

BULLS SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

School Directory

Ministry Number:	2343
Principal:	Kim Gordon
School Address:	200-202 Bridge Street, Manawatu-Wanganui
School Postal Address:	200-202 Bridge Street, Manawatu-Wanganui, 4818
School Phone:	06 322 1184
School Email:	office@bulls.school.nz

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Katy Aldcroft	Presiding Member	Elected	May-22
Kim Gordon	Principal ex Officio	ex Officio	
Gaylene Simpson	Parent Representative	Elected	May-22
Doug Wallace	Parent Representative	Co-opted	May-22
Annabel Whisker	Parent Representative	Elected	May-22
Jeremy Day	Parent Representative	Elected	May-22
Megan Syme	Staff Representative	Elected	May-22

Accountant / Service Provider: Naylor Lawrence & Associates



BULLS SCHOOL

Annual Report - For the year ended 31 December 2021

Index

Page	Statement
	Financial Statements
<u>1</u>	Statement of Responsibility
<u>2</u>	Statement of Comprehensive Revenue and Expense
<u>3</u>	Statement of Changes in Net Assets/Equity
<u>4</u>	Statement of Financial Position
<u>5</u>	Statement of Cash Flows
<u>6 - 20</u>	Notes to the Financial Statements
	Other Information
	Analysis of Variance
	Kiwisport



Bulls School

Statement of Responsibility

For the year ended 31 December 2021

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2021 fairly reflects the financial position and operations of the school.

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

Katy Aldcroft

Full Name of Presiding Member



Signature of Presiding Member

31 May 2022

Date:

Kim Gordon

Full Name of Principal



Signature of Principal

31 May 2022

Date:



Bulls School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue				
Government Grants	2	1,575,602	324,473	1,506,349
Locally Raised Funds	3	40,038	23,828	43,900
Interest Income		3,167	589	6,950
		<u>1,618,807</u>	<u>348,890</u>	<u>1,557,199</u>
Expenses				
Locally Raised Funds	3	20,361	12,428	22,464
Learning Resources	4	999,531	89,708	1,016,640
Administration	5	212,071	159,124	83,295
Finance		615	-	343
Property	6	279,373	112,616	276,589
Depreciation	10	46,227	-	43,616
		<u>1,558,177</u>	<u>373,876</u>	<u>1,442,947</u>
Net Surplus / (Deficit) for the year		60,630	(24,986)	114,251
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>60,630</u>	<u>(24,986)</u>	<u>114,251</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.



Bulls School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Equity at 1 January		820,222	820,222	702,217
Total comprehensive revenue and expense for the year		60,630	(24,986)	114,251
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	3,754
Contribution - School Network Upgrade project (SNUP)		8,631		
Equity at 31 December		889,482	795,236	820,222
Retained Earnings		889,482	795,236	820,222
Equity at 31 December		889,482	795,236	820,222

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.



Bulls School

Statement of Financial Position

As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Assets				
Cash and Cash Equivalents	7	387,229	334,849	349,577
Accounts Receivable	8	77,038	85,000	86,653
GST Receivable		3,928	7,500	27,580
Investments	9	147,500	175,000	175,000
Funds held for Capital Works Projects	14	-	-	14,082
		615,695	602,349	652,892
Current Liabilities				
Accounts Payable	11	67,391	80,000	100,969
Provision for Cyclical Maintenance	12	2,500	2,500	2,083
Finance Lease Liability	13	6,769	7,000	6,213
Funds held for Capital Works Projects	14	7,028	-	11,588
		83,688	89,500	120,853
Working Capital Surplus/(Deficit)		532,007	512,849	532,039
Non-current Assets				
Investments	9	87,500	-	-
Property, Plant and Equipment	10	313,910	326,500	323,667
		401,410	326,500	323,667
Non-current Liabilities				
Provision for Cyclical Maintenance	12	35,971	36,113	24,530
Finance Lease Liability	13	7,964	8,000	10,954
		43,935	44,113	35,484
Net Assets		889,482	795,236	820,222
Equity		889,482	795,236	820,222

