



**TWIZEL**  
AREA SCHOOL

## ANNUAL REPORT

**FOR THE YEAR ENDED 31 DECEMBER 2022**

**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 2022

## Index

Page	Statement
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### Financial Statements

<a href="#">1</a>	Statement of Responsibility
<a href="#">2</a>	Members of the Board
<a href="#">3</a>	Statement of Comprehensive Revenue and Expense
<a href="#">4</a>	Statement of Changes in Net Assets/Equity
<a href="#">5</a>	Statement of Financial Position
<a href="#">6</a>	Statement of Cash Flows
<a href="#">7 - 17</a>	Notes to the Financial Statements

### Other Information

Analysis of Variance

Kiwisport

Good Employee

# Twizel Area 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.

Sharon Blanchard

Full Name of Presiding Member



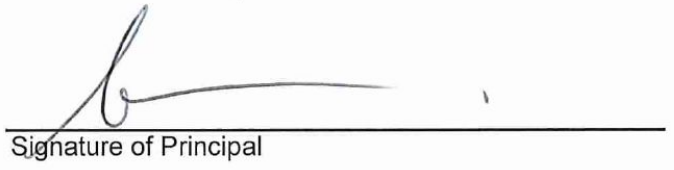
Signature of Presiding Member

23/05/23

Date:

KATE STANIFORD

Full Name of Principal



Signature of Principal

23/05/23

Date:

# Twizel Area School

## Members of the Board

For the year ended 31 December 2022

<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
Bruce Mincham	Parent Representative	Co-opted	May 2025
Colette van der Westhuizen	Parent Representative	Elected	Nov 2022
Michele O'Carroll	Staff Representative	Selected	May 2022
Belinda Purcell	Maori Representative	Elected	May 2025
Monique van der Westhuizen	Student Representative	Elected	Sep 2022
Ariki Curtis	Student Representative	Elected	Sep 2023
Joy Paterson	Presiding Member	Elected	Mar 2022

# Twizel Area School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

		2022	2022	2021
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Revenue</b>				
Government Grants	2	3,695,399	2,689,169	3,625,853
Locally Raised Funds	3	207,940	156,939	155,072
Interest Income		6,316	1,000	1,737
		<u>3,909,655</u>	<u>2,847,108</u>	<u>3,782,662</u>
<b>Expenses</b>				
Locally Raised Funds	3	88,170	66,650	54,984
Learning Resources	4	2,720,418	1,949,701	2,869,769
Administration	5	217,589	168,098	207,567
Finance		3,766	-	4,475
Property	6	711,610	491,760	408,078
Other Expenses	7	177,237	177,216	177,216
Loss on Disposal of Property, Plant and Equipment		515	300	7,674
		<u>3,919,305</u>	<u>2,853,725</u>	<u>3,729,763</u>
<b>Net (Deficit)/Surplus for the year</b>		(9,650)	(6,617)	52,899
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>(9,650)</u>	<u>(6,617)</u>	<u>52,899</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 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Equity at 1 January</b>		1,127,768	1,127,768	1,074,869
Total comprehensive revenue and expense for the year		(9,650)	(6,617)	52,899
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		24,607	-	-
<b>Equity at 31 December</b>		1,142,725	1,121,151	1,127,768
Accumulated comprehensive revenue and expense		1,142,725	1,121,151	1,127,768
<b>Equity at 31 December</b>		1,142,725	1,121,151	1,127,768

