



Riwaka School

HE WAKA EKE NOA

We're all in this together

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number:

3217

Principal:

Fraser Campbell

School Address:

School Road, Riwaka

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RIWAKA SCHOOL

Annual Report - For the year ended 31 December 2020

Index

Page	Statement
	Financial Statements
1	Statement of Responsibility
2	Board of Trustees
3	Statement of Comprehensive Revenue and Expense
4	Statement of Changes in Net Assets/Equity
5	Statement of Financial Position
6	Statement of Cash Flows
7 - 17	Notes to the Financial Statements
	Other Information
	Analysis of Variance
	Kiwisport

Riwaka School

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.

Claudine Dupuy
Full Name of Board Chairperson

Fraser Campbell
Full Name of Principal


Signature of Board Chairperson


Signature of Principal

18/6/21
Date:

18/6/21
Date:

Riwaka School

Members of the Board of Trustees

For the year ended 31 December 2020

Name	Position	How Position Gained	Held Until
Claudine Dupuy	Chairperson	Elected	May 2022
Fraser Campbell	Principal	ex Officio	
Amy Dalton	Parent Rep	Elected	May 2022
Chris Drummond	Parent Rep	Elected	May 2022
Louise Fry	Deputy Chair	Elected	May 2022
Andrea Lightfoot	Parent Rep	Elected	May 2022
Kathrine Mytton	Staff Rep	Elected	May 2022
Janet Sim	Parent Rep	Elected	Sep 2020

Riwaka School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue				
Government Grants	2	1,996,179	1,920,195	1,788,709
Locally Raised Funds	3	42,660	-	62,061
Interest Income		5,846	-	5,485
		<u>2,044,685</u>	<u>1,920,195</u>	<u>1,856,255</u>
Expenses				
Locally Raised Funds	3	20,185	-	24,555
Learning Resources	4	1,341,589	1,341,199	1,251,370
Administration	5	136,848	146,147	133,514
Finance		1,770	-	988
Property	6	416,609	408,438	401,068
Depreciation	7	28,008	25,000	29,635
Loss on Disposal of Property, Plant and Equipment		1,226	-	55
		<u>1,946,235</u>	<u>1,920,784</u>	<u>1,841,185</u>
Net Surplus / (Deficit) for the year		98,450	(589)	15,070
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>98,450</u></u>	<u><u>(589)</u></u>	<u><u>15,070</u></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.

Riwaka School

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>393,355</u>	<u>393,355</u>	<u>378,285</u>
Total comprehensive revenue and expense for the year		98,450	(589)	15,070
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		6,406	-	-
Equity at 31 December	23	<u>498,211</u>	<u>392,766</u>	<u>393,355</u>
Retained Earnings		498,211	392,766	393,355
Equity at 31 December		<u>498,211</u>	<u>392,766</u>	<u>393,355</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.

Riwaka School

Statement of Financial Position

As at 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	228,378	320,573	296,162
Accounts Receivable	9	91,300	80,269	80,269
GST Receivable		6,660	1,160	1,160
Prepayments		5,778	4,465	4,465
Inventories	10	-	1,198	1,198
Investments	11	240,673	234,348	234,348
Funds owing for Capital Works Projects	17	26,137	-	-
		<u>598,926</u>	<u>642,013</u>	<u>617,602</u>
Current Liabilities				
Accounts Payable	13	153,546	154,910	154,910
Revenue Received in Advance	14	-	2,512	2,512
Provision for Cyclical Maintenance	15	8,100	16,560	16,560
Finance Lease Liability - Current Portion	16	7,107	5,913	5,913
Funds held for Capital Works Projects	17	123,063	238,489	238,489
		<u>291,816</u>	<u>418,384</u>	<u>418,384</u>
Working Capital Surplus/(Deficit)		307,110	223,629	199,218
Non-current Assets				
Property, Plant and Equipment	12	232,361	209,984	234,984
		<u>232,361</u>	<u>209,984</u>	<u>234,984</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	33,300	28,060	28,060
Finance Lease Liability	16	7,960	12,787	12,787
		<u>41,260</u>	<u>40,847</u>	<u>40,847</u>
Net Assets		<u>498,211</u>	<u>392,766</u>	<u>393,355</u>
Equity	23	<u>498,211</u>	<u>392,766</u>	<u>393,355</u>