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



Bulls School

Statement of Cash Flows

For the year ended 31 December 2021

	Note	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash flows from Operating Activities				
Government Grants		378,395	324,473	419,972
Locally Raised Funds		40,038	23,828	41,654
Goods and Services Tax (net)		23,654	20,080	(22,898)
Payments to Employees		(127,156)	(152,570)	(129,488)
Payments to Suppliers		(203,084)	(228,961)	(155,968)
Interest Paid		(615)	-	(343)
Interest Received		4,063	589	4,485
Net cash from/(to) Operating Activities		115,295	(12,561)	157,414
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	-
Purchase of Property Plant & Equipment (and Intangibles)		(12,311)	-	(24,503)
Purchase of Investments		(60,000)	-	(175,000)
Proceeds from Sale of Investments		-	-	-
Net cash from/(to) Investing Activities		(72,311)	-	(199,503)
Cash flows from Financing Activities				
Finance Lease Payments		(2,131)	(2,167)	(4,878)
Funds Held for Capital Works Projects		(3,201)	-	14,201
Net cash from/(to) Financing Activities		(5,332)	(2,167)	9,323
Net increase/(decrease) in cash and cash equivalents		37,652	(14,728)	(32,766)
Cash and cash equivalents at the beginning of the year	7	349,577	349,577	382,343
Cash and cash equivalents at the end of the year	7	387,229	334,849	349,577

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.



Bulls School

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

a) Reporting Entity

Bulls School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2021 to 31 December 2021 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as 'having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders'.

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expenditure threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 12.

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 10.

Critical Judgements in applying accounting policies



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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

f) Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

g) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses (uncollectable debts). The schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

h) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

i) Property, Plant and Equipment

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

Improvements to buildings owned by the Crown are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Gains and losses on disposals (i.e. sold or given away) are determined by comparing the proceeds received with the carrying amounts (i.e. the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

Finance Leases

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the school will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

Depreciation

Property, plant and equipment except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Leasehold Improvements	20 Years
Library Books	12.5% Diminishing Value
Furniture	10 Years
Equipment and Computers	5 Years
Miscellaneous Equipments	5 Years



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

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

Non cash generating assets

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

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

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

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

k) Accounts Payable

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

l) Employee Entitlements

Short-term employee entitlements

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned, by non teaching staff, to but not yet taken at balance date.

Long-term employee entitlements

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

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

m) Provision for Cyclical Maintenance

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

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



n) Financial Instruments

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

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

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

o) 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.

p) Budget Figures

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

q) Services received in-kind

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



2. Government Grants

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Operational Grants	358,363	304,473	311,208
Teachers' Salaries Grants	888,162	-	925,373
Use of Land and Buildings Grants	169,981	-	219,454
Other MoE Grants	159,096	20,000	50,314
	1,575,602	324,473	1,506,349

The school has opted in to the donations scheme for this year. Total amount received was \$24,900.

3. Locally Raised Funds

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

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Revenue			
Donations & Bequests	13,643	-	17,327
Fees for Extra Curricular Activities	18,979	23,828	18,833
Trading	2,953	-	1,215
Other Revenue	4,463	-	6,525
	40,038	23,828	43,900
Expenses			
Donations	200	-	100
Trading	4,211	-	5,315
Extra Curricular Activities Costs	15,950	12,428	17,049
	20,361	12,428	22,464
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	19,677	11,400	21,436

4. Learning Resources

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Curricular	53,973	73,247	46,954
Prizegiving	1,976	-	2,625
Bus extension expenses	1,051	1,323	1,220
Library Resources	31,120	1,404	54,420
Employee Benefits - Salaries	902,010	469	911,422
Staff Development	9,401	13,265	-
	999,531	89,708	1,016,640



5. Administration

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Accounting Fees	5,250	4,970	5,070
Advertising	90	372	210
Audit Fee	4,627	4,136	4,407
Bank fees and charges	810	839	760
BOT Fees	3,500	4,110	3,550
BOT Expenses	2,888	8,300	2,449
Communication	900	900	1,050
Computer Expenses	5,498	7,222	5,289
Consumables	1,063	600	706
General Expenses	1,685	-	1,578
Gifts	5,193	-	2,343
Operating Lease	3,661	4,200	950
Postage	27	128	138
Principals Prizes	232	500	925
Photocopier expenses	1,710	6,200	2,488
Subscriptions	5,967	-	4,658
Staffroom Expenses	1,118	709	751
Stationery	3,035	2,000	2,426
Employee Benefits - Salaries	43,366	109,500	37,050
Insurance	3,209	3,098	3,078
Website	205	1,340	3,419
Other Expenses	118,039	-	-
	212,071	159,124	83,295

