

STANMORE BAY SCHOOL

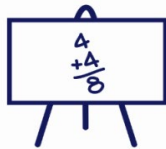
ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number:	1513
Principal:	Matt Sides
School Address:	30 Waiora Road, Stanmore Bay
School Postal Address:	30 Waiora Road, Stanmore Bay
School Phone:	09 424 5540
School Email:	info@stanmore.school.nz

Accountant / Service Provider:



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STANMORE BAY SCHOOL

Annual Report - For the year ended 31 December 2022

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Stanmore Bay 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.

Dan Walker

Full Name of Presiding Member

Dan Walker

Signature of Presiding Member

31 May 2023

Date:

Matt Sides

Full Name of Principal

Matt Sides

Signature of Principal

31 May 2023

Date:

Stanmore Bay School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	5,581,622	5,467,000	5,278,831
Locally Raised Funds	3	128,055	121,200	77,112
Interest Income		18,852	8,000	7,709
Total Revenue		5,728,529	5,596,200	5,363,652
Expenses				
Locally Raised Funds	3	51,327	71,000	37,348
Learning Resources	4	3,975,740	3,663,700	3,766,652
Administration	5	339,203	294,950	275,383
Finance		2,289	-	-
Property	6	1,467,753	1,602,000	1,364,004
Loss on Disposal of Property, Plant and Equipment		-	-	119
		5,836,312	5,631,650	5,443,506
Net Surplus / (Deficit) for the year		(107,783)	(35,450)	(79,854)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(107,783)	(35,450)	(79,854)

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes which form part of these financial statements.

Stanmore Bay School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		1,151,784	1,078,000	1,223,180
Total comprehensive revenue and expense for the year		(107,783)	(35,450)	(79,854)
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	8,458
Equity at 31 December		1,044,001	1,042,550	1,151,784
Accumulated comprehensive revenue and expense		1,044,001	1,042,550	1,151,784
Reserves		-	-	-
Equity at 31 December		1,044,001	1,042,550	1,151,784

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.



Stanmore Bay School

Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	7	126,901	151,050	282,416
Accounts Receivable	8	305,087	240,000	257,875
GST Receivable		24,594	15,000	23,149
Prepayments		39,607	-	24,847
Investments	9	855,743	625,000	628,890
Funds Receivable for Capital Works Projects	14	84,817	-	122,072
		1,436,749	1,031,050	1,339,249
Current Liabilities				
Accounts Payable	11	491,376	300,000	303,031
Provision for Cyclical Maintenance	12	142,593	-	44,456
Finance Lease Liability	13	20,393	2,000	684
Funds held for Capital Works Projects	14	299,893	-	231,504
		954,255	302,000	579,675
Working Capital Surplus/(Deficit)		482,494	729,050	759,574
Non-current Assets				
Property, Plant and Equipment	10	734,788	550,000	623,373
		734,788	550,000	623,373
Non-current Liabilities				
Provision for Cyclical Maintenance	12	109,018	236,000	231,163
Finance Lease Liability	13	64,263	500	-
		173,281	236,500	231,163
Net Assets		1,044,001	1,042,550	1,151,784
Equity		1,044,001	1,042,550	1,151,784

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



Stanmore Bay School Statement of Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash flows from Operating Activities				
Government Grants		1,092,690	1,017,000	993,549
Locally Raised Funds		121,006	121,200	72,286
Goods and Services Tax (net)		(1,445)	-	4,097
Payments to Employees		(591,990)	(533,600)	(551,416)
Payments to Suppliers		(494,124)	(567,050)	(538,206)
Interest Paid		(2,289)	-	
Interest Received		8,544	8,000	7,709
Net cash from/(to) Operating Activities		132,392	45,550	(11,981)
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(159,310)	(70,000)	(91,672)
Purchase of Investments		(226,853)	-	(7,445)
Proceeds from Sale of Investments		-	-	195,000
Net cash from/(to) Investing Activities		(386,163)	(70,000)	95,883
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	8,458
Finance Lease Payments		(7,388)	(4,500)	(3,808)
Funds Administered on Behalf of Third Parties		105,644	(100,000)	184,456
Net cash from/(to) Financing Activities		98,256	(104,500)	189,106
Net increase/(decrease) in cash and cash equivalents		(155,515)	(128,950)	273,008
Cash and cash equivalents at the beginning of the year	7	282,416	280,000	9,408
Cash and cash equivalents at the end of the year	7	126,901	151,050	282,416

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.



Stanmore Bay School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

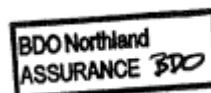
Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 12.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 10.



Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. 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 13. Future operating lease commitments are disclosed in note 13b .

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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



g) Accounts Receivable

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

h) Investments

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

i) Property, Plant and Equipment

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

Improvements (funded by the Board) to buildings owned by the Crown or directly by the board are recorded at cost, less accumulated depreciation and impairment losses.

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements	20–50 years
Board Owned Buildings	20–50 years
Furniture and equipment	10 years
Information and communication technology	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value



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

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

Non cash generating assets

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

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

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

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

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

k) Accounts Payable

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

l) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in surplus or deficit in the period in which they arise.

m) 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 Revenue and Expense.

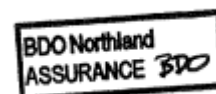
The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

n) Provision for Cyclical Maintenance

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

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



o) 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.

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 surplus or deficit.

p) 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.

q) Budget Figures

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

u) 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	1,103,184	1,017,000	989,351
Teachers' Salaries Grants	3,287,934	3,100,000	3,210,290
Use of Land and Buildings Grants	1,185,009	1,350,000	1,075,977
Other Government Grants	5,495	-	3,213
	5,581,622	5,467,000	5,278,831

The school is not eligible for the donations scheme for this year.

3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Donations & Bequests	51,629	26,200	28,994
Fees for Extra Curricular Activities	42,944	38,000	19,408
Trading	3,642	25,000	1,334
Fundraising & Community Grants	300	-	4,419
Other Revenue	29,540	32,000	22,957
	128,055	121,200	77,112
Expenses			
Extra Curricular Activities Costs	46,228	46,000	28,267
Trading	4,937	25,000	2,884
Fundraising and Community Grant Costs	162	-	6,197
	51,327	71,000	37,348
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	76,728	50,200	39,764

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	65,824	200,900	50,714
Employee Benefits - Salaries	3,743,726	3,428,600	3,553,138
Staff Development	26,935	34,200	18,967
Depreciation	139,255	-	143,833
	3,975,740	3,663,700	3,766,652



5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	7,500	10,000	7,500
Board Fees	3,660	4,000	3,130
Board Expenses	7,163	1,500	5,663
Communication	3,272	6,000	5,171
Consumables	9,099	8,500	9,691
Operating Lease	7,019	9,000	12,412
Other	119,304	102,750	89,918
Employee Benefits - Salaries	156,453	130,000	119,384
Insurance	14,933	13,000	13,164
Service Providers, Contractors and Consultancy	10,800	10,200	9,350
	339,203	294,950	275,383

6. Property

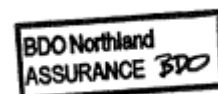
	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	11,896	11,000	9,685
Consultancy and Contract Services	58,641	60,000	56,990
Cyclical Maintenance Provision	24,008	16,000	55,868
Grounds	15,907	16,000	16,216
Heat, Light and Water	22,829	21,000	14,966
Repairs and Maintenance	52,860	27,000	28,719
Use of Land and Buildings	1,185,009	1,350,000	1,075,977
Security	17,011	16,000	19,520
Employee Benefits - Salaries	79,592	85,000	86,063
	1,467,753	1,602,000	1,364,004

The use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Cash and Cash Equivalents

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Bank Accounts	126,901	151,050	282,416
Cash and cash equivalents for Statement of Cash Flows	126,901	151,050	282,416

Of the \$982,644 Cash and Cash Equivalents and Short term Deposits, \$215,076 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2023 on Crown owned school buildings.



8. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	-	-	4,826
Receivables from the Ministry of Education	11,875	-	-
Interest Receivable	10,308	-	-
Banking Staffing Underuse	-	-	-
Teacher Salaries Grant Receivable	282,904	240,000	253,049
	<u>305,087</u>	<u>240,000</u>	<u>257,875</u>
Receivables from Exchange Transactions	10,308	-	4,826
Receivables from Non-Exchange Transactions	294,779	240,000	253,049
	<u>305,087</u>	<u>240,000</u>	<u>257,875</u>

9. Investments

The School's investment activities are classified as follows:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Asset			
Short-term Bank Deposits	855,743	625,000	628,890
	<u>855,743</u>	<u>625,000</u>	<u>628,890</u>

10. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2022						
Building Improvements	332,693	117,330	-	-	(34,140)	415,883
Furniture and Equipment	198,181	12,582	-	-	(59,329)	151,434
Information and Communication Technology	62,011	29,398	-	-	(28,318)	63,091
Leased Assets	2,470	91,360	-	-	(7,517)	86,313
Library Resources	28,018	-	-	-	(9,951)	18,067
	-	-	-	-	-	-
Balance at 31 December 2022	<u>623,373</u>	<u>250,670</u>	<u>-</u>	<u>-</u>	<u>(139,255)</u>	<u>734,788</u>

The net carrying value of equipment held under a finance lease is \$86,313 (2021: \$2,470)



	2022	2022	2022	2021	2021	2021
	Cost or	Accumulated	Net Book	Cost or	Accumulated	Net Book
	Valuation	Depreciation	Value	Valuation	Depreciation	Value
	\$	\$	\$	\$	\$	\$
Building Improvements	908,361	(492,478)	415,883	791,031	(458,338)	332,693
Furniture and Equipment	654,227	(502,793)	151,434	642,987	(444,806)	198,181
Information and Communication T	279,790	(216,699)	63,091	260,209	(198,198)	62,011
Leased Assets	97,049	(10,736)	86,313	31,065	(28,595)	2,470
Library Resources	115,618	(97,551)	18,067	115,618	(87,600)	28,018
Balance at 31 December	2,055,045	(1,320,257)	734,788	1,840,910	(1,217,537)	623,373

11. Accounts Payable

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Creditors	92,522	30,000	39,047
Accruals	12,668	30,000	7,500
Banking Staffing Overuse	99,847	-	-
Employee Entitlements - Salaries	282,904	240,000	253,049
Employee Entitlements - Leave Accrual	3,435	-	3,435
	491,376	300,000	303,031
Payables for Exchange Transactions	491,376	300,000	303,031
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	491,376	300,000	303,031

The carrying value of payables approximates their fair value.

12. Provision for Cyclical Maintenance

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	275,619	275,619	235,854
Increase to the Provision During the Year	42,240	16,000	55,868
Use of the Provision During the Year	(39,690)	-	(16,103)
Other Adjustments	(26,558)	-	-
Provision at the End of the Year	251,611	291,619	275,619
Cyclical Maintenance - Current	142,593	-	44,456
Cyclical Maintenance - Non current	109,018	236,000	231,163
	251,611	236,000	275,619



13. Finance Lease Liability

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	27,439	2,000	684
Later than One Year and no Later than Five Years	74,090	500	-
Later than Five Years	-	-	-
Future Finance Charges	(16,873)		
	<u>84,656</u>	<u>2,500</u>	<u>684</u>
Represented by			
Finance lease liability - Current	20,393	2,000	684
Finance lease liability - Non current	64,263	500	-
	<u>84,656</u>	<u>2,500</u>	<u>684</u>

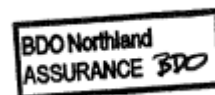
14. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 9.

2022	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Structural Repair	(101,421)	33,040	-	-	(68,381)
Room 22/23	4,918	-	(4,378)	(540)	-
Security/Boundary Fence	(14,580)	5,694	-	-	(8,886)
Electronic Sign	22,693	1,796	(24,392)	(97)	-
Outdoor Learning Space	203,893	-	(1,999)	-	201,894
Tiger Turf	(6,071)	6,071	-	-	-
Drainage - Stage 2	-	87,750	(3,150)	-	84,600
BLK 1 Roof/Window Replacement	-	42,300	(49,850)	-	(7,550)
Rotten C/Way & Water Damage	-	88,912	(75,513)	-	13,399
	-	-	-	-	-
Totals	<u>109,432</u>	<u>265,563</u>	<u>(159,282)</u>	<u>(637)</u>	<u>215,076</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	299,893
Funds Receivable from the Ministry of Education	(84,817)



2021	Project Number	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
		\$	\$	\$	\$	\$
	Structural Repair	(78,171)	-	(23,250)	-	-101,421
	Room 22/23	4,918	-	-	-	4,918
	Drainage	(5,167)	5,167	-	-	0
	Security/Boundary Fence	-	51,244	(65,824)	-	-14,580
	Fence Replacement	5,114	-	(5,114)	-	0
	Electronic Sign	-	46,277	(23,584)	-	22,693
	Outdoor Learning Space	-	207,843	(3,950)	-	203,893
	Roof Replacement	(1,718)	1,718	-	-	0
	Tiger Turf	-	54,634	(60,705)	-	-6,071
	Totals	(75,024)	366,883	(182,427)	-	109,432

Represented by:

Funds Held on Behalf of the Ministry of Education	231,504
Funds Receivable from the Ministry of Education	(122,072)

15. Related Party Transactions

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

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



16. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i> Remuneration	3,660	3,130
<i>Leadership Team</i> Remuneration	391,438	372,157
Full-time equivalent members	3	3
Total key management personnel remuneration	395,098	375,287

There are 7 members of the Board excluding the Principal. The Board had held **8** full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare, finance and property matters.

Principal 1

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160-170	150-160
Benefits and Other Emoluments	4-5	0-5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 - 110	3	5
110 - 120	1	-
	4	5

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



17. Compensation and Other Benefits Upon Leaving

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

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

18. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets 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.

Support Staff Pay Equity Funding

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2022. The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2022. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The School has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2023.

19. Commitments

(a) Capital Commitments

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

- (a) \$88,912 contract for upgrade of Rotten Walkway and Water Damage to be completed in 2023, which will be fully funded by the Ministry of Education. \$88,912 has been received of which \$75,313 has been spent on the project to date; and
- (b) \$207,844 contract for Outdoor Learning Space as agent for the Ministry of Education. This project is fully funded by the Ministry and \$207,844 has been received of which \$5,950 has been spent on the project to balance date. This project has been approved by the Ministry; and
- (c) \$101,422 contract for Structural Repair as agent for the Ministry of Education. The project is fully funded by the Ministry and \$33,041 has been received of which \$101,422 has been spent on the project to balance date. This project has been approved by the Ministry.
- (d) \$65,824 contract to Upgrade Security/Boundary Fence as agent for the Ministry of Education. The project is fully funded by the Ministry and \$56,918 has been received of which \$65,824 has been spent on the project to balance date. This project has been approved by the Ministry.



(e) \$49,850 contract for Block 1 Roofing & Window Replacement as agent for the Ministry of Education. The project is fully funded by the Ministry and \$42,300 has been received of which \$49,850 has been spent on the project to balance date. This project has been approved by the Ministry.

(f) \$87,750 contract for Drainage Work Stage 2 as agent for the Ministry of Education. The project is fully funded by the Ministry and \$87,750 has been received of which \$3,150 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments at 31 December 2021: \$227,586)

(b) Operating Commitments

As at 31 December 2022 the Board has not entered into any operating commitments (2021:Nil)

20. Financial Instruments

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

Financial assets measured at amortised cost

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	126,901	151,050	282,416
Receivables	305,087	240,000	257,875
Investments - Term Deposits	855,743	625,000	628,890
Total Financial assets measured at amortised cost	<u>1,287,731</u>	<u>1,016,050</u>	<u>1,169,181</u>

Financial liabilities measured at amortised cost

Payables	491,376	300,000	303,031
Finance Leases	84,656	2,500	684
Total Financial Liabilities Measured at Amortised Cost	<u>576,032</u>	<u>302,500</u>	<u>303,715</u>

21. Events After Balance Date

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

22. Comparatives

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



Stanmore Bay School

Guiding our students to grow into adaptable,
confident and creative learners in our community



ANALYSIS OF VARIANCE REPORTING FOR 2021/2022

Actions What did we do	Outcomes What happened?	Reasons for the variance Why did it happen?
<p>General Summary</p> <p>In each core area of Reading, Writing and Mathematics we identified within the 2021 cohort those students who were not yet meeting curriculum expectations for their year group. We inquired into their needs and shared data across the Whānau to create a narrative around each student (initial assessments/historical data/past interventions) with regular check-ins to ensure progress is being made. Support/interventions required were carried out for these students and effectiveness of these