

GLEN OROUA SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number:	2360
Principal:	Francie Carroll
School Address:	Sansons Road
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Accountant / Service Provider:



GLEN OROUA SCHOOL

Annual Report - For the year ended 31 December 2022

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Glen Oroua School

Statement of Responsibility

For the year ended 31 December 2022

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 2022 fairly reflects the financial position and operations of the school.

The School's 2022 financial statements are authorised for issue by the Board.

Andrew Pectley

Full Name of Presiding Member

Frances Mary Carroll

Full Name of Principal

[Signature]

Signature of Presiding Member

[Signature]

Signature of Principal

08/06/2023

Date:

08/06/2023

Date:

Glen Oroua School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	728,817	590,529	634,794
Locally Raised Funds	3	38,376	22,975	39,118
Interest Income		2,042	150	576
		<u>769,235</u>	<u>613,654</u>	<u>674,488</u>
Expenses				
Locally Raised Funds	3	4,732	-	1,601
Learning Resources	4	588,903	433,606	510,252
Administration	5	79,934	75,720	69,027
Finance		784	615	767
Property	6	106,371	129,892	104,169
Loss on Disposal of Property, Plant and Equipment	11	-	-	368
		<u>780,724</u>	<u>639,833</u>	<u>686,184</u>
Net Surplus / (Deficit) for the year		(11,489)	(26,179)	(11,696)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(11,489)</u>	<u>(26,179)</u>	<u>(11,696)</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.

Glen Oroua School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		312,962	277,990	322,019
Total comprehensive revenue and expense for the year		(11,489)	(26,179)	(11,696)
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		15,495	-	2,639
Equity at 31 December		316,968	251,811	312,962
Accumulated comprehensive revenue and expense		316,968	251,811	312,962
Equity at 31 December		316,968	251,811	312,962

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.

Glen Oroua School Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	7	255,290	64,928	110,244
Accounts Receivable	8	39,565	30,796	40,252
Prepayments		9,932	6,403	8,210
Inventories	9	12	104	38
Investments	10	127,497	110,713	117,857
		<u>432,296</u>	<u>212,944</u>	<u>276,601</u>
Current Liabilities				
GST Payable		26,888	3,186	7,884
Accounts Payable	12	52,886	39,062	45,322
Revenue Received in Advance	13	3,579	-	2,981
Finance Lease Liability	15	3,114	2,586	2,855
Funds held for Capital Works Projects	16	148,378	-	29,143
		<u>234,845</u>	<u>44,834</u>	<u>88,185</u>
Working Capital Surplus/(Deficit)		197,451	168,110	188,416
Non-current Assets				
Property, Plant and Equipment	11	162,278	125,492	161,231
		<u>162,278</u>	<u>125,492</u>	<u>161,231</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	40,199	37,983	33,667
Finance Lease Liability	15	2,562	3,808	3,018
		<u>42,761</u>	<u>41,791</u>	<u>36,685</u>
Net Assets		<u>316,968</u>	<u>251,811</u>	<u>312,962</u>
Equity		<u>316,968</u>	<u>251,811</u>	<u>312,962</u>

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

Glen Oroua School
Statement of Cash Flows
For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash flows from Operating Activities				
Government Grants		197,917	146,720	146,981
Locally Raised Funds		34,504	22,975	41,399
Goods and Services Tax (net)		19,004	-	4,698
Payments to Employees		(148,346)	(87,600)	(87,748)
Payments to Suppliers		(73,552)	(127,553)	(86,961)
Interest Paid		(784)	(615)	(767)
Interest Received		2,182	150	542
Net cash from/(to) Operating Activities		30,925	(45,923)	18,144
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(14,688)	(7,000)	(36,076)
Purchase of Investments		(9,640)	-	(7,144)
Net cash from/(to) Investing Activities		(24,328)	(7,000)	(43,220)
Cash flows from Financing Activities				
Furniture and Equipment Grant		15,495	-	2,639
Finance Lease Payments		(1,865)	(2,978)	(1,703)
Funds Administered on Behalf of Third Parties		124,819	-	13,555
Net cash from/(to) Financing Activities		138,449	(2,978)	14,491
Net increase/(decrease) in cash and cash equivalents		145,046	(55,901)	(10,585)
Cash and cash equivalents at the beginning of the year	7	110,244	120,829	120,829
Cash and cash equivalents at the end of the year	7	255,290	64,928	110,244

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.

