



**TWIZEL**  
AREA SCHOOL

## **ANNUAL REPORT**

**FOR THE YEAR ENDED 31 DECEMBER 2021**

**School Directory**

**Ministry Number:** 527  
**Principal:** Kate Staniford  
**School Address:** Mt Cook Street, Twizel, 7901  
**School Phone:** 03 435 0650  
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# TWIZEL AREA SCHOOL

Annual Report - For the year ended 31 December 2021

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# Twizel Area School

## Statement of Responsibility

For the year ended 31 December 2021

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

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

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

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

Bevan James Newlands

Full Name of Presiding Member



Signature of Presiding Member

25/11/2022

Date:

KATE STANIFORD

Full Name of Principal



Signature of Principal

25/11/22

Date:

# Twizel Area School

## Members of the Board

For the year ended 31 December 2021

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Bevan Newlands	Presiding Member	Elected	May 2025
Kate Staniford	Principal ex Officio		
Nicola Graham	Parent Representative	Elected	May 2025
Sharon Blanchard	Parent Representative	Elected	May 2025
Debbie Brough	Parent Representative	Elected	Oct 2021
Bruce Mincham	Parent Representative	Co-opted	May 2025
Michele O'Carroll	Staff Representative	Elected	May 2025
Daniel Hunter	Student Representative	Elected	Nov 2021
Monique van der Westhuizen	Student Representative	Elected	Sep 2022
Joy Paterson	Presiding Member	Elected	Feb 2022
Madeline Hawkesby	Commisioner		May 2021

# Twizel Area School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Revenue</b>				
Government Grants	2	3,625,853	2,533,351	3,597,495
Locally Raised Funds	3	155,072	196,100	194,012
Interest Income		1,737	2,700	3,533
Gain on Sale of Property, Plant and Equipment		-	5,000	-
		<u>3,782,662</u>	<u>2,737,151</u>	<u>3,795,040</u>
<b>Expenses</b>				
Locally Raised Funds	3	54,984	75,880	74,465
Learning Resources	4	2,733,678	1,729,178	2,527,555
Administration	5	207,567	167,637	226,051
Finance		4,475	-	4,387
Property	6	408,078	488,575	753,884
Depreciation	11	136,091	98,600	138,647
Loss on Disposal of Property, Plant and Equipment		7,674	-	1,271
Transport		177,216	177,216	177,216
		<u>3,729,763</u>	<u>2,737,086</u>	<u>3,903,476</u>
<b>Net Surplus / (Deficit) for the year</b>		52,899	65	(108,436)
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>52,899</u>	<u>65</u>	<u>(108,436)</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.



# Twizel Area School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Equity at 1 January</b>		1,074,869	1,074,869	1,183,305
Total comprehensive revenue and expense for the year		52,899	65	(108,436)
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	10,930	-
<b>Equity at 31 December</b>		1,127,768	1,085,864	1,074,869
Retained Earnings		1,127,768	1,085,864	1,074,869
<b>Equity at 31 December</b>		1,127,768	1,085,864	1,074,869

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.



# Twizel Area School

## Statement of Financial Position

As at 31 December 2021

		2021	2021	2020
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	7	273,281	425,940	405,445
Accounts Receivable	8	207,497	142,445	142,445
GST Receivable		7,869	18,188	18,188
Prepayments		5,883	12,011	12,011
Inventories	9	1,500	2,010	2,010
Investments	10	147,493	146,166	146,166
		<u>643,523</u>	<u>746,760</u>	<u>726,265</u>
<b>Current Liabilities</b>				
Accounts Payable	12	272,499	259,442	259,442
Revenue Received in Advance	13	16,646	14,295	14,295
Provision for Cyclical Maintenance	14	-	106,342	106,342
Finance Lease Liability	15	16,137	16,012	16,012
		<u>305,282</u>	<u>396,091</u>	<u>396,091</u>
<b>Working Capital Surplus/(Deficit)</b>		338,241	350,669	330,174
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	821,021	905,578	905,578
		<u>821,021</u>	<u>905,578</u>	<u>905,578</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	-	129,105	119,605
Finance Lease Liability	15	31,494	41,278	41,278
		<u>31,494</u>	<u>170,383</u>	<u>160,883</u>
<b>Net Assets</b>		<u>1,127,768</u>	<u>1,085,864</u>	<u>1,074,869</u>
<b>Equity</b>		<u>1,127,768</u>	<u>1,085,864</u>	<u>1,074,869</u>