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 2022

		2022	2022	2021
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	8	362,040	393,664	273,281
Accounts Receivable	9	190,044	207,497	207,497
GST Receivable		6,148	7,869	7,869
Prepayments		7,443	5,883	5,883
Inventories	10	1,000	1,500	1,500
Investments	11	150,375	147,493	147,493
Funds Receivable for Capital Works Projects	17	10,850	-	-
		<u>727,900</u>	<u>763,906</u>	<u>643,523</u>
<b>Current Liabilities</b>				
Accounts Payable	13	274,162	272,499	272,499
Revenue Received in Advance	14	18,642	13,646	16,646
Finance Lease Liability	16	18,133	16,137	16,137
		<u>310,937</u>	<u>302,282</u>	<u>305,282</u>
<b>Working Capital Surplus/(Deficit)</b>		416,963	461,624	338,241
<b>Non-current Assets</b>				
Property, Plant and Equipment	12	749,138	706,021	821,021
		<u>749,138</u>	<u>706,021</u>	<u>821,021</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	15	-	15,000	-
Finance Lease Liability	16	23,376	31,494	31,494
		<u>23,376</u>	<u>46,494</u>	<u>31,494</u>
<b>Net Assets</b>		<u>1,142,725</u>	<u>1,121,151</u>	<u>1,127,768</u>
<b>Equity</b>		<u>1,142,725</u>	<u>1,121,151</u>	<u>1,127,768</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 2022

		2022	2022	2021
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
<b>Cash flows from Operating Activities</b>				
Government Grants		1,209,052	1,107,369	1,095,642
Locally Raised Funds		203,618	153,939	156,613
Goods and Services Tax (net)		1,721	-	10,319
Payments to Employees		(672,449)	(461,022)	(714,733)
Payments to Suppliers		(640,001)	(651,680)	(619,631)
Interest Received		6,093	1,000	1,655
Net cash from/(to) Operating Activities		108,034	149,606	(70,135)
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	(300)	-
Purchase of Property Plant & Equipment (and Intangibles)		(24,739)	(28,923)	(44,458)
Purchase of Investments		(2,882)	-	(1,327)
Net cash (to)/from Investing Activities		(27,621)	(29,223)	(45,785)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		24,607	-	-
Finance Lease Payments		(16,261)	-	(16,244)
Net cash from/(to) Financing Activities		8,346	-	(16,244)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>88,759</b>	<b>120,383</b>	<b>(132,164)</b>
Cash and cash equivalents at the beginning of the year	8	273,281	273,281	405,445
<b>Cash and cash equivalents at the end of the year</b>	8	<b>362,040</b>	<b>393,664</b>	<b>273,281</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 2022

#### 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 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 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 whole dollar.

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

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

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

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

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

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

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.



### **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 16. Future operating lease commitments are disclosed in note 22b.

#### *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 to which they relate. 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 programmes are recorded as revenue when the School has the rights to the funding in the period to which they relate. 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 recognised as 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.

### **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 expected 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. 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 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 Statement of Comprehensive Revenue and Expense 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	10–75 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. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised as 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.

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 Statement of Comprehensive Revenue and Expense.

The reversal of an impairment loss is recognised in the Statement of Comprehensive Revenue and Expense. 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.

### **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 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, 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 Statement of Comprehensive Revenue and Expense in the period in which they arise.

### **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. 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.



### **1.16. Financial Instruments**

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are 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 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 investments' 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 the Statement of Comprehensive Revenue and Expense 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 the Statement of Comprehensive Revenue and Expense.

The School's financial liabilities comprise accounts payable, and finance lease 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 the Statement of Comprehensive Revenue and Expense.

### **1.17. Borrowings**

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

### **1.18. Goods and Services Tax (GST)**

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

### **1.19. Budget Figures**

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

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

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



## 2. Government Grants

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	970,586	867,402	921,758
Teachers' Salaries Grants	2,014,993	1,320,000	2,060,947
Use of Land and Buildings Grants	457,711	261,800	401,950
Transport Grant	226,524	214,685	215,916
Other Government Grants	25,585	25,282	25,282
	<u>3,695,399</u>	<u>2,689,169</u>	<u>3,625,853</u>