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

Riwaka School
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		458,836	386,316	403,030
Locally Raised Funds		33,480	-	94,014
Goods and Services Tax (net)		(5,500)	-	(3,970)
Payments to Employees		(206,113)	(204,556)	(224,372)
Payments to Suppliers		(171,020)	(157,349)	(148,681)
Cyclical Maintenance payments in the Year		(14,000)	-	(13,000)
Interest Received		6,565	-	4,035
Net cash from/(to) Operating Activities		102,248	24,411	111,056
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	(55)
Purchase of Property Plant & Equipment (and Intangibles)		(23,672)	-	(8,103)
Purchase of Investments		(6,325)	-	(202,649)
Net cash from/(to) Investing Activities		(29,997)	-	(210,807)
Cash flows from Financing Activities				
Furniture and Equipment Grant		6,406	-	-
Finance Lease Payments		(4,878)	-	(7,737)
Funds held for Capital Works Projects		(141,563)	-	238,489
Net cash from/(to) Financing Activities		(140,035)	-	230,752
Net (decrease)/increase in cash and cash equivalents		(67,784)	24,411	131,001
Cash and cash equivalents at the beginning of the year	8	296,162	296,162	165,161
Cash and cash equivalents at the end of the year	8	228,378	320,573	296,162

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.

Riwaka School

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

1.1. Reporting Entity

Riwaka 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 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 12.

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 15.

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. 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.

1.10. 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	33 years
Furniture and equipment	5-10 years
Information and communication technology	3-5 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

1.11. 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.

1.12. 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.

1.13. 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

1.14. 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.

1.15. 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 for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

1.16. 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.

1.17. 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.

1.18. 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.

1.19. Budget Figures

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

1.20. 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	435,239	400,533	364,747
Teachers' Salaries Grants	1,176,083	1,176,083	1,065,876
Use of Land and Buildings Grants	298,932	298,932	301,803
Other MoE Grants	55,176	20,428	30,227
Other Government Grants	30,749	24,219	26,056
	<u>1,996,179</u>	<u>1,920,195</u>	<u>1,788,709</u>

The School has opted in to the donations scheme for this year. Total amount received was \$32,550.

Other MOE Grants total includes additional COVID-19 funding totalling \$15,200 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	1,814	-	10,610
Fundraising	6,468	-	7,759
Other Revenue	9,282	-	11,464
Trading	4,841	-	5,541
Activities	20,255	-	25,817
Overseas Trip Income	-	-	870
	<u>42,660</u>	<u>-</u>	<u>62,061</u>
Expenses			
Activities	11,281	-	18,017
Trading	5,604	-	2,811
Fundraising (Costs of Raising Funds)	3,300	-	3,727
	<u>20,185</u>	<u>-</u>	<u>24,555</u>
<i>Surplus for the year Locally raised funds</i>	<u>22,475</u>	<u>-</u>	<u>37,506</u>

4. Learning Resources

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Curricular	44,626	38,762	24,164
Equipment Repairs	260	2,650	2,041
Information and Communication Technology	2,509	2,500	3,747
Library Resources	34	1,280	6,027
Employee Benefits - Salaries	1,286,402	1,288,407	1,211,930
Staff Development	7,758	7,600	3,461
	<u>1,341,589</u>	<u>1,341,199</u>	<u>1,251,370</u>

5. Administration

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Audit Fee	3,777	4,344	3,667
Board of Trustees Fees	3,330	5,150	4,490
Board of Trustees Expenses	70	1,000	2,122
Communication	2,325	2,000	2,055
Consumables	11,004	13,156	15,039
Operating Lease	-	3,267	326
Other	13,635	13,343	14,204
Employee Benefits - Salaries	93,535	94,640	83,459
Insurance	4,766	4,747	3,832
Service Providers, Contractors and Consultancy	4,406	4,500	4,320
	<u>136,848</u>	<u>146,147</u>	<u>133,514</u>

6. Property

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Caretaking and Cleaning Consumables	-	-	-
Consultancy and Contract Services	8,717	-	-
Cyclical Maintenance Provision	10,780	16,800	10,780
Grounds	8,582	3,200	12,135
Heat, Light and Water	14,079	17,000	14,476
Rates	5,221	5,750	5,497
Repairs and Maintenance	14,650	10,300	2,011
Use of Land and Buildings	298,932	298,932	301,803
Employee Benefits - Salaries	55,648	56,456	54,366
	416,609	408,438	401,068

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.