Glen Oroua School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

Glen Oroua 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 statements have been prepared for the period 1 January 2022 to 31 December 2022 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 expense 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 best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. 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. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 21b.

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.

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period they relate to. The grants are not received in cash by the School and are paid directly 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. Grants for the use of land and buildings 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 where conditions exist

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 recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

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 expected 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) Inventories

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

i) 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.

j) 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 (funded by the Board) to buildings owned by the Crown or directly by the board 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	10-40 years
Furniture and Equipment	4-15 years
Information and Communication Technology	5 Years
Library Resources	12.5% DV
Leased assets held under a Finance Lease	Term of Lease

k) Intangible Assets

Software costs

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance and research expenditure are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

l) 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. If such indication exists, the School estimates the asset's recoverable service amount. 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.

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information. The valuation is based on a comparison to recent market transactions.

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. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

m) 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.

n) 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 12 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. Remeasurements are recognised in surplus or deficit in the period in which they arise.

o) 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 students, should the School be unable to provide the services to which they relate.

p) Funds Held in Trust

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

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

q) Funds held for Capital works

The school directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose as such these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

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

r) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expense. In instances where the school is determined to be the principal for providing the service related to the Shared Funds (such as the RTLB programme), all income and expenditure related to the provision of the service is recorded in the Statement of Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

s) 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 the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

The schools carries out painting maintenance of the whole school over a 7 to 10 year period, the economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

t) 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 initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

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. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

u) 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.

v) 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.

w) Budget Figures

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

x) 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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	190,841	146,720	154,683
Teachers' Salaries Grants	442,662	335,300	400,822
Use of Land and Buildings Grants	86,096	108,509	79,289
Other Government Grants	9,218	-	-
	<u>728,817</u>	<u>590,529</u>	<u>634,794</u>

3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Donations & Bequests	19,738	17,080	35,137
Fees for Extra Curricular Activities	4,438	1,795	3,159
Trading	177	-	313
Fundraising & Community Grants	14,015	4,100	500
Other Revenue	8	-	9
	<u>38,376</u>	<u>22,975</u>	<u>39,118</u>
Expenses			
Extra Curricular Activities Costs	2,315	-	1,356
Trading	217	-	245
Fundraising & Community Grant Costs	2,200	-	-
	<u>4,732</u>	<u>-</u>	<u>1,601</u>
<i>Surplus for the year Locally raised funds</i>	<u>33,644</u>	<u>22,975</u>	<u>37,517</u>

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	19,709	25,705	34,554
Library Resources	120	260	149
Employee Benefits - Salaries	542,101	382,500	448,573
Staff Development	4,068	5,100	4,687
Depreciation	22,905	20,041	22,289
	<u>588,903</u>	<u>433,606</u>	<u>510,252</u>

5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	3,842	3,900	3,730
Board Fees	3,610	4,000	4,180
Board Expenses	2,750	2,850	2,351
Communication	1,104	1,350	1,096
Consumables	4,094	4,400	3,888
Other	4,402	8,200	3,238
Employee Benefits - Salaries	49,589	40,400	40,204
Insurance	4,543	4,920	4,640
Service Providers, Contractors and Consultancy	6,000	5,700	5,700
	<u>79,934</u>	<u>75,720</u>	<u>69,027</u>

6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	3,207	2,300	2,518
Cyclical Maintenance Provision	6,532	6,533	8,714
Grounds	3,100	3,900	2,603
Heat, Light and Water	5,459	4,900	4,360
Repairs and Maintenance	821	2,250	5,451
Use of Land and Buildings	86,096	108,509	79,289
Security	1,156	1,500	1,234
	<u>106,371</u>	<u>129,892</u>	<u>104,169</u>

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Bank Accounts	255,290	64,928	110,244
Cash and cash equivalents for Statement of Cash Flows	<u>255,290</u>	<u>64,928</u>	<u>110,244</u>

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

Of the \$255,290 Cash and Cash Equivalents \$148,378 is held by the School on behalf of the Ministry of Education. These funds have been provided by 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 2023 on Crown owned school buildings.

8. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	5	2,300	-
Receivables from the Ministry of Education	-	-	1,303
Interest Receivable	-	106	140
Teacher Salaries Grant Receivable	39,560	28,390	38,809
	<u>39,565</u>	<u>30,796</u>	<u>40,252</u>
Receivables from Exchange Transactions	5	2,406	140
Receivables from Non-Exchange Transactions	39,560	28,390	40,112
	<u>39,565</u>	<u>30,796</u>	<u>40,252</u>

9. Inventories

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
School Lunches	12	104	38
	<u>12</u>	<u>104</u>	<u>38</u>

10. Investments

The School's investment activities are classified as follows:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Asset			
Short-term Bank Deposits	127,497	110,713	117,857
Total Investments	127,497	110,713	117,857

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2022	\$	\$	\$	\$	\$	\$
Building Improvements	99,804	5,186	-	-	(8,917)	96,073
Furniture and Equipment	31,402	11,121	-	-	(4,842)	37,681
Information and Communication Technology	20,331	4,080	-	-	(5,367)	19,044
Leased Assets	5,723	2,994	-	-	(3,248)	5,469
Library Resources	3,971	571	-	-	(531)	4,011
Balance at 31 December 2022	161,231	23,952	-	-	(22,905)	162,278

The net carrying value of equipment held under a finance lease is \$5,469 (2021: \$5,723)

Restrictions

There are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2022 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$	2021 Cost or Valuation \$	2021 Accumulated Depreciation \$	2021 Net Book Value \$
Building Improvements	206,382	(110,309)	96,073	201,820	(102,016)	99,804
Furniture and Equipment	121,442	(83,761)	37,681	119,182	(87,780)	31,402
Information and Communication Technology	63,272	(44,228)	19,044	61,192	(40,861)	20,331
Leased Assets	10,606	(5,137)	5,469	10,586	(4,863)	5,723
Library Resources	22,614	(18,603)	4,011	22,043	(18,072)	3,971
Balance at 31 December	424,316	(262,038)	162,278	414,823	(253,592)	161,231

12. Accounts Payable

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	8,260	5,448	2,189
Accruals	2,842	2,600	2,780
Banking Staffing Overuse	-	1,289	-
Employee Entitlements - Salaries	39,560	28,390	38,809
Employee Entitlements - Leave Accrual	2,224	1,335	1,544
	<u>52,886</u>	<u>39,062</u>	<u>45,322</u>
Payables for Exchange Transactions	52,886	39,062	45,322
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>52,886</u>	<u>39,062</u>	<u>45,322</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Other Revenue in Advance	-	-	2,981
Revenue in Advance - Grants	3,579	-	-
	<u>3,579</u>	<u>-</u>	<u>2,981</u>

14. Provision for Cyclical Maintenance

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	33,667	31,450	24,953
Increase to the Provision During the Year	6,532	6,533	6,533
Other Adjustments	-	-	2,181
Provision at the End of the Year	<u>40,199</u>	<u>37,983</u>	<u>33,667</u>
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Non current	40,199	37,983	33,667
	<u>40,199</u>	<u>37,983</u>	<u>33,667</u>

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2026. This plan is based on the schools 10 Year Property plan / painting quotes.

15. Finance Lease Liability

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	3,873	2,586	3,546
Later than One Year and no Later than Five Years	2,912	3,808	3,790
Future Finance Charges	(1,109)	-	(1,463)
	5,676	6,394	5,873
Represented by			
Finance lease liability - Current	3,114	2,586	2,855
Finance lease liability - Non current	2,562	3,808	3,018
	5,676	6,394	5,873

16. Funds Held (Owed) for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works projects is included under cash and cash equivalents in note 7.