## 3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>			
Donations & Bequests	26,913	21,750	30,701
Curriculum related Activities - Purchase of goods and services	3,467	3,000	1,424
Fees for Extra Curricular Activities	27,448	30,550	20,981
Trading	9,129	11,300	10,749
Fundraising & Community Grants	8,219	5,500	5,497
Other Revenue	106,044	76,239	80,842
Transport Revenue	26,720	8,600	4,878
	<u>207,940</u>	<u>156,939</u>	<u>155,072</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	56,607	43,050	33,344
Trading	15,531	11,000	12,341
Transport (Local)	16,032	12,600	9,299
	<u>88,170</u>	<u>66,650</u>	<u>54,984</u>
<i>Surplus / (Deficit) for the year Locally raised funds</i>	<u>119,770</u>	<u>90,289</u>	<u>100,088</u>

## 4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	102,245	144,356	110,324
Equipment Repairs	303	300	83
Information and Communication Technology	23,130	36,000	25,842
Library Resources	4,626	4,300	4,457
Employee Benefits - Salaries	2,448,777	1,595,322	2,567,012
Staff Development	30,165	25,500	25,960
Depreciation	111,172	143,923	136,091
	<u>2,720,418</u>	<u>1,949,701</u>	<u>2,869,769</u>

## 5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	6,004	6,904	5,830
Board Fees	3,435	4,000	2,015
Board Expenses	7,313	9,100	8,805
Intervention Costs & Expenses	-	-	25,839
Communication	6,684	8,100	8,783
Consumables	34,319	14,850	22,508
Other	17,604	24,600	22,603
Employee Benefits - Salaries	119,968	71,700	89,860
Insurance	13,690	19,000	13,644
Service Providers, Contractors and Consultancy	8,572	9,844	7,680
	<u>217,589</u>	<u>168,098</u>	<u>207,567</u>



## 6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	7,677	10,100	11,483
Cyclical Maintenance Provision	-	15,000	(225,947)
Grounds	14,928	14,200	16,621
Heat, Light and Water	46,971	56,000	49,626
Rates	2,052	1,860	1,923
Repairs and Maintenance	31,327	16,800	18,989
Use of Land and Buildings	457,711	261,800	401,950
Security	6,507	2,000	890
Employee Benefits - Salaries	144,437	114,000	132,543
	<u>711,610</u>	<u>491,760</u>	<u>408,078</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 nationwide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

## 7. Other Expenses

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Transport	177,237	177,216	177,216
	<u>177,237</u>	<u>177,216</u>	<u>177,216</u>

## 8. Cash and Cash Equivalents

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash on Hand	140	-	140
Bank Accounts	361,900	393,664	273,141
Cash and Cash Equivalents for Statement of Cash Flows	<u>362,040</u>	<u>393,664</u>	<u>273,281</u>

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

## 9. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	7,318	1,000	1,000
Receivables from the Ministry of Education	15,996	12,152	12,152
Interest Receivable	506	283	283
Banking Staffing Underuse	4,808	-	-
Teacher Salaries Grant Receivable	161,416	194,062	194,062
	<u>190,044</u>	<u>207,497</u>	<u>207,497</u>
Receivables from Exchange Transactions	7,824	1,283	1,283
Receivables from Non-Exchange Transactions	182,220	206,214	206,214
	<u>190,044</u>	<u>207,497</u>	<u>207,497</u>

## 10. Inventories

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Stationery	1,000	1,500	1,500
	<u>1,000</u>	<u>1,500</u>	<u>1,500</u>



## 11. Investments

The School's investment activities are classified as follows:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Asset			
Short-term Bank Deposits	150,375	147,493	147,493
<b>Total Investments</b>	<u>150,375</u>	<u>147,493</u>	<u>147,493</u>

## 12. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2022</b>						
Land	91,630	-	-	-	-	91,630
Building Improvements	368,730	-	-	-	(15,065)	353,665
Furniture and Equipment	110,614	10,789	-	-	(30,392)	91,011
Information and Communication Technology	59,640	6,999	-	-	(26,025)	40,614
Motor Vehicles	14,673	-	-	-	(9,282)	5,391
Textbooks	750	-	-	-	(540)	210
Leased Assets	45,399	11,739	-	-	(17,992)	39,146
Library Resources	109,002	10,277	(515)	-	(11,876)	106,888
Work in Progress	20,583	-	-	-	-	20,583
<b>Balance at 31 December 2022</b>	<u>821,021</u>	<u>39,804</u>	<u>(515)</u>	<u>-</u>	<u>(111,172)</u>	<u>749,138</u>