7. Depreciation of Property, Plant and Equipment

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Building Improvements	8,119	9,000	8,105
Furniture and Equipment	3,961	4,000	2,912
Information and Communication Technology	6,783	5,000	9,577
Leased Assets	6,969	5,000	6,794
Library Resources	2,176	2,000	2,247
	28,008	25,000	29,635

8. Cash and Cash Equivalents

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Bank Current Account	211,312	320,573	279,105
Bank Call Account	17,066	-	17,057
Cash and cash equivalents for Statement of Cash Flows	228,378	320,573	296,162

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

Of the \$228,378 Cash and Cash Equivalents, \$123,063 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.

9. Accounts Receivable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Receivables	10,608	3,940	3,940
Interest Receivable	1,070	1,789	1,789
Teacher Salaries Grant Receivable	79,622	74,540	74,540
	91,300	80,269	80,269
Receivables from Exchange Transactions	11,678	5,729	5,729
Receivables from Non-Exchange Transactions	79,622	74,540	74,540
	91,300	80,269	80,269

10. Inventories

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
School Uniforms	-	1,198	1,198
	-	1,198	1,198

11. Investments

The School's investment activities are classified as follows:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Asset			
Short-term Bank Deposits	240,673	234,348	234,348
Total Investments	240,673	234,348	234,348

12. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2020						
Building Improvements	162,735	727	-	-	(8,119)	155,343
Furniture and Equipment	15,443	17,367	-	-	(3,961)	28,849
Information and Communication Technology	22,303	2,672	-	-	(6,783)	18,192
Leased Assets	18,775	2,939	-	-	(6,969)	14,745
Library Resources	15,728	2,906	(1,226)	-	(2,176)	15,232
Balance at 31 December 2020	234,984	26,611	(1,226)	-	(28,008)	232,361

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2020			
Building Improvements	270,649	(115,306)	155,343
Furniture and Equipment	341,948	(313,099)	28,849
Information and Communication Technology	295,288	(277,096)	18,192
Leased Assets	23,607	(8,862)	14,745
Library Resources	51,007	(35,775)	15,232
Balance at 31 December 2020	982,499	(750,138)	232,361

The net carrying value of equipment held under a finance lease is \$14,745 (2019: \$18,775)

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2019						
Building Improvements	170,840	-	-	-	(8,105)	162,735
Furniture and Equipment	14,393	3,962	-	-	(2,912)	15,443
Information and Communication Technology	31,325	555	-	-	(9,577)	22,303
Leased Assets	4,900	20,669	-	-	(6,794)	18,775
Library Resources	14,389	3,641	(55)	-	(2,247)	15,728
Balance at 31 December 2019	235,847	28,827	(55)	-	(29,635)	234,984

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2019			
Building Improvements	269,920	(107,185)	162,735
Furniture and Equipment	324,580	(309,137)	15,443
Information and Communication Technology	292,617	(270,314)	22,303
Leased Assets	24,024	(5,249)	18,775
Library Resources	52,168	(36,440)	15,728
Balance at 31 December 2019	963,309	(728,325)	234,984

13. Accounts Payable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operating creditors	8,578	9,259	9,259
Accruals	2,777	3,067	3,067
Banking staffing overuse	52,528	58,864	58,864
Employee Entitlements - salaries	82,224	74,540	74,540
Employee Entitlements - leave accrual	7,439	9,180	9,180
	<u>153,546</u>	<u>154,910</u>	<u>154,910</u>
Payables for Exchange Transactions	153,546	154,910	154,910
	<u>153,546</u>	<u>154,910</u>	<u>154,910</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Other	-	2,512	2,512
	<u>-</u>	<u>2,512</u>	<u>2,512</u>

15. Provision for Cyclical Maintenance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Provision at the Start of the Year	44,620	44,620	46,840
Increase/ (decrease) to the Provision During the Year	10,780	-	10,780
Use of the Provision During the Year	(14,000)	-	(13,000)
Provision at the End of the Year	<u>41,400</u>	<u>44,620</u>	<u>44,620</u>
Cyclical Maintenance - Current	8,100	16,560	16,560
Cyclical Maintenance - Term	33,300	28,060	28,060
	<u>41,400</u>	<u>44,620</u>	<u>44,620</u>

16. Finance Lease Liability

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
No Later than One Year	8,302	7,489	7,489
Later than One Year and no Later than Five Years	8,751	14,493	14,493
	<u>17,053</u>	<u>21,982</u>	<u>21,982</u>