	2022	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Non Classroom Teaching Space		217523	17,588	-	-	-	17,588
Resurfacing Driveway, Fencing and Turf		225013	5,803	381	(6,184)	-	-
New Pool Gates and Fencing		232608	5,752	4,668	(10,420)	-	-
Roof Replacement & Remediation Block 1		231685	-	11,070	(9,570)	-	1,500
Extension to existing library		238825	-	129,290	-	-	129,290
Totals			29,143	145,409	(26,174)	-	148,378

Represented by:
Funds Held on Behalf of the Ministry of Education 148,378
Funds Receivable from the Ministry of Education -

	2021	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Non Classroom Teaching Space		217523	17,588	-	-	-	17,588
Resurfacing Driveway, Fencing and Turf		225013	-	38,981	(33,178)	-	5,803
New Pool Gates and Fencing		232608	-	5,752	-	-	5,752
Totals			17,588	44,733	(33,178)	-	29,143

Represented by:
Funds Held on Behalf of the Ministry of Education 29,143
Funds Receivable from the Ministry of Education -

17. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the school. The school enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and conditions 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.

18. Remuneration

Key management personnel compensation

Key management personnel of the School include all Board members and the Principal.

	2022 Actual \$	2021 Actual \$
<i>Board Members</i> Remuneration	3,610	4,180
<i>Leadership Team</i> Remuneration Full-time equivalent members	111,117 1.00	108,334 1.00
Total key management personnel remuneration	114,727	112,514

There are 6 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding Member 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:

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	100 - 110	100 - 110
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	2022 FTE Number	2021 FTE Number
100 - 110	-	-
	0.00	0.00

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

19. Compensation and Other Benefits Upon Leaving

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

	2022 Actual	2021 Actual
Total	-	-
Number of People	-	-

20. Contingencies

There are no contingent liabilities and no contingent assets (except as noted below) as at 31 December 2022 (Contingent liabilities and assets at 31 December 2021: nil).

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The school is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2022.

The Ministry is in the Process of determining the amount of the final wash up payment for the year ended 31 December 2022. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The school has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2023.

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 2022 a contingent liability for the school may exist.

21. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board has entered into contract agreements for capital works as follows:

\$222,083 contract for the Non Classroom Teaching Space as agent for the Ministry of Education. This project is fully funded by the Ministry and \$53,984 has been received of which \$36,396 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$13,070 contract for the Roof Replacement & Remediation Block 1 as agent for the Ministry of Education. This project is fully funded by the Ministry and \$11,070 has been received of which \$9,570 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$317,755 contract for the Extension to existing library as agent for the Ministry of Education. This project is fully funded by the Ministry and \$129,290 has been received of which \$0 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments as at 31 December 2021:

\$539,839 contract for the Non Classroom Teaching Space as agent for the Ministry of Education. This project is fully funded by the Ministry and \$53,984 has been received of which \$36,396 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$43,312 contract for the Resurfacing Driveway, Fencing and Turf as agent for the Ministry of Education. This project is fully funded by the Ministry and \$38,981 has been received of which \$33,178 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$6,688 contract for the New Pool Gates and Fencing as agent for the Ministry of Education. This project is fully funded by the Ministry and \$5,752 has been received of which \$0 has been spent on the project to balance date. This project has been approved by the Ministry.)

(b) Operating Commitments

There are no operating commitments as at 31 December 2022 (Operating commitments at 31 December 2021: nil).

22. 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

	2022	2022 Budget	2021
	Actual	(Unaudited)	Actual
	\$	\$	\$
Cash and Cash Equivalents	255,290	64,928	110,244
Receivables	39,565	30,796	40,252
Investments - Term Deposits	127,497	110,713	117,857
Total Financial assets measured at amortised cost	422,352	206,437	268,353

Financial liabilities measured at amortised cost

Payables	52,886	39,062	45,322
Finance Leases	5,676	6,394	5,873
Total Financial Liabilities Measured at Amortised Cost	58,562	45,456	51,195