The net carrying value of furniture and equipment held under a finance lease is \$39,146 (2021: \$45,399)

### Restrictions

With the exception of the contractual restrictions relating to the above noted finance leases, there are no other 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 \$
Land	91,630	-	91,630	91,630	-	91,630
Building Improvements	607,534	(253,869)	353,665	607,534	(238,804)	368,730
Furniture and Equipment	614,168	(523,157)	91,011	603,380	(492,766)	110,614
Information and Communication Technology	460,976	(420,362)	40,614	453,977	(394,337)	59,640
Motor Vehicles	231,107	(225,716)	5,391	231,107	(216,434)	14,673
Textbooks	17,037	(16,827)	210	17,037	(16,287)	750
Leased Assets	76,214	(37,068)	39,146	76,145	(30,746)	45,399
Library Resources	396,473	(289,585)	106,888	388,030	(279,028)	109,002
Work in Progress	20,583	-	20,583	20,583	-	20,583
<b>Balance at 31 December</b>	<u>2,515,722</u>	<u>(1,766,584)</u>	<u>749,138</u>	<u>2,489,423</u>	<u>(1,668,402)</u>	<u>821,021</u>

## 13. Accounts Payable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Creditors	42,885	40,643	40,643
Accruals	8,003	5,830	5,830
Employee Entitlements - Salaries	197,352	192,346	192,346
Employee Entitlements - Leave Accrual	25,922	33,680	33,680
	<u>274,162</u>	<u>272,499</u>	<u>272,499</u>
Payables for Exchange Transactions	274,162	272,499	272,499
	<u>274,162</u>	<u>272,499</u>	<u>272,499</u>

The carrying value of payables approximates their fair value.





#### 14. Revenue Received in Advance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Other Revenue in Advance	18,642	13,646	16,646
	18,642	13,646	16,646

#### 15. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	-	-	225,947
Increase to the Provision During the Year	-	15,000	-
Other Adjustments	-	-	(225,947)
Provision at the End of the Year	-	15,000	-
Cyclical Maintenance - Non current	-	15,000	-
	-	15,000	-

#### 16. Finance Lease Liability

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	20,908	19,442	19,442
Later than One Year and no Later than Five Years	24,769	34,439	34,439
Future Finance Charges	(4,168)	(6,250)	(6,250)
	41,509	47,631	47,631
<b>Represented by:</b>			
Finance lease liability - Current	18,133	16,137	16,137
Finance lease liability - Non-current	23,376	31,494	31,494
	41,509	47,631	47,631

#### 17. 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. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 8.

2022	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Boundary Fence - #238532	-	3,000	(13,850)	-	(10,850)
Totals	-	3,000	(13,850)	-	(10,850)

#### Represented by:

Funds Receivable from the Ministry of Education (10,850)

#### 18. Related Party Transactions

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

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



## 19. Remuneration

### Key management personnel compensation

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

	<b>2022 Actual \$</b>	<b>2021 Actual \$</b>
<i>Board Members</i>		
Remuneration	3,435	2,015
<i>Leadership Team</i>		
Remuneration	364,585	364,737
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	<u>368,020</u>	<u>366,752</u>

There are 7 members of the Board excluding the Principal. The Board had held 9 full meetings of the Board in the year. The Board also has Finance members that meet monthly. 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

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

	<b>2022 Actual \$000</b>	<b>2021 Actual \$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140 - 150	140 - 150
Benefits and Other Emoluments	0 - 5	0 - 5
Termination Benefits	0 - 0	0 - 0