17. 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
		\$	\$	\$	\$	\$
Upgrade Block A, B and D	Completed	238,489	-	(115,498)	-	122,991
Carpets PA & R9 SIP	Completed	-	25,765	(25,765)	-	-
Security SIP	Completed	-	13,095	(13,095)	-	-
Carpark Sealing SIP	Completed	-	5,567	(5,567)	-	-
LSC Office	Completed	-	30,942	(30,870)	-	72
Pool pump & waste	In Progress	-	-	(22,995)	-	(22,995)
Archgola & Pool Access SIP	In Progress	-	-	(3,142)	-	(3,142)
Totals		238,489	75,369	(216,932)	-	96,926

Represented by:

Funds Held on Behalf of the Ministry of Education	123,063
Funds Due from the Ministry of Education	(26,137)
	<u>96,926</u>

	2019	Opening Balances	Receipts from MoE	Payments	BOT Contributions	Closing Balances
		\$	\$	\$	\$	\$
Upgrade Block A, B and D	In Progress	-	252,212	(13,723)	-	238,489
Totals		-	252,212	(13,723)	-	238,489

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, and Deputy Principal.

	2020 Actual	2019 Actual
	\$	\$
<i>Board Members</i>		
Remuneration	3,330	4,490
Full-time equivalent members	0.10	0.10
<i>Leadership Team</i>		
Remuneration	427,947	392,018
Full-time equivalent members	4.00	4.00
Total key management personnel remuneration	<u>431,277</u>	<u>396,508</u>
Total full-time equivalent personnel	<u>4.10</u>	<u>4.10</u>

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	130 - 140	120-130
Benefits and Other Emoluments	3-4	3-4
Termination Benefits	0 - 0	0 - 0

Other Employees

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

	2020 FTE Number	2019 FTE Number
Remuneration \$000 100 -110	1.00	-
	<u>1.00</u>	<u>-</u>

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

20. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be 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	2019 Actual
Total	\$ -	\$ -
Number of People	-	-

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) \$238,201 contract for ILE upgrades Block A, B and D to be completed in 2020, which will be fully funded by the Ministry of Education. \$252,212 has been received of which \$129,221 has been spent on the project to date. The total project cost is less than projected and a refund will be due to the Ministry on completion; and

(b) \$30,942 contract for LSC Office Conversion as agent for the Ministry of Education. This project is fully funded by the Ministry and \$30,942 has been received of which \$30,870 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments at 31 December 2019: nil)

(b) Operating Commitments

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

(Capital 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	228,378	320,573	296,162
Receivables	91,300	80,269	80,269
Investments - Term Deposits	240,673	234,348	234,348
Total Financial assets measured at amortised cost	<u>560,351</u>	<u>635,190</u>	<u>610,779</u>

Financial liabilities measured at amortised cost

Payables	153,546	154,910	154,910
Finance Leases	15,067	18,700	18,700
Total Financial liabilities measured at amortised Cost	<u>168,613</u>	<u>173,610</u>	<u>173,610</u>

25. Events After Balance Date

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

2020 Analysis of Variance

Strategic Aim 1:

To improve student learning and achievement by building our teaching and learning culture throughout our school.

Strategic Aim 2:

To develop our school curriculum based on the NZ curriculum, with our learners and learning at the centre.

Annual Achievement Target:

We are looking to see increased engagement and accelerated achievement for learners across the school in mathematics.

Baseline Data:

Baseline Data 2019 Analysis of Variance:

MEAN SCALE SCORE RESULTS AND SHIFTS FOR Y5-8 STUDENTS

Year Level for 2020	2018 November Mean Scale Score Results	2019 November Mean Scale Score Results	Mean Scale Score Shift	Scale score shift comparison to national reference group mean scale score shift
8 (16)	59.5 (49.6)*	63.8 (55.0)*	4.3 (5.4)*	-1.1
7 (30)	51.7 (45.1)*	57.1 (49.6)*	5.4 (4.5)*	+0.9
6 (21)	44.7 (38.9)*	49.9 (45.1)*	5.2 (6.2)*	-1.0
5 (16)	36.2 (30.6)*	43.8 (38.9)*	7.6 (8.3)*	-0.7

*Numbers in brackets provide statistics for all students in the national reference group

We were looking at the rate of progress for each of the year level cohorts over time. Time one data was taken in Nov 2018 and time two data was taken in Nov 2019. The NZCER Maths Adaptive PAT test was used to measure this.

The National Reference Group mean is the overall mean for all students taking the test across New Zealand for that given year and is used as a comparison both for mean achievement levels in a school and also for mean rates of progress.

It is important to note that any standardised test is a 'point in time' measure. It is not the sole means of assessing the knowledge and progress of an individual student. Where performance on such a test is above or below the teacher expectation, other in-class assessments are also used to build a picture of what the learning needs of individual students are. What this cumulative standardised assessment data does is gives us a picture of the overall trends and allows us to pose questions for inquiry into what makes a difference for groups of learners.

Over the twelve month period ending November 2019, there was a significant positive shift in the range of scores for the 2020 Y8 cohort. Overall mean stanine score for the Y8 group was above expected for Y8 students nationally. However, as in 2018, the rate of progress for Y8s was below that expected nationally. As a group, their rate of progress accelerated and in comparison to the previous year's cohort at that year level, the mean scale score shift was higher. There was also a significant shift in the range of scores with an increase of 9.5 scale score points for the lowest score on the test.

For the 2020 Y7 cohort, their rate of progress was at a level equal to the national reference group. We also saw an increase in score of 6.8 scale score points for the lowest score on the test.

For the 2020 Y6 cohort, their rate of progress was at a level above the national reference group. There was a significant improvement for the lowest scoring student over time with an increase in scale score points of 14.6.

From this, we were looking to measure the impact of DMIC on progress, engagement and achievement over 2020.

As our approved MoE funded PLD for a three year contract, we engaged with Dr Bobby Hunter's team to work across the school in strengthening engagement and also over the long term, greater levels of achievement in mathematics across the school.

Through discussion with the DMIC mentors, it was expected that we would see a 'dip' in achievement in the short term but there would then be acceleration in achievement and significant gains in engagement.

2020 Tables to Support Analysis of Variance

MEAN SCALE SCORE RESULTS AND SHIFTS FOR Y5-8 STUDENTS

Year Level for 2020	2019 November Mean Scale Score Results	2020 November Mean Scale Score Results	Mean Scale Score Shift	Scale score shift comparison to national reference group mean scale score shift
8 (30)	56.9 (49.6)*	58.5 (55.0)*	1.6 (5.4)*	-3.8
7 (22)	48.2 (45.1)*	52.6 (49.6)*	4.4 (4.5)*	-0.1
6 (14)	40.8 (38.9)*	41.3 (45.1)*	0.5 (6.2)*	-5.7
5 (22)	39.6 (30.6)*	40.9 (38.9)*	1.3 (8.3)*	-7.0

*Numbers in brackets provide statistics for all students in the national reference group

The above table based on endpoint 2019 and endpoint 2020 Maths Adaptive PAT Test data gives a picture of progress for each cohort of students in Y5-8. The data is selected as match only, that is; only students who were part of that group of students for both 2019 and 2020 are included. This is done to avoid any potential skewing of the data.

There were concerns raised by staff that we would see a significant drop in performance in these tests. The concerns were based around some of the challenges that were presenting in the well-being space for learners. This presented as anxiety, decreased attendance for some learners as well as challenges with self management. For some families, there were also impacts from COVID-19 which created stress and uncertainty for families. We had a hunch that these challenges to well-being would have an impact on overall student achievement.

In speaking with a number of school leaders at both the primary and secondary level, a drop of around 30% in expected performance levels seemed to be about the average in what was noticed.

Particularly in Term 4 2020, we engaged outside agencies through using URF (Urgent Response Fund) resourcing to support attendance, engagement and student achievement.

For some cohorts of students, we noticed that performance on this test showed a far greater drop in the lowest score from one year to the next. Whilst we had expected to see some drop in performance on the Maths Adaptive PAT Test, what we saw in our 2020 was outside the range of what we expected.

**MEAN STANINE COMPARISON FOR YEAR LEVEL AND NATIONAL NORM
REFERENCE GROUP**

YEAR LEVEL	RIWAKA SCHOOL MEAN STANINE RESULT	NATIONAL REFERENCE GROUP MEAN STANINE
8 (30)	5.5	5.0
7 (22)	5.5	5.0
6 (14)	4.6	5.0
5 (22)	5.4	5.0

From the table above, we can see that whilst the trajectory of progress was less than what we expected for all cohorts of Y5-8, the actual level of achievement in looking at the comparison between our school's year level mean stanine result and the national reference norm mean stanine is above expectation for our Y5, Y7 and Y8 cohorts. However, our Y6 cohort for 2020 were sitting below the national reference group mean stanine. The 2020 Y6 cohort also showed the greatest variance from 2019 to 2020 for the lowest raw score on the test.

Below is a summary of identified actions and our evaluation of this for the 2020 Annual Target.