23. Events After Balance Date

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

24. Comparatives

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

Glen Oroua School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Andrew Pedley	Presiding Member	Elected	May 2025
Francie Carroll	Principal	ex Officio	
Cassandra McTavish	Parent Representative	Elected	May 2025
Kieran Finnigan	Parent Representative	Elected	Dec 2023
Dax Harris	Parent Representative	Elected	Dec 2023
Nigel Will	Parent Representative	Elected	May 2025
Cassandra Archer	Parent Representative	Elected	Sep 2022
Dion Flemming	Parent Representative	Elected	Sep 2022
Renee Kuiti	Parent Representative	Elected	Sep 2022
Shayna Crawford	Staff Representative	Elected	May 2025
Kate Saunders	Staff Representative	Elected	Sep 2022

Glen Oroua School

Kiwisport

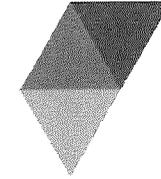
Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received total Kiwisport funding of \$1,055 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2022 the Glen Oroua School Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.

Analysis of Variance Reporting



School Name:	Glen Oroua School	School Number:	2360
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Strategic Aim:	Students are learning to their potential
Annual Aim:	PLD for all so staff confident at interventions in structured literacy which has been trialed over past two years, and trial Numicon as an intervention for Maths, aiming to reduce barriers to tamariki achieving success in literacy and mathematics.
Target:	100% of students are at or above in Reading by the end of 2022 80% of students are at or above in Writing by the end of 2022 90% of students are at or above in Mathematics by the end of 2022, with priority learners making the progression through to the next numeracy stage.
Baseline Data:	Our data from the end of 2021 was as follows: Reading – 5% of students were below (1 Y1, 1 Y2, 1 Y3, 1 Y6). Negligible disparity in gender. All pakeha/NZ Euro Writing – 27% of students were below (2 Y2, 4 Y3, 2 Y4, 4 Y5, 4 Y6, 1 Y7, 2 Y8) Approx 2/3 boys. 16% - 1 student Māori, 2 student Pasifika. Maths – 18% of students were below (2 Y2, 6 Y3, 2 Y5, 3 Y6, 1 Y7, 1 Y8). Negligible disparity in gender. 24% - 2 students of these are Māori/Pasifika

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Reading/Writing...</p> <p>The teaching team regularly monitored, reviewed and discussed student progress and interventions.</p> <p>Our junior specialist literacy teacher was released as learning support teacher, working with identified students in Years 4-8, and providing support to teachers. Teacher aide time was focused on identified students, reinforcing learning and where possible making connections in the classroom.</p> <p>Junior teacher completed Orton-Gillingham training, sharing learning with teachers and teacher aides.</p> <p>Structured literacy approach being implemented in both junior classes.</p> <p>Whole school started PLD with Chrissy Braid from Massey University in Term 4, with some work on teacher knowledge and trialling a spelling assessment.</p>	<p>Reading</p> <p>9/9 (100%) of priority students made some progress. 2/3 (66%) of priority students moved to 'At'. 9 students begin 2023 as priority students for Reading (includes 6 new juniors who weren't priority in 2022). Only 5 students from Years 2-8 not where they need to be (87% at or above). All our students from Year 4-6 and Year 8 are in this situation</p> <p>Writing</p> <p>9/9 (100%) of priority students made some progress in deeper features of writing, and 10/12 (83%) in surface features of writing.</p> <p>2 priority students moved to 'at' (for both deeper and surface features). 21 students begin 2023 as priority students for Writing, 10 of those are for surface features only.</p>	<p>Our new entrant cohort were less 'school ready' than groups we have had before, which could be the result of three years of ongoing disruption due to the pandemic. This has impacted on their Reading progress, with all students making great progress but 5 of them not being where we would like them to be by the end of this year. They now have greatly improved learning habits/readiness.</p> <p>Our remedial writing programme (as part of the structured literacy support) is showing progress and increased control and accuracy in a 1:1 situation, but is slow at transferring to wider classroom or broader curriculum writing. A focus on writing sentences that make sense, while expecting it to have an impact on surface features in writing, has resulted in improvements in deeper features (81% at and above across the school) – perhaps because the ideas are less jumbled/clearer.</p> <p>It's excellent to have all our priority students making progress in Reading and Writing – this wasn't the case last year – the challenge now is to accelerate that learning.</p>	<p>We have two RTLBs set to support the teachers/learners in our junior rooms commencing at the beginning of Term 1, 2023.</p> <p>All teachers are taking part in our structured literacy professional development that began slowly at the end of 2022, and will gain momentum with input on a fortnightly basis in Term 1, 2023 with a focus on formative assessment and goal setting to meet individual needs in both reading and writing. This careful goal setting will enable all layers of support to be targeting the same skills, in support, celebration and further development. Investigate how this can connect to the learning progression framework. Creating school-wide systems and a curriculum for Literacy will be part of this development, which will lead to greater consistency across our kura.</p> <p>We will continue to fund the release of our junior teacher to remediate in literacy with our Year 4-8 students in 2023 with a slightly reduced scope, as teachers become more proficient with the structured literacy approach.</p> <p>We will also use the Lost Learning/Tutoring funding to support learners in Year 7/8 in literacy.</p>