### Other Employees

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

<b>Remuneration \$000</b>	<b>2022 FTE Number</b>	<b>2021 FTE Number</b>
100 -110	4.00	6.00
110 -120	3.00	1.00
	<u>7.00</u>	<u>7.00</u>

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

## 20. Compensation and Other Benefits Upon Leaving

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

	<b>2022 Actual \$</b>	<b>2021 Actual \$</b>
Total	-	-
Number of People	-	-

## 21. 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).

### 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.

### Additional funding wash up payment

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 has not been notified of the final wash up calculation relating to 31 December 2022. The final calculations impact on the financial statements is unable to be determined at the date of reporting.



### 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.

## 22. Commitments

### (a) Capital Commitments

As at 31 December 2022 the Board has entered into the following contract agreements for capital works.

(a) The school has contracted for Boundary fence design fees. The project is fully funded by the Ministry. An amount of \$3,000 has been received from the Ministry for this project, of which \$13,850 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments in relation to Ministry projects at 31 December 2021: nil)

### (b) Operating Commitments

As at 31 December 2022 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2021: nil)

## 23. 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 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	362,040	393,664	273,281
Receivables	190,044	207,497	207,497
Investments - Term Deposits	150,375	147,493	147,493
Total Financial assets measured at amortised cost	<u>702,459</u>	<u>748,654</u>	<u>628,271</u>

### Financial liabilities measured at amortised cost

Payables	274,162	272,499	272,499
Finance Leases	41,509	47,631	47,631
Total Financial liabilities measured at amortised Cost	<u>315,671</u>	<u>320,130</u>	<u>320,130</u>

## 24. Events After Balance Date

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

## 25. Comparatives

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



# Statement of Variance Reporting



<b>School Name:</b>	Twizel Area School	<b>School Number:</b>	0527
<b>Strategic Aim:</b>	<p><b>Responsive Curriculum and Facilities</b> To develop a curriculum and educational facility that is responsive to the cultures, needs, interests and aspirations of all.</p> <p><b>Hauora</b> To strengthen resilience and wellbeing for all students and staff.</p> <p><b>Learning Partnerships</b> To foster authentic learning partnerships with whanau and the wider community.</p> <p><b>Professional Capabilities</b> To grow professional capabilities and collective capacity within our school.</p>		
<b>Annual Aim:</b>	<b>To accelerate the achievement of 189 Year 1-10 students in Mathematics.</b>		
<b>Target:</b>	In 2022, the target is to ensure that the 80% of ākonga in Y1 – 10 will achieve at or exceed national expectations in mathematics.		
<b>Baseline Data:</b>	<p>77% of Year 1-10 learners achieved at or above NZC expectations at the end of 2020. 73% of Māori Year 1-10 learners achieve at or above NZC expectations at the end of 2020.</p> <p>In 2021, the target was to ensure that the 80% of ākonga in Y1 – 10 will achieve at or exceed national expectations in mathematics. The outcome was: 70% of ākonga in Y1 – 10 achieved at or exceed national expectations in mathematics.</p> <p>This has been selected as a continued goal due to disruptions over the last 2 years due to COVID. It has been hard to gain traction with the goal and PLG. Having now engaged with a selected PLD provider (DMIC) through Massey University, we feel better supported in improving our curriculum outcomes in the Mathematics learning area.</p>		