6. Property

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Building Maintenance	22,913	11,167	10,546
Caretaking and Cleaning Consumables	3,250	5,740	6,686
Consultancy and Contract Services	1,391	-	2,087
Cyclical Maintenance Provision	11,858	12,000	(24,720)
Grounds	3,128	5,858	1,333
Minor Equipment	1,456	-	724
Heat, Light and Water	9,920	17,588	12,074
Rates	3,768	3,831	3,809
Swimming Pool expenses	713	5,392	383
Use of Land and Buildings	169,981	-	219,454
Security	2,640	1,400	1,505
Employee Benefits - Salaries	48,044	47,840	42,617
Vandalism	312	1,800	91
	279,374	112,616	276,589

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



7. Cash and Cash Equivalents

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Bank Accounts	387,229	334,849	349,577
Cash and cash equivalents for Statement of Cash Flows	<u>387,229</u>	<u>334,849</u>	<u>349,577</u>

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

Of the \$387,229 Cash and Cash Equivalents, \$7,028 is held by the School on behalf of the Ministry of Education. These funds have been provided for the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2021 on Crown owned school buildings.

8. Accounts Receivable

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Interest Receivable	1,569	-	2,465
Banking Staffing Underuse	14,275	-	14,427
Teacher Salaries Grant Receivable	61,194	85,000	69,761
	<u>77,038</u>	<u>85,000</u>	<u>86,653</u>
Receivables from Exchange Transactions	1,569	-	2,465
Receivables from Non-Exchange Transactions	75,469	85,000	84,188
	<u>77,038</u>	<u>85,000</u>	<u>86,653</u>

9. Investments

The School's investment activities are classified as follows:

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	147,500	175,000	175,000
Non-current Asset			
Long-term Bank Deposits	87,500	-	-
Total Investments	<u>235,000</u>	<u>175,000</u>	<u>175,000</u>



10. Property, Plant and Equipment

2021	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Equipment and Computers	62,098	30,194	-	-	(21,307)	70,985
Furniture	10,243	2,486	-	-	(2,725)	10,004
Leasehold Improvements	239,051	998	-	-	(19,101)	220,948
Library Books	9,645	725	-	-	(1,249)	9,121
Miscellaneous Equipment	2,630	2,067	-	-	(1,845)	2,852
Balance at 31 December 2021	323,667	36,470	-	-	(46,227)	313,910

The following note can be used for each class of asset that are held under a finance lease:

The net carrying value of Equipment and Computers held under a finance lease is **\$8,640 (2020: \$17,116)**

	2021 Cost or Valuation \$	2021 Accumulated Depreciation \$	2021 Net Book Value \$	2020 Cost or Valuation \$	2020 Accumulated Depreciation \$	2020 Net Book Value \$
Equipment and Computers	376,751	(305,766)	70,985	346,557	(284,459)	62,098
Furniture	87,001	(76,997)	10,004	84,515	(74,272)	10,243
Leasehold Improvements	371,867	(150,919)	220,948	370,870	(131,819)	239,051
Library Books	28,806	(19,685)	9,121	28,081	(18,436)	9,645
Miscellaneous Equipment	52,189	(49,337)	2,852	50,121	(47,491)	2,630
Balance at 31 December	916,614	(602,704)	313,910	880,144	(556,477)	323,667

11. Accounts Payable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Creditors	1,502	-	26,839
Accruals	3,710	5,000	4,369
Employee Entitlements - Salaries	62,179	75,000	69,761
	67,391	80,000	100,969
Payables for Exchange Transactions	67,391	80,000	100,969
	67,391	80,000	100,969

The carrying value of payables approximates their fair value.



12. Provision for Cyclical Maintenance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Provision at the Start of the Year	26,613	26,613	51,333
Increase/ (decrease) to the Provision During the Year	11,858	12,000	(24,720)
Provision at the End of the Year	<u>38,471</u>	<u>38,613</u>	<u>26,613</u>
Cyclical Maintenance - Current	2,500	2,500	2,083
Cyclical Maintenance - Term	35,971	36,113	24,530
	<u>38,471</u>	<u>38,613</u>	<u>26,613</u>