Tātaritanga raraunga

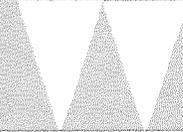
<p>Maths The teaching team regularly monitored, reviewed and discussed student progress and interventions.</p> <p>Classroom consolidating using Numicon resources to solidify learning with concrete materials before progressing to abstract.</p> <p>Two teachers completed webinars in numicon interventions and began trialling the programmes with students.</p> <p>We began recording students' achievement within stages (e.g. early, mid or late L6) so we are able to identify iterations of movements within stages, and be clearer on progress or lack of.</p>	<p>Maths 10/11 (91%) of priority students made some progress. 1/11 (9%) of priority students moved to 'at'. 16 students begin 2023 as priority students in Maths. All our Year 8s are where they need to be for the end of the year, and we have 8 throughout our Year 6-8 cohort who are above where they need to be in Mathematics (1/4).</p>	<p>The Numicon intervention programmes weren't as successful as we had wished, with it proving really difficult to run the intervention alongside the regular programme in the classroom. The kind of intervention where a teacher is released (as we do for structured literacy) enables the teacher to focus solely on that important work - and should be our way forward. While the students we had targeted with these two programmes have made progress, it wasn't the kind of accelerated improvement that we were after.</p> <p>All our Year 0-1 students are at or above for Mathematics, suggesting the strategy being implemented of not moving students on to new learning until the previous learning is secure, and using manipulatives with all early Maths learning is successful.</p>	<p>Teacher to be released to work with two clusters of students with Numicon Intervention programmes and growth mindset within Mathematics.</p> <p>Investigate using the learning progression framework for Maths to clarify pathways for priority learners in Maths.</p> <p>Analyse impacts of numicon interventions and investigate how it is used in other schools, to see if we should progress with aspects of this across our whole Maths curriculum.</p> <p>We will also use the Lost Learning/Tutoring funding to support learners in Year 7/8 in Mathematics.</p>
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Planning for next year:

Board funded teacher release of 0.16 to allow the structured literacy support programme to continue,
 Board funded release of 0.2 to allow for targeted interventions in Maths for priority students in our senior school
 Continue with school-wide PLD in Structured Literacy – focus on formative assessment and goal setting for individuals.
 Lost learning tutoring to support Year 7/8 learners with Literacy and Mathematics.



Tātaritanga raraunga



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF GLEN OROUA SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

The Auditor-General is the auditor of Glen Oroua School (the School). The Auditor-General has appointed me, Glenn Fan-Robertson, using the staff and resources of BDO Manawatu, 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 19, that comprise the Statement of Financial Position as at 31 December 2022, 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 2022; 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 8 June 2023. 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 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.

PARTNERS: Ross Hadwin Billie Stanley

BDO New Zealand Ltd, a New Zealand limited liability company, is a member of BDO International Limited, a UK company limited by guarantee, and forms part of the international BDO network of independent member firms. BDO New Zealand is a national association of independent member firms which operate as separate legal entities.

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 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 the Statement of Responsibility, Members of the Board, Kiwisport Statement, Statement of Compliance with Employment Policy, and Analysis of Variance, 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.



Glenn Fan-Robertson
BDO Manawatu
On behalf of the Auditor-General
Palmerston North, New Zealand