# Statement 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>
<p>Identify target ākonga and cohorts using data, plan and implement appropriate interventions for 2022</p> <p>Identify DMIC intervention ākonga and begin programme</p> <p>Deliberately teach strategies to enhance deeper thinking and understanding in maths.</p> <p>Encourage appropriately researched approaches to maths in all classes.</p> <p>Professional Learning Group establishment and regular meetings</p> <p>Provide extension opportunities for able maths problem solvers (National Competitions, Aoraki Maths and extension group in Year 8).</p> <p>Analyse and report the progress and achievement of ākonga against the goal</p> <p>Explore and share the wide range of resources available at school.</p>	<p>73% of ākonga in Y1 – 10 achieved at or exceed national expectations in mathematics.</p>	<p>Although an underperformance when compared to the target, it is important to note that this is the first 'uptick' in Mathematics outcomes since 2018. We have experienced significant loss of learning due to covid across 2022, yet are now able to track student performance at an individual, cohort and school wide level and have begun to experience acceleration and improvement. It is worthy of note, that the % of students considered 'Above' normal curriculum expectations has increased from 19% to 23% in line with improvements from 'Working Towards' to 'At'. We have undertaken significant staff training and are sustaining a pedagogical shift. In 2023, we need to embed this, ideally with improved attendance and consistency.</p>	<p>The school will continue its relationship with Massey University and DMIC in order to sustain and accelerate this progress. Pedagogical shifts will continue. The appointment of the new SLT will allow us to review and add rigour to our moderation and assessment processes, allowing us to better intervene with and report on learning needs across individuals, groups, cohorts etc.</p>
<p><b>Planning for next year:</b></p>			
<p>The target will remain for 2023 in its 2022 format as we are beginning to see improvements in practice and outcomes but need to embed this, especially with new staff. Further reviews of assessment practice within the new SLT will ensure accuracy and moderation.</p>			

<b>Annual Aim:</b>	<b>To accelerate the achievement of 37 Year 11-13 students in their NCEA outcomes.</b>
<b>Target:</b>	<p>Ensure that support is provided to all NCEA ākonga in meeting their personal goals.</p> <p>At least 24% of eligible ākonga to achieve Merit + endorsements for their certificate (national 2021 - 23.3%, Eligible ākonga at TAS 2021 - 19%).</p> <p>Of our Year 12 and 13, 31% (5 ākonga) have goals to transition along a vocational pathway. At least 50% of the identified ākonga to achieve a Vocational Pathway Award at NCEA Level 2.</p> <p>67% of the current Year 13 to achieve a University Entrance Qualification (national 2021 - 53%, TAS 2021 - 64%).</p>
<b>Baseline Data:</b>	<p>In 2021, the target was:</p> <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> <p>The outcome was: 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> <p>This has been selected as a continued target due to the disruptions in 2020 and 2021 to normal NCEA programmes due to COVID. The Year 12 and 13 students in 2022 have never had a 'normal' NCEA year, as a consequence has lost the rigour of some of their programmes.</p>

<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>
<p>Students make a careful choice of study and or vocational pathways. The timetable is created to ensure that all ākonga receive their required courses. NCEA Teachers identify priority learners and targeted ākonga likely to achieve either merit or excellence passes in their chosen subjects.</p> <p>Students setting their own individual goals for achievement alongside mentors, parents and whānau Interim and formal (3x per year) mentoring conferences.</p> <p>Monitoring of courses with deliberate acts of teaching.</p> <p>Setting and achieving milestones both short and long-term. Celebrating individual achievements within WAKA values system.</p> <p>Summative and formative assessments. Results shared with ākonga and whānau using Kamar portal.</p> <p>Students give feedback on relevance and difficulty of individual NCEA standards.</p> <p>Collaboration opportunities with other subject specialists.</p>	<p>33% of eligible ākonga achieved Merit + endorsements for their certificate (national 2021 - 23.3%, Eligible ākonga at TAS 2021 - 19%).</p> <p>60% of the identified ākonga to achieved a Vocational Pathway Award at NCEA Level 2.</p> <p>75% Year 13's achieved a University Entrance Qualification (national 2021 - 53%, TAS 2021 - 64%).</p>	<p>Despite traversing the most covid-impacted year with severe disruption to teaching and learning, the NCEA cohort have surpassed each of the annual targets.</p> <p>Teacher commitment and communication have been the strongest impactors on sustaining performance, especially when student affect became very low.</p> <p>Sticking to the plan of mentoring despite consistency challenges developed relationships with whānau that sustained the learning.</p> <p>Creativity in teaching and constantly realigning plans and goals gave the fluidity that the seniors needed to achieve.</p> <p>Collaboration with staff at other schools has been an ongoing issue/theme due to our isolation and is beginning to impact 'new NCEA' plans.</p> <p>Senior Students are beginning to engage with WAKA acknowledgements.</p> <p>Affirmation of processes and outcomes through MNA Report.</p>	<p>With the appointment of a new SLT, we need to assess where we are at with our progress towards the curriculum refresh and new NCEA.</p> <p>Collaboration opportunities for staff need to be created.</p> <p>Further learning and focus on Vocational pathways needs to be undertaken by staff, students and whānau.</p> <p>Our goal setting process needs to be reviewed for consistency across the NCEA cohorts.</p>
<b>Planning for next year:</b>			
<p>All targets surpassed. Plans will now focus on the the curriculum refresh and new NCEA alongside maintaining and supporting strong student outcomes.</p>			