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



# Twizel Area School

## Statement of Cash Flows

For the year ended 31 December 2021

		2021	2021	2020
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		1,095,642	951,551	1,018,725
Locally Raised Funds		156,613	196,100	192,791
Goods and Services Tax (net)		10,319	-	4,261
Payments to Employees		(714,733)	(400,322)	(500,613)
Payments to Suppliers		(619,631)	(646,864)	(596,725)
Interest Received		1,655	2,700	3,856
Net cash (to)/from Operating Activities		(70,135)	103,165	122,295
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	5,000	-
Purchase of Property Plant & Equipment (and Intangibles)		(44,458)	(98,600)	(108,850)
Purchase of Investments		(1,327)	-	(3,529)
Net cash (to)/from Investing Activities		(45,785)	(93,600)	(112,379)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	10,930	-
Finance Lease Payments		(16,244)	-	(12,918)
Net cash (to)/from Financing Activities		(16,244)	10,930	(12,918)
<b>Net (decrease)/increase in cash and cash equivalents</b>		<b>(132,164)</b>	<b>20,495</b>	<b>(3,002)</b>
Cash and cash equivalents at the beginning of the year	7	405,445	405,445	408,447
<b>Cash and cash equivalents at the end of the year</b>	7	<b>273,281</b>	<b>425,940</b>	<b>405,445</b>

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.





# Twizel Area School

## Notes to the Financial Statements

### For the year ended 31 December 2021

#### 1. Statement of Accounting Policies

##### 1.1. Reporting Entity

Twizel Area 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.

##### 1.2. Basis of Preparation

###### **Reporting Period**

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

###### **Basis of Preparation**

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

###### **Financial Reporting Standards Applied**

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

###### **PBE Accounting Standards Reduced Disclosure Regime**

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

###### **Measurement Base**

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

###### **Presentation Currency**

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

###### **Specific Accounting Policies**

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

###### **Critical Accounting Estimates And Assumptions**

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

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

###### **Useful lives of property, plant and equipment**

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



### **Critical Judgements in applying accounting policies**

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

#### *Classification of leases*

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

#### *Recognition of grants*

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to 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.

### **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.

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

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

#### **Other Grants**

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

#### **Donations, Gifts and Bequests**

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

#### **Interest Revenue**

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

### **1.4. 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.

### **1.5. 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.

### **1.6. 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.

### **1.7. 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.



### 1.8. 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.

### 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 to Crown Owned Assets	10–75 years
Furniture and equipment	5–15 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Textbooks	5-10 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	10% 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. Employee Entitlements**

#### *Short-term employee entitlements*

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

#### *Long-term employee entitlements*

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

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

### **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.

### **1.15. 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.

### **1.16. 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.

### **1.17. 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.

### **1.18. Budget Figures**

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

### **1.19. Services received in-kind**

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



## 2. Government Grants

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Operational Grants	733,841	605,676	688,116
Teachers' Salaries Grants	2,060,947	1,320,000	2,056,962
Use of Land and Buildings Grants	401,950	261,800	501,373
Other MoE Grants	213,199	130,832	140,596
Transport grants	215,916	215,043	210,448
	<u>3,625,853</u>	<u>2,533,351</u>	<u>3,597,495</u>

## 3. Locally Raised Funds

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Revenue</b>			
Donations & Bequests	30,701	25,150	21,480
Curriculum related Activities - Purchase of goods and services	1,424	5,000	1,975
Fees for Extra Curricular Activities	20,981	37,780	17,563
Trading	10,749	12,150	10,611
Fundraising & Community Grants	5,497	14,000	64,540
Other Revenue	80,842	85,020	71,644
Transport Revenue	4,878	17,000	6,199
	<u>155,072</u>	<u>196,100</u>	<u>194,012</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	33,344	42,180	20,371
Trading	12,341	11,500	11,292
Fundraising & Community Grant Costs	-	10,000	32,641
Transport (Local)	9,299	12,200	10,161
	<u>54,984</u>	<u>75,880</u>	<u>74,465</u>
<i>Surplus / (Deficit) for the year Locally raised funds</i>	<u>100,088</u>	<u>120,220</u>	<u>119,547</u>