Actions (What did we do?)	Outcomes (What happened?)	Reasons for the variance (Why did it happen?)	Evaluation (Where to next?)
Continue to build evaluative capability across the senior school with interpreting and using PAT Maths Adaptive results across the class and for individuals to help inform content and focus of teaching.	Staff will demonstrate confidence in using NZCER data to help inform teaching. They will be able to look at progress and areas of weakness.	Over the duration of 2020, we did not achieve this. At the senior management level, there was some focus on cohort progress and achievement but not a drill down to specific areas to focus on with individuals.	Analyse as a staff any common areas of weakness in knowledge-strand areas of maths to help inform planning and teaching. Look at individual strengths and weaknesses to help design individual programmes in Mathematics for students to be able to work independently on.
Gather student voice on their level of engagement in maths at the Y5-8 level.	We will have an indication of what does and does not motivate students to learn in maths. This will be used to help guide contexts for learning and approaches to assist learners.	Our DMIC lead teacher as well as classroom teachers gathered informal student voice over the duration of Term 3 and Term 4. There was a noticeable increase in engagement in maths particularly at the Y7-8 level. Many students expressed that they understood the benefits of the approach and responded well to the way learning activities were designed and delivered.	Continue to monitor engagement in maths through seeking direct regular feedback from students (pulse taking).

DMIC approaches will be used across the school in all classes with support from the MoE funded PLD.	We will see teachers trialing, reflecting on and adapting their methods towards a DMIC approach in teaching maths. Staff will report confidence in this and will engage in professional learning conversations to reflect on challenges and successes.	Over 2020, we saw all teaching staff engaged using DMIC approaches. The buy in was positive and a genuine interest and commitment in trialling and adopting this way of teaching was evident.	Look at sustainability for 2021. With new staff coming in, look at their existing capability and what PLD will be needed. As a whole staff, continue working with DMIC Mentors on improving our capability in delivering teaching in maths.
Further distribution of ALiM engagement in 2020 with one more staff member involved in the intervention.	We will see accelerated progress evident for identified students at the Y2-3 level this year.	Acceleration was evident for all students from the Y2-3 age group level involved in the intervention. ALiM teacher showed a high level of engagement and commitment to the intervention.	We will have no teaching staff involved in ALiM for 2021. One staff member will be involved in ongoing maths PLD beyond the DMIC work as part of their own passion for maths.
Continue to build on RbL practices from 2019 with co-construction, power sharing, feedback and feedforward.	These practices will be evident in coaching conversations and staff will reflect on these in team meetings, coaching conversations and appraisal.	We continued work on RbL through the Kāhui Ako where practicable. With some of the challenges to staffing and priorities of commitment, we opted to focus time and resources into other areas over term four. This was a conscious decision to meet needs that were presenting.	We will look to review our Kāhui Ako foci in 2021 and prioritise WST (Within School Teacher) release to cater for these.
Build student capability in talking about their learning and problem solving strategies in maths.	Through DMIC, teachers will report greater confidence in this way of doing things and will be able to reflect on sessions where this has worked really well for individual students.	Through observation of lessons and teacher feedback, this was evident. For different staff at different times, a variety of goals came up to focus on for their DMIC sessions.	Ongoing for 2021.
Challenge the place and role of ability groupings	Mixed ability groupings will be evident in planning and delivery of lessons.	This was evident across the school in all the teacher's planning.	Ongoing for 2021.

Planning for 2021

We will enter into our second funded year of the DMIC contract.

Upskilling and monitoring confidence and capability of new staff with DMIC will be paramount.

Our DP will take on the DMIC Lead Teacher role. We will also have some allocation of Teacher Only Days for DMIC.

The BoT continues to provide provision for the use of Mathletics in the school.

The impact of PB4L and RbL work through the Kāhui Ako are also areas for continuing gathering of voice and measuring other factors in the school setting that have a positive impact on teaching and learning.

Kiwisport Funding

Kiwisport is a Government funding initiative to support students' participation in organised sport. During 2020, the school received total Kiwisport funding of \$3,136.55 (excluding GST). The funding was spent on employing a sports co-ordinator. All students benefitted from the Kiwisport Funding.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF RIWAKA SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2020

The Auditor-General is the auditor of Riwaka School (the School). The Auditor-General has appointed me, Michael Rondel, 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 17, 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 18 June 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 18 to 22, 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.



Michael Rondel
BDO Christchurch
On behalf of the Auditor-General
Christchurch, New Zealand