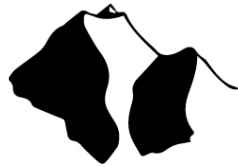
# **Kiwisport Funding**

**School Name: Twizel Area School**

**Kiwisport is a Government funding initiative to support students' participation in organised sport. During 2022, the school received total Kiwisport funding of \$4067.19 (excluding GST).**

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





## Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2022

The following questions address key aspects of compliance with a good employer policy:

<b>Reporting on the principles of being a Good Employer</b>	
How have you met your obligations to provide good and safe working conditions?	<i>Policy available to all, accessible online</i> <i>Maintains Hazard Register</i>
What is in your equal employment opportunities programme?  How have you been fulfilling this programme?	<i>Policy available to all, accessible online</i> <i>EEO Officer (Principal)</i> <i>Board delegations</i> <i>Reviews all applications for employment using good employer principles</i>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>Policy available to all, accessible online</i> <i>Reviews all applications for employment using good employer principles</i>
How are you recognising, <ul style="list-style-type: none"><li>- The aims and aspirations of Maori,</li><li>- The employment requirements of Maori, and</li><li>- Greater involvement of Maori in the Education service?</li></ul>	<i>EEO Policy available to all, accessible online</i> <i>Use of Te Tiriti within governance, strategic planning, policy etc</i> <i>Use of MoE documentation such as Ka Hikitia to inform practice and planning</i> <i>Ensure staff are making progress across Te Ao Māori and Local Histories Curriculum delivery</i> <i>Tikanga rich employment processes and systems within our workplace</i>



# TWIZEL

## AREA SCHOOL

How have you enhanced the abilities of individual employees?	<p><i>Policy available to all, accessible online</i></p> <p><i>Through professional learning etc</i></p> <p><i>Professional Growth Cycle process, development and review for all staff</i></p>
How are you recognising the employment requirements of women?	<p><i>EEO Policy available to all, accessible online</i></p> <p><i>Staff member responsible for women's employment rights through unions</i></p> <p><i>Recent equity settlements have been applied to all relevant staff</i></p>
How are you recognising the employment requirements of persons with disabilities?	<p><i>EEO Policy available to all, accessible online</i></p> <p><i>Adaptations to the workplace where relevant</i></p>

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy . The Ministry of Education monitors these policies:

<b>Reporting on Equal Employment Opportunities (EEO) Programme/Policy</b>	<b>YES</b>	<b>NO</b>
Do you operate an EEO programme/policy?	YES	
Has this policy or programme been made available to staff?	YES	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	YES	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	YES	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	YES	
Does your EEO programme/policy set priorities and objectives?	YES	

## **INDEPENDENT AUDITOR'S REPORT**

### **TO THE READERS OF TWIZEL AREA SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022**

The Auditor-General is the auditor of Twizel Area School (the School). The Auditor-General has appointed me, Sam Naylor, 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 17, that comprise 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 the Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 23 May 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.

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 KiwiSport, Analysis of Variance and Good Employer Disclosure 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.



### **Sam Naylor**

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