## 4. Learning Resources

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Curricular	110,324	130,356	117,205
Equipment Repairs	83	300	533
Information and Communication Technology	25,842	25,000	23,152
Library Resources	4,457	5,500	3,997
Employee Benefits - Salaries	2,567,012	1,541,022	2,376,219
Staff Development	25,960	27,000	6,449
	<u>2,733,678</u>	<u>1,729,178</u>	<u>2,527,555</u>

## 5. Administration

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Audit Fee	5,830	4,627	4,765
Board Fees	2,015	4,000	2,510
Board Expenses	8,805	7,800	1,306
Intervention Costs	25,839	14,000	67,757
Communication	8,783	6,610	7,029
Consumables	22,508	22,100	24,632
Legal Fees	-	-	3,360
Other	22,603	13,800	14,358
Employee Benefits - Salaries	89,860	71,300	82,700
Insurance	13,644	18,900	13,439
Service Providers, Contractors and Consultancy	7,680	4,500	4,195
	<u>207,567</u>	<u>167,637</u>	<u>226,051</u>



## 6. Property

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	11,483	9,400	15,588
Cyclical Maintenance Provision	(225,947)	17,500	23,511
Grounds	16,621	14,400	20,174
Heat, Light and Water	49,626	58,000	48,039
Rates	1,923	1,860	1,839
Repairs and Maintenance	18,989	14,515	22,096
Use of Land and Buildings	401,950	261,800	501,373
Security	890	3,100	3,091
Employee Benefits - Salaries	132,543	108,000	118,173
	<u>408,078</u>	<u>488,575</u>	<u>753,884</u>

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

## 7. Cash and Cash Equivalents

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	273,281	425,940	405,445
Cash and cash equivalents for Statement of Cash Flows	<u>273,281</u>	<u>425,940</u>	<u>405,445</u>

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

## 8. Accounts Receivable

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	1,000	190	190
Receivables from the Ministry of Education	12,152	-	-
Teacher Salaries Grant Receivable	194,062	142,054	142,054
	<u>207,497</u>	<u>142,445</u>	<u>142,445</u>
Receivables from Exchange Transactions	1,283	391	391
Receivables from Non-Exchange Transactions	206,214	142,054	142,054
	<u>207,497</u>	<u>142,445</u>	<u>142,445</u>

## 9. Inventories

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
School Uniforms	1,500	2,010	2,010
	<u>1,500</u>	<u>2,010</u>	<u>2,010</u>

## 10. Investments

The School's investment activities are classified as follows:

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	147,493	146,166	146,166
Total Investments	<u>147,493</u>	<u>146,166</u>	<u>146,166</u>



## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
<b>2021</b>						
Land	91,630	-	-	-	-	<b>91,630</b>
Building Improvements	383,798	-	-	-	(15,068)	<b>368,730</b>
Furniture and Equipment	119,474	27,836	(1,192)	-	(35,504)	<b>110,614</b>
Information and Communication Technology	81,115	14,375	-	-	(35,850)	<b>59,640</b>
Motor Vehicles	33,449	-	-	-	(18,776)	<b>14,673</b>
Textbooks	1,290	-	-	-	(540)	<b>750</b>
Leased Assets	56,091	7,550	-	-	(18,242)	<b>45,399</b>
Library Resources	118,148	9,447	(6,482)	-	(12,111)	<b>109,002</b>
Work in Progress	20,583	-	-	-	-	<b>20,583</b>
<b>Balance at 31 December 2021</b>	<b>905,578</b>	<b>59,208</b>	<b>(7,674)</b>	<b>-</b>	<b>(136,091)</b>	<b>821,021</b>

The net carrying value of equipment held under a finance lease is \$45,399 (2020: \$56,091)