13. Finance Lease Liability

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year	7,381	7,000	6,778
Later than One Year and no Later than Five Years	8,274	8,000	11,374
Future Finance Charges	(923)		(985)
	<u>14,733</u>	<u>15,000</u>	<u>17,167</u>
Represented by			
Finance lease liability - Current	6,769	7,000	6,213
Finance lease liability - Term	7,964	8,000	10,954
	<u>14,733</u>	<u>15,000</u>	<u>17,167</u>



14. Funds Held for Capital Works Projects

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

	2021 Project Number	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Senior Toilet Block	209956	11,588	9,207	(16,398)	-	4,397
Window and Door Replacement	223202	(489)	489	-	-	0
Plexi Pave Court	220135/220136	(13,593)	24,347	(20,870)	10,116	-
Storm Damage Repairs	232744	-	2,631	-	-	2,631
Totals		(2,494)	36,674	(37,268)	10,116	7,028

Represented by:

Funds Held on Behalf of the Ministry of Education	7,028
Funds Due from the Ministry of Education	-
	7,028

	2020 Project Number	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Senior Toilet Block	209956	(5,695)	139,858	(122,575)	-	11,588
Window and Door Replacement	223202	-	31,401	(31,890)	-	(489)
Plexi Pave Court	220135/220136	-	53,950	(67,543)	-	(13,593)
Totals		(5,695)	225,209	(222,008)	-	(2,494)

15. 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.



16. Remuneration

Key management personnel compensation

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

	2021 Actual \$	2020 Actual \$
<i>Board Members</i> Remuneration	3,400	3,550
<i>Leadership Team</i> Remuneration Full-time equivalent members	473,422 4	543,088 5
Total key management personnel remuneration	476,822	546,638

There are 6 members of the Board excluding the Principal. The Board had held monthly (excluding holidays). There were 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160-170	150-160
Benefits and Other Emoluments	3-4	3-4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2021 FTE Number	2020 FTE Number
100 - 110	2.00	2.00
	2.00	2.00

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



17. Compensation and Other Benefits Upon Leaving

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

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

18. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at **31 December 2021** (Contingent liabilities and assets at **31 December 2020**: nil).

Holidays Act Compliance – schools payroll

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

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2021, a contingent liability for the school may exist.

19. Commitments

(a) Capital Commitments

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

- (a) \$160,268 contract for the Senior Toilet Upgrade as an agent for the Ministry of Education. This project will be fully funded by the Ministry of Education. \$149,065 has been received of which \$144,668 has been spent on the project to date; and
- (b) \$5,082 contract for RM 1, Site: Store Damage Repairs as an agent for the Ministry of Education. This project is fully funded by the Ministry and \$2631 has been received to date.

(Capital commitments at 31 December 2020: nil)

(b) Operating Commitments

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

- (a) The Board had no operating commitments as at 31 December 2021.



20. Financial Instruments

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

Financial assets measured at amortised cost

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Cash and Cash Equivalents	387,229	334,849	349,577
Receivables	77,038	85,000	76,814
Investments - Term Deposits	235,000	175,000	175,000
Total Financial assets measured at amortised cost	<u>699,267</u>	<u>594,849</u>	<u>601,391</u>

Financial liabilities measured at amortised cost

Payables	(67,391)	(80,000)	(98,373)
Finance Leases	(14,733)	(15,000)	(17,166)
Total Financial Liabilities Measured at Amortised Cost	<u>(82,124)</u>	<u>(95,000)</u>	<u>(115,539)</u>

21. Events After Balance Date

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

22. Comparatives

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



23. COVID 19 Pandemic on going implications

Impact of Covid-19

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

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

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

Impact on operations

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

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

Reduction in locally raised funds

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

Increased Remote learning additional costs

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



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF BULLS SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2021

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

Opinion

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2021, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2021; and
 - its financial performance and cash flows for the year then ended; and
 - comply with generally accepted accounting practice in New Zealand in accordance with with Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime

Our audit was completed on 31 May 2022. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

-22-

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

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises Statement of Financial Responsibility, Board of Trustees schedule included under the School Directory page and the Analysis of Variance, but does not include the financial statements, Kiwisport statement included as appendices, and our auditor's report thereon.

-23-

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

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

Independence

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

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

David Fraser

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

Annual Report for 2021

From Kim Gordon - Principal



BULLS SCHOOL
P R I D E

Vision: To create collaborative, connected and active lifelong learners in an innovative community school environment.

MINISTRY TARGETS FOR 2021:

2021 Target Action & Achievement Plan				
P	R	I	D	E
POSITIVITY WHANAUNGATANGA	RESPECT MANAAKITANGA	INTEGRITY PONO	DETERMINATION MAHA MOTUHAKE	EXCELLENCE WHAKAMANA
<p>Strengthening Transition to School from ECE target.</p> <p>Establish connections with local ECE's to encourage authentic connections to our school community.</p> <p>Strengthening Transition to High School.</p> <p>Particular focus on developing the relationship between Rangitikei College and our students.</p>	<p>Blended Learning: Developing our commitment to Te Tiriti o Waitangi through equity, excellence and belonging.</p> <p>Utilising our Kaiwhakaako and akongo group.</p> <p>Ongoing commitment to TAI and developing the connection between TAI and classroom practice.</p>	<p>Kahui Ako Achievement Challenges:</p> <p>Ongoing commitment to the integrity of the 3 achievement challenges and evidence of this throughout our Strategic Plan.</p>	<p>Commitment to a consultation process that ensures the voice of our tamariki and whānau is present in the future planning of our kura.</p>	<p>Learning Target:</p> <p>Strive for 85% of all children from year 3 onwards to be achieving in their expected level for reading, writing and math.</p>

RESPONSE TO TARGETS 2021:

2021 Target Action & Achievement Plan Response (AoV)				
P	R	I	D	E
POSITIVITY WHANAUNGATANGA	RESPECT MAHAARITANGA	INTEGRITY POHŪ	DETERMINATION MANA MOTUHAKE	EXCELLENCE WHAKAMANA
<p>Ongoing Kāhui Ako partnerships. Regular termly hui with ECE as hosts and driving the kaupapa. Continued connections between our Ngā Kakano class and the ECE's in our region. Play based learning introduced into our Ngā Kakano space. ECE's engaging with Poutama Pounamu PLD</p>	<p>The Treaty of Waitangi is increasingly becoming evident as a bicultural partnership immerses from the journey we are on as a kura and Kāhui Ako. Increased use of Te Reo Māori across all areas of the school. Normalising of Tikanga and understanding behind the basic aspects of tikanga eg: karakia, powhiri, mihi. Increase understanding of systemic racism within the education system and an authentic approach to accepting and then changing this historical 'way of doing' in order to improve outcomes for all.</p>	<p>Kāhui Ako remains strong and connected to the challenges. Our relationship with iwi is considerably stronger and more reciprocal than ever before and therefore we are able to move into the space of authentic whānau engagement. Establishment of authentic opportunities for Māori succeeding as Māori.</p>	<p>Consultation throughout the Covid-19/Lockdown period strengthened our 'contact' systems in a way that made contacting whānau considerably more accessible. Ongoing consultation has had excellent responses. Strategic consultation returned a 68% response. Cultural audit completed to continue to set goals around authentic whānau engagement.</p>	<p>Learning Target: Strive for 85% of all children from year 3 onwards to be achieving in their expected level for reading, writing and math.</p> <p>We decided to shift to Year 4-8 Data due to the inconsistencies with including Year 3 data.</p> <p>EOY DATA: Reading 80% Writing 66% Math 84%</p>

INITIATIVES AND PROFESSIONAL DEVELOPMENT

One of the most memorable initiatives from 2021 would be the implementation of the Calfe in Term 3. This has been a huge success and allowed for great relationship building between home and school with whānau volunteers and senior students responsible for making it successful.

In addition to the Calfe a Kapata Manaaki has been introduced to share abundant food and other items. This too has been well received and supported by our community.

Covid-19 continued to be disruptive throughout the year however once again our community has been supportive and we have been able to endorse mandates and expectations without any excessive disruption to our school.

The use of the PaCT (Progress & Consistency Tool) as a means to measure learning growth has been another valuable initiative. The downside is that our system of collecting data for sharing with BoT and the wider community is no longer well matched. We have been doing our best to compare apples with apples when we are recording data across the areas of reading, writing and math, but it is most likely that we are not doing this entirely successfully at this time.

The area we have the most success in is the area we have the most confidence in with regards to using the PaCT tool - so time will tell in the spaces of reading and writing.

We continue to stay committed to the three challenges of the Kāhui Ako below:

- **Challenge 1: Build Teacher and Learner Efficacy**
- **Challenge 2: Develop & Strengthen Cultural Revitalisation.**
- **Challenge 3: Develop Our Localised Curriculum through Place Based Learning**

Our Kāhui Ako connection provides the school with excellent opportunities for PLD both internally (across the Rangitikei region) and externally via Ministry approved providers.

This allows our school to redirect finances that would have otherwise been tagged for Professional Development into other areas of the school.

The school looks great! Our playgrounds are well maintained, our classrooms are well resourced and our BoT constantly monitors the budget to ensure we are on track.

Our future large spend sits with our next round of 10 year property planning. We have plans to refurbish the old hall/library space. The funds the Ministry of Education will supply will cover the basic costs of the refurbishment and the funds the BoT has put aside will provide the rest - so things like flooring, wall coverings, window coverings, furniture and other equipment. Again, we are fortunate to be in a position to have the funds for these extras.

2022 is also a Board of Trustees election year. If this is something that interests you please consider coming along to a meeting to get a feel for it. They are a public forum and once you have come to one you will get an idea of the role.

2021 END OF YEAR DATA

Notably we have lost ground across all three curriculum areas however the % is small in both reading and mathematics. It is significant in writing unfortunately. This is an area we have constantly struggled with for a number of years - conducive to the data nationwide.

As noted above, our transition from traditional 'moment in time' assessment practices into using PaCT - Progress and Consistency Tool - has created some discrepancies between our traditional method of data gathering and recording using the tool.

We will continue to evolve our data collection practices as we become more familiar with the tool.

Furthermore, you can see that our role has grown and this can have an effect on data. The groups are less likely to have a cohort stance associated with the shift in %'s so it can be difficult to compare data year on year.

We have taken a closer look at specific data and made decisions about support staff for 2022 as well as carefully considering how to structure the class spaces for 2022.

Reading Data:	Roll for data:	Of Concern	Working Towards	Working In	Exceeding	Working within or Exceeding:
2015	170	7.1%	15.3%	44.1%	33.5%	77%
2016	166	7.8%	20.5%	38.6%	33.1%	72%
2017	192	6%	15%	40%	40%	80%
2018	174	8%	11%	41%	40%	81%
2019	164	4%	10%	46%	40%	86%
2020	176	9%	12%	48%	31%	79%
2021	189	8%	17%	62%	13%	75%

Writing Data:	Roll for data:	Of Concern	Working Towards	Working In	Exceeding	Working within or Exceeding:
2015	170	8.2%	34.1%	47.1%	10.6%	58%
2016	166	3.6%	26.5%	55.4%	14.5%	70%
2017	192	4%	22%	58%	16%	74%
2018	174	5%	21%	56%	14%	70%
2019	164	3%	18%	66%	13%	79%
2020	176	7%	14%	69%	10%	79%
2021	188	9%	25%	61%	5%	66%

Math Data:	Roll for data:	Of Concern	Working Towards	Working In	Exceeding	Working within or Exceeding:
2015	170	15.3%	24.1%	42.9%	17.6%	60.5%
2016	166	3%	20.5%	54.2%	22.3%	76%
2017	192	3%	14%	61%	24%	85%
2018	174	7%	14%	59%	18%	77%
2019	164	3%	16%	58%	23%	81%
2020	176	3%	12%	63%	22%	85%
2021	189	4%	13%	70%	13%	83%

2021 EOY COMPARISON DATA - SUPPORTS ALLOCATION OF RESOURCES. ALLOWS US TO TRACK EFFECTIVENESS OF TEACHING AND LEARNING PROGRAMMES.

READING	OF CONCERN	WORKING TOWARDS	WORKING WITHIN OR EXCEEDING
MALES	11%	17%	72%
FEMALES	4%	16%	80%
NZ EUROPEAN	5%	19%	76%
MĀORI	11%	15%	75%
PACIFIKA	29%	14%	57%
WRITING	OF CONCERN	WORKING TOWARDS	WORKING WITHIN OR EXCEEDING
MALES	12%	28%	61%
FEMALES	5%	20%	74%
NZ EUROPEAN	7%	23%	70%
MĀORI	11%	34%	55%
PACIFIKA	29%	7%	64%
MATHEMATICS	OF CONCERN	WORKING TOWARDS	WORKING WITHIN OR EXCEEDING
MALES	6%	15%	79%
FEMALES	1%	11%	87%
NZ EUROPEAN	2%	11%	88%
MĀORI	9%	17%	75%
PACIFIKA	14%	21%	64%

2020 EOY COMPARISON DATA - SUPPORTS ALLOCATION OF RESOURCES. ALLOWS US TO TRACK EFFECTIVENESS OF TEACHING AND LEARNING PROGRAMMES.

READING	OF CONCERN	WORKING TOWARDS	WORKING WITHIN OR EXCEEDING
MALES	12%	12%	76%
FEMALES	6%	12%	82%
NZ EUROPEAN	8%	12%	80%
MĀORI	10%	10%	80%
PACIFIKA	9%	27%	64%
WRITING	OF CONCERN	WORKING TOWARDS	WORKING WITHIN OR EXCEEDING
MALES	9%	13%	78%
FEMALES	5%	14%	81%
NZ EUROPEAN	5%	12%	84%
MĀORI	13%	15%	72%
PACIFIKA	9%	27%	64%
MATHEMATICS	OF CONCERN	WORKING TOWARDS	WORKING WITHIN OR EXCEEDING
MALES	4%	9%	87%
FEMALES	1%	15%	84%
NZ EUROPEAN	2%	9%	88%
MĀORI	4%	15%	81%
PACIFIKA	9%	27%	64%

2019 EOY COMPARISON DATA - SUPPORTS ALLOCATION OF RESOURCES. ALLOWS US TO TRACK EFFECTIVENESS OF TEACHING AND LEARNING PROGRAMMES.

READING	OF CONCERN	WORKING TOWARDS	WORKING WITHIN OR EXCEEDING
MALES	3%	9%	87%
FEMALES	4%	8%	88%
NZ EUROPEAN	3%	7%	90%
MĀORI	2%	7%	91%
PACIFIKA	8%	16%	75%
WRITING	OF CONCERN	WORKING TOWARDS	WORKING WITHIN OR EXCEEDING
MALES	4%	17%	76%
FEMALES	1%	16%	81%
NZ EUROPEAN	3%	13%	84%
MĀORI	2%	21%	69%
PACIFIKA	8%	33%	58%
MATHEMATICS	OF CONCERN	WORKING TOWARDS	WORKING WITHIN OR EXCEEDING
MALES	3%	13%	85%
FEMALES	4%	18%	79%
NZ EUROPEAN	3%	16%	82%
MĀORI	2%	14%	85%
PACIFIKA	16%	16%	67%

2018 EOY COMPARISON DATA - SUPPORTS ALLOCATION OF RESOURCES. ALLOWS US TO TRACK EFFECTIVENESS OF TEACHING AND LEARNING PROGRAMMES.

READING	OF CONCERN	WORKING TOWARDS	WORKING WITHIN OR EXCEEDING
MALES	9%	12%	76%
FEMALES	6%	7%	86%
NZ EUROPEAN	6%	12%	83%
MĀORI	2%	8%	89%
PACIFIKA	38%	23%	38%
WRITING	OF CONCERN	WORKING TOWARDS	WORKING WITHIN OR EXCEEDING
MALES	6%	30%	63%
FEMALES	4%	10%	69%
NZ EUROPEAN	3%	21%	77%
MĀORI	4%	20%	75%
PACIFIKA	30%	30%	40%
MATHEMATICS	OF CONCERN	WORKING TOWARDS	WORKING WITHIN OR EXCEEDING
MALES	6%	14%	78%
FEMALES	6%	17%	76%
NZ EUROPEAN	6%	13%	82%
MĀORI	2%	12%	85%
PACIFIKA	38%	30%	32%

Please check out our Education Review Office Report which was made public mid-December.

<https://www.ero.govt.nz/review-reports/bulls-school-02-12-2019/>

BULLS SCHOOL

200-202 Bridge Street
Bulls
Phone: 06 322 1184
Fax: 06 3220918
Email: office@bulls.school.nz

March 2022

To Whom It May Concern

RE: KIWISPORT FUNDING IN OPERATIONS GRANT 2021

During 2021 Bulls School directed the Kiwisport funding along with additional funding from the Operations Grant towards:

- Subsidising senior swimming lessons
- Term 1 and 2 - sports coordinator for senior classes one day per week.
- Kapahaka group tutor

All of these activities were subsidised further by our Board of Trustees.

They allowed our children access to vital swimming lessons, the arts in the form of creative dance, small and large ball skills via sports coordinator and kapahaka learning.

Kind regards



Kim Gordon
PRINCIPAL

