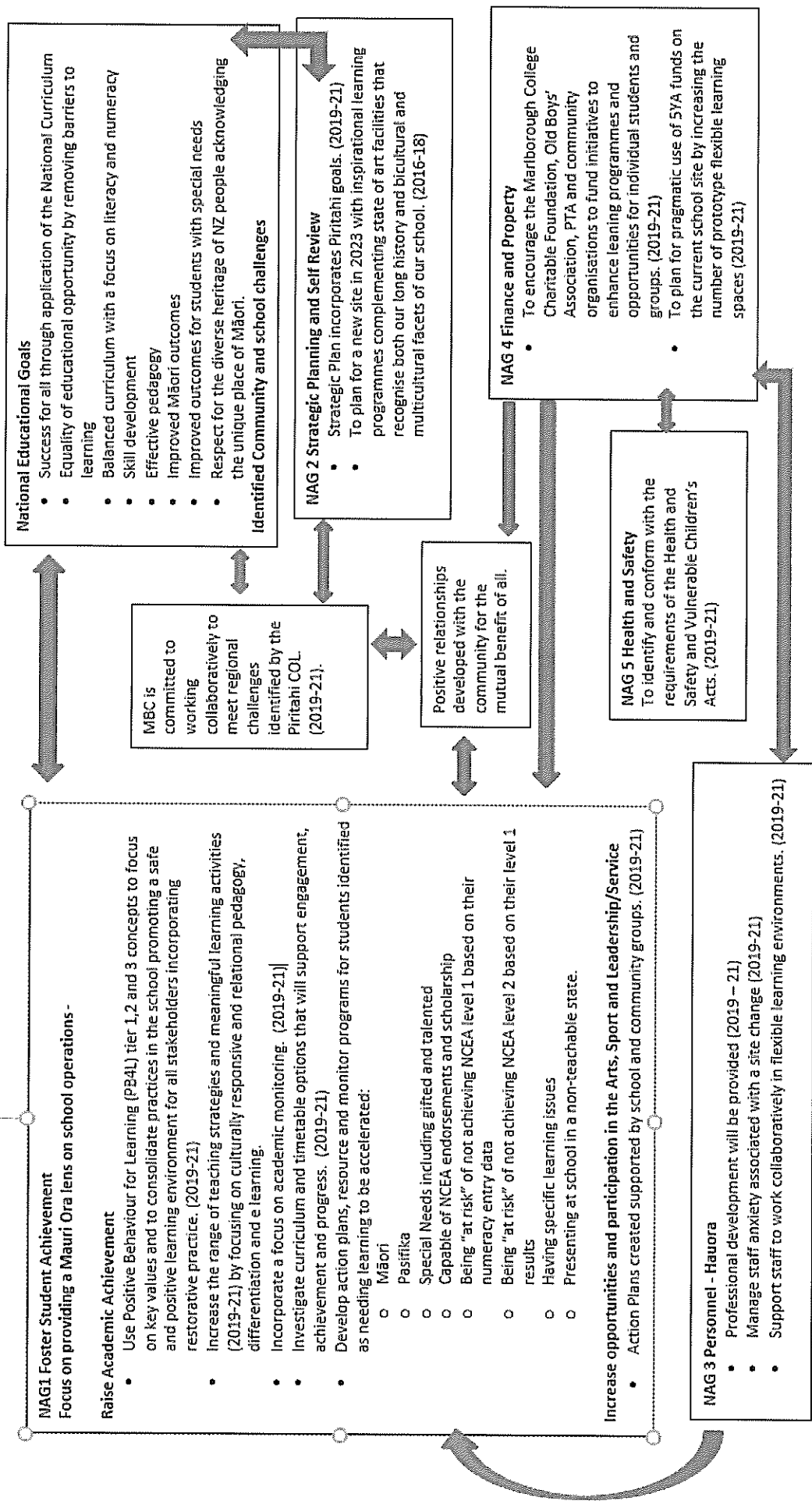


Our 2019-21 Goals are in response to the following identified challenges/aspirations

- 1) We exist to serve our community. Community consultation in 2017 resulted in the following aspiration areas:
 - **Identity Tuakiri** - our students are aware of who they are, their culture, their heritage and their future – on a local and a global scale.
 - **Personal management Rangatiratanga** - our students have the resilience, tenacity, adaptability and confidence to succeed in anything they set out to achieve.
 - **Creativity & innovation Auahatanga** - our students apply creative and innovative thinking to their work, providing them with a solid foundation for future problem solving.
 - **Student-centred learning Ako Arotahinga** - we're creating a learning environment where students are inspired and supported to be the best they can be.
 - **Effective relationships Whaka Whānaungatanga** - through collaborative learning approaches, our students build strong relationships that help them to work and achieve together.
 - **Sustainability Kaitiakitanga** - our students understand and apply sustainable approaches to everything they do.
- 2) As a school we continue to focus on providing opportunities for our students to develop as well-rounded men that as a community we can be proud of. We do this by encouraging students to take opportunities offered for them to "be the best they can be" academically, in the arts, in sport and in leadership and/or service – we refer to these as our pillars – see diagram page 4.
- 3) To prepare students for their desired future by ensuring they have the qualifications for the next steps in their lives by building on a "schools within schools" concept catering equally for students aspiring for merit, excellent and scholarship passes to gain access to university programmes and for those with other educational or vocational aspirations.
- 4) To continue to support priority learning groups in the school – Māori, Pasifika and students with special needs including GATE. To put a Mauri-ora lens over all activities in the school - see p 13.
- 5) To consolidate a momentum of increased academic achievement while supporting more students with specific learning needs.
- 6) To plan for a year 9-11 curriculum and associated structures that engages young men, fulfils the intent of the NZ curriculum and is responsive to the community aspirations above.
- 7) To support staff to embrace the challenges and opportunities of teaching in flexible learning environments. This includes a review of what and how we teach/learn, the most appropriate timetable to support this and a review of how we assess and report to families/whānau/fono.
- 8) ERO after a November 2019 visit recommend the school needs to continue to:
 - embed systems to monitor and regularly report on progress of students who require their learning to be accelerated
 - monitor the progress of all year 9 and 10 students, and evaluate junior achievement data, to know needs and improve student outcomes through informed decision-making
 - initiate established action plans from inquiries and internal evaluation so they are consistently monitored over time
 - focus on improving culturally responsive practices by ongoing consultation with iwi and whānau to strengthen authentic partnerships, increase the visibility of te ao Māori within the school and further develop teachers' capability to support Māori learners
 - proactively reduce the disparity between Māori and other students' achievement
 - ensure all students' cultures, languages and identities are acknowledged and valued within the school
 - build knowledge of, and strengthen, evaluation processes and systems to know how effective programmes are in meeting learner needs. This includes health and safety practices, student wellbeing and how well the school is meeting school values and valued outcomes.



Marlborough Boys' College Strategic Plan 2019-21



Kiwisport Funding

In 2020, the school received total Kiwi Sport funding of \$22,926.05 (excluding GST). The funding partially funded a sports co-ordinator and assistant. Funding also supported the purchase of equipment used in the Kiwi Sport lunchtime programme. Up to 160 students participated every day in the lunchtime programme facilitated by our two employed staff. The staff also completed administration tasks for coaches and managers. Student's participation in organised sporting activities has continued to rise – from 381 in 2016 to 491 in 2020.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF MARLBOROUGH BOYS' COLLEGE'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2020

The Auditor-General is the auditor of Marlborough Boys' College (the School). The Auditor-General has appointed me, Warren Johnstone, using the staff and resources of BDO Christchurch, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 3 to 19, that comprise the statement of financial position as at 31 December 2020, 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 2020; 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 as applicable to entities that qualify as tier 2.

Our audit was completed on 31 May 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 and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

- We assess the risk of material misstatement arising from the 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 regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 20 to 30, but does not include the financial statements, and our auditor's report thereon.

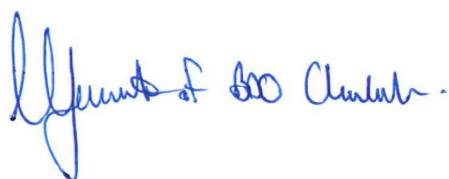
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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.



Warren Johnstone
BDO Christchurch
On behalf of the Auditor-General
Christchurch, New Zealand