	2021 Cost or Valuation	2021 Accumulated Depreciation	2021 Net Book Value	2020 Cost or Valuation	2020 Accumulated Depreciation	2020 Net Book Value
	\$	\$	\$	\$	\$	\$
Land	91,630	-	<b>91,630</b>	91,630	-	<b>91,630</b>
Building Improvements	607,534	(238,804)	<b>368,730</b>	607,534	(223,736)	<b>383,798</b>
Furniture and Equipment	603,380	(492,766)	<b>110,614</b>	698,514	(579,040)	<b>119,474</b>
Information and Communication Technology	453,977	(394,337)	<b>59,640</b>	486,573	(405,458)	<b>81,115</b>
Motor Vehicles	231,107	(216,434)	<b>14,673</b>	231,107	(197,658)	<b>33,449</b>
Textbooks	17,037	(16,287)	<b>750</b>	17,037	(15,747)	<b>1,290</b>
Leased Assets	76,145	(30,746)	<b>45,399</b>	77,034	(20,943)	<b>56,091</b>
Library Resources	388,030	(279,028)	<b>109,002</b>	400,557	(282,409)	<b>118,148</b>
Work in Progress	20,583	-	<b>20,583</b>	20,583	-	<b>20,583</b>
<b>Balance at 31 December</b>	<b>2,489,423</b>	<b>(1,668,402)</b>	<b>821,021</b>	<b>2,630,569</b>	<b>(1,724,991)</b>	<b>905,578</b>

## 12. Accounts Payable

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Creditors	40,643	53,826	53,826
Accruals	5,830	12,280	12,280
Employee Entitlements - Salaries	192,346	165,098	165,098
Employee Entitlements - Leave Accrual	33,680	28,238	28,238
	<b>272,499</b>	<b>259,442</b>	<b>259,442</b>
Payables for Exchange Transactions	272,499	259,442	259,442
	<b>272,499</b>	<b>259,442</b>	<b>259,442</b>

The carrying value of payables approximates their fair value.

## 13. Revenue Received in Advance

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Other Revenue in Advance	16,646	14,295	14,295
	<b>16,646</b>	<b>14,295</b>	<b>14,295</b>

## 14. Provision for Cyclical Maintenance

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Provision at the Start of the Year	225,947	225,947	202,436
Increase/ (decrease) to the Provision During the Year	-	17,500	23,511
Adjustment to the Provision	(225,947)	-	-
Use of the Provision During the Year	-	(8,000)	-
Provision at the End of the Year	<b>-</b>	<b>235,447</b>	<b>225,947</b>
Cyclical Maintenance - Current	-	106,342	106,342
Cyclical Maintenance - Term	-	129,105	119,605
	<b>-</b>	<b>235,447</b>	<b>225,947</b>



## 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:

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
No Later than One Year	19,442	20,137	20,137
Later than One Year and no Later than Five Years	34,439	46,722	46,722
Future Finance Charges	(6,250)	(9,569)	(9,569)
	<u>47,631</u>	<u>57,290</u>	<u>57,290</u>
<b>Represented by:</b>			
Finance lease liability - Current	16,137	16,012	16,012
Finance lease liability - Term	31,494	41,278	41,278
	<u>47,631</u>	<u>57,290</u>	<u>57,290</u>

## 16. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects: No projects in 2021

2020	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Heatpumps	-	16,165	(16,165)	-	-
Totals	<u>-</u>	<u>16,165</u>	<u>(16,165)</u>	<u>-</u>	<u>-</u>

## 17. Related Party Transactions

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

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

## 18. Remuneration

### Key management personnel compensation

Key management personnel of the School include the Board, Principal, Deputy and Associate Principals.

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration	2,015	2,510
<i>Leadership Team</i>		
Remuneration	364,737	496,707
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	<u>366,752</u>	<u>499,217</u>

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

### Principal 1

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

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140 - 150	0 - 0
Benefits and Other Emoluments	0 - 5	0 - 0
Termination Benefits	0 - 0	0 - 0





### Principal 2

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

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	0 - 0	170 - 180
Benefits and Other Emoluments	0 - 0	10 - 15
Termination Benefits	0 - 0	0 - 0

### Other Employees

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

Remuneration \$000	2021 FTE Number	2020 FTE Number
100 -110	6.00	7.00
110 -120	1.00	1.00
	<u>7.00</u>	<u>8.00</u>

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

## 19. Compensation and Other Benefits Upon Leaving

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

	2021 Actual	2020 Actual
Total	\$ -	\$ 24,025
Number of People	-	1

## 20. Contingencies

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

### Holidays Act Compliance – schools payroll

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

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

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

### Cyclical Maintenance Provision

The School has an obligation to the Ministry of Education to maintain in good order and repair at all times the land, buildings and other facilities on the School site. The school is part of a Ministry Rebuild Programme which will result in the School's buildings being fully rebuilt the coming years. As a result, no cyclical maintenance provision has been recognised, with all maintenance to be completed as and when as required in the interim. Upon the completion of the rebuild, the school will reinstate the provision as required.

## 21. Commitments

### (a) Capital Commitments

As at 31 December 2021 the Board has not entered into any contract agreements for capital works.

(Capital commitments in relation to Ministry projects at 31 December 2020: nil)

### (b) Operating Commitments

As at 31 December 2021 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2020: 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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash and Cash Equivalents	273,281	425,940	405,445
Receivables	207,497	142,445	142,445
Investments - Term Deposits	147,493	146,166	146,166
Total Financial assets measured at amortised cost	<u>628,271</u>	<u>714,551</u>	<u>694,056</u>

### Financial liabilities measured at amortised cost

Payables	272,499	259,442	259,442
Finance Leases	47,631	57,290	57,290
Total Financial liabilities measured at amortised Cost	<u>320,130</u>	<u>316,732</u>	<u>316,732</u>

## 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.

## 25. COVID 19 Pandemic on going implications

### Impact of Covid-19

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

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

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

### Impact on operations

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

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

### Reduction in locally raised funds

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

### Increased Remote learning additional costs

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



# Analysis of Variance Reporting



<b>School Name:</b>	Twizel Area School	<b>School Number:</b>	0527
<b>Strategic Aim:</b>	To set aspirational achievement and progress targets for all ākonga.		
<b>Annual Aim:</b>	To extend our Year 1 – 10 ākonga higher-order mathematical thinking with the result of them achieving at or above in relation to the New Zealand Curriculum Levels		
<b>Target:</b>	Ensure that the 80% of ākonga in Y1 – 10 will achieve at or exceed national expectations in mathematics.		
<b>Baseline Data:</b>	77% of Year 1-10 learners achieve at or above NZC expectations at the end of 2021. 73% of Māori Year 1-10 learners achieve at or above NZC expectations at the end of 2021.		

# Analysis of Variance Reporting



<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<ul style="list-style-type: none"> <li>Identified target ākonga and cohorts using data, planned and implemented appropriate interventions for 2021</li> <li>Identify ALiM intervention ākonga and began programme (COVID disrupted)</li> <li>Encouraged 'hands-on' approaches to maths in all classes.</li> <li>Professional Learning Group establishment, meetings and progress COVID disrupted</li> <li>Provided extension opportunities for able maths problem solvers (National Competitions, Aoraki Maths and extension group in Year 8).</li> <li>Analysed progress and achievement of ākonga against the goal</li> </ul>	<p>70% of ākonga in Y1 – 10 achieved at or exceed national expectations in mathematics.</p>	<p>This is an underperformance when compared to the target, and to previous years' results. Many of the ideas and changes that the school planned were not able to progress due to COVID disruptions as well as a change in leadership within the school which ended up sending higher priority to other areas in the Charter. There has been discussion across the staff that the Numeracy Project resources no longer serve their purpose and new methodology and training is required for staff. Attainment within the Y1-6 and Y10 areas is 'normally' distributed for the school, but attainment in the Y7-9 area is unusually skewed towards lower levels. Of those in the lower attainment levels across the Y1-10 cohort, transient, Māori and low attending students are over represented. Initiatives from the annual target document were not able to gain traction due to COVID disruptions. This included parent engagement, ALiM interventions, the PLGs and</p>	<ul style="list-style-type: none"> <li>Identify target ākonga and cohorts using data, plan and implement appropriate interventions for 2022</li> <li>Identify DMIC intervention ākonga and begin programme</li> <li>Deliberately teach strategies to enhance deeper thinking and understanding in maths.</li> <li>Encourage appropriately researched approaches to maths in all classes.</li> <li>Professional Learning Group establishment and regular meetings</li> <li>Provide extension opportunities for able maths problem solvers (National Competitions, Aoraki Maths and extension group in Year 8).</li> <li>Analyse and report the progress and achievement of ākonga against the goal</li> <li>Explore and share the wide range of resources available at school.</li> </ul>

		<p>'hands-on' teaching and learning experiences.</p>	<ul style="list-style-type: none"> <li>• Produce support materials for parents</li> </ul>
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**Planning for next year:**

To continue to make progress across the school in developing a curriculum and educational facility that is responsive to cultures, needs, interests and aspirations of all

**Introduction to NPDL, review of 'Collaboration/Whānaukataka' and our related teaching practices including culturally responsive practice**

- Collaboration with Kāhui Ako key staff working through agreed programme to introduce New Pedagogies for Deeper Learning (NPDL)
- Commitment to PD sessions across the Kāhui Ako Schools and Jumbo Day
- Review, using the NPDL rubric whānaukataka practices across the curriculum
- Use the 4 quadrants to begin to enhance learning programmes and outcomes

**Review of assessment practices with a view to using PaCT to give overall judgement and progress records**

- Use of Assessment for Learning Guide to review assessment process across the school
- PLD for all staff involved in teaching Mathematics for Years 1-10 in the use of PaCT

**Engage with PLD in the areas of Digital Fluency, DMIC**

- Follow Digital Fluency Plan with Core Education to facilitate 120 hours of professional learning with a view to generally increasing fluency and integration of Year 1-8 digital learning portfolios
- Work with DMIC Team to facilitate the first year of mentoring support. Dates set for 22nd Feb, 11th May and 22nd August. Provide time and resources for staff to implement coaching changes

<b>Strategic Aim:</b>	To set aspirational achievement and progress targets for all ākonga.
<b>Annual Aim:</b>	To establish and support personalised and aspirational learning programmes for every NCEA student.
<b>Target:</b>	<p>Ensure that support is provided to all NCEA ākonga in meeting their personal goals.</p> <ul style="list-style-type: none"> <li>● At least 45% of ākonga to achieve Merit + endorsements for their certificate (national 2019 - 45.4%, TAS 2020 - 24%).</li> <li>● Of our Year 12 and 13, 38% plan to transition along a vocational pathway, 100% of these ākonga will be supported in making secure transitions to work or further education and training.</li> <li>● 57% of the current Year 13 to achieve a University Entrance Qualification (national 2019 - 54%, TAS 2020 - 83%).</li> </ul>
<b>Baseline Data:</b>	There were 34 NCEA candidates by the end of 2020. 2020 results showed: Level 1 - 100% Achieved, 40% with Merit endorsement. Level 2 - 100% Achieved, 24% with Merit endorsement. Level 3 - 100% Achieved, 20% with Merit endorsement, 80% with University Entrance (all ākonga aiming at UE gained it).

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<ul style="list-style-type: none"> <li>• Students made supported choice of study and or vocational pathways. The timetable was created to ensure that all ākonga receive their required courses.</li> <li>• NCEA Teachers identified priority learners and targeted ākonga likely to achieve either merit or excellence passes in their chosen subjects.</li> <li>• Students set their own individual goals for achievement, commenced introduction of MyMahi system for goal setting and progression tracking.</li> <li>• Goals regularly shared with mentors and whānau.</li> <li>• Interim and formal (3x per year) mentoring conferences and reporting.</li> <li>• Monitoring of courses and achievement</li> </ul>	<p>Of those students who completed the year at TAS, and were entered for an NCEA qualification:</p> <ul style="list-style-type: none"> <li>• 39% received a Merit or Excellence endorsement</li> <li>• 100% of our students leaving to a vocational pathway met the requirements of transition</li> <li>• 64% of Year 13 students attained University Entrance</li> </ul>	<ul style="list-style-type: none"> <li>• <b>NCEA Merits and Excellences</b> 2020 baseline data was far surpassed by the 2021 cohort (TAS 2021 = 39%, TAS 2020 = 24%) and national 2020 results from the NCEA report (TAS = 39%, national 2020 = 23.3%). Ongoing one to one support for a small cohort created a system where students were supported to meet the requirements of higher level learning. This was sustained throughout COVID disruptions. Students had regular contact and support with mentors. <ul style="list-style-type: none"> <li>• <b>Vocational pathways</b> Using the same support systems for M/E attainment, courses were tailored to the needs of students. Mentor support was significant throughout the year. Use of the Gateway programme in many cases matched students to appropriate employment pathways, others are enrolled in 2022 for further vocational education.</li> <li>• <b>University Entrance</b> 57% of the Year 13 cohort were aiming at achieving University Entrance and 64% achieved it. Not only did this surpass our target, it</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students to make a careful choice of study and or vocational pathways. The timetable is created to ensure that all ākonga receive their required courses.</li> <li>• NCEA Teachers identify priority learners and targeted ākonga likely to achieve either merit or excellence passes in their chosen subjects.</li> <li>• Students setting their own individual goals for achievement, introduction of MyMahi system for goal setting and progression tracking via Kamar</li> <li>• SMART Goals shared with mentors, parents and whānau via Kamar</li> <li>• Interim and formal (3x per year) mentoring conferences. Three mentor reports and one end of year subject report.</li> <li>• Monitoring of courses with deliberate acts of teaching.</li> <li>• Setting and achieving milestones both short and long-term. Celebrating individual achievements</li> </ul>

<ul style="list-style-type: none"> <li>• Celebrating individual achievements.</li> <li>• Further engagement with NCEA review process</li> </ul>		<p>also surpassed national 2020 official results of 53.4%. Ongoing one to one support for a small cohort created a system where students were supported to meet the requirements of higher level learning. This was sustained throughout COVID disruptions. Students had regular contact and support with mentors.</p>	<p>within WAKA values system.</p> <ul style="list-style-type: none"> <li>• Revisiting both ākonga SMART goals.</li> <li>• Summative and formative assessments. Results shared with ākonga and whānau using Kamar portal.</li> <li>• Students give feedback on relevance and difficulty of individual NCEA standards.</li> <li>• PD to develop pedagogy for deeper learning and NCEA extension, as well as inclusion in PB4L-SW practices</li> <li>• Further engagement with Kahui Ako and NCEA review process through Accord Days and collaboration with other subject specialists.</li> </ul>
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**Planning for next year:**

To continue to make progress across the school in developing a curriculum and educational facility that is responsive to cultures, needs, interests and aspirations of all

**Introduction to NPDL, review of ‘Collaboration/Whānaukataka’ and our related teaching practices including culturally responsive practice**

- Collaboration with Kāhui Ako key staff working through agreed programme to introduce New Pedagogies for Deeper Learning (NPDL)
- Commitment to PD sessions across the Kāhui Ako Schools and Jumbo Day
- Review, using the NPDL rubric whānaukataka practices across the curriculum
- Use the 4 quadrants to begin to enhance learning programmes and outcomes

**Engage with PLD in the areas of NCEA and PB4L-SW**



- Use Accord Days to provide NCEA Professional Development as the new system continues implementation towards 2024. Accord Days set for 11th May, 22nd August and 1st-2nd December. Collaborate with either Kāhui Ako, Mackenzie College or Aoraki Schools for these days where possible.
- Implement the first stages of PB4L-SW with a specific identified team of interested parties using the support of the MoE allocated team. Provide 'Understanding Behaviour, Responding Safely Training for all staff to support the transition to PB4L-SW on 31st January.

**Collect student and whānau voice on our current curriculum offerings in the Y7-13 area**

- Term 3 survey review of students and whānau and their opinions regarding current and future curriculum offerings (Y7-13)
- Course selection

**Integration of processes around our WAKA values, PB4L-SW and development of Graduate Profile based upon recent community feedback**

- Publish information relating to our WAKA values
- Review programmes to integrate or identify learning that enhances knowledge of WAKA values
- Develop resources and collateral to support WAKA learning and acknowledge skill acquisition or display of value
- Review and enhance graduate profile descriptors

**Review Mentoring System**

- Allocate mentors to Y11-13 students
- Review mentoring system and goal setting practice against research
- Survey students and whānau to review effectiveness of programme
- Consider possibility for enhancement of the programme

**Set aspirational achievement and progress targets for all students**

- Teach SMART goal process to students
- Ensure goals set through initial and ongoing reporting are SMART and reviewed over time

# Kiwisport Funding

**School Name: Twizel Area School**

Kiwisport is a Government funding initiative to support students' participation in organised sport. During 2021, the school received total Kiwisport funding of \$4252.80 (excluding GST).

The funding was spent on travel to numerous events, sports entries, tennis coaching and equipment.

**INDEPENDENT AUDITOR'S REPORT****TO THE READERS OF TWIZEL AREA SCHOOL'S FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2021**

The Auditor-General is the auditor of Twizel Area School (the School). The Auditor-General has appointed me, Jane Jackman, using the staff and resources of Nexia Audit 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 16, that comprise statement of financial position as at 31 December 2021, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2021; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with the Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 25 November 2022. This is the date at which our opinion is expressed.

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

**Basis for our opinion**

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

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

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

**Responsibilities of the Board for the financial statements**

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Board 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 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 information included on pages 3 to 16 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.



### **Jane Jackman**

Nexia Audit Christchurch  
On behalf of the Auditor-General  
Christchurch, New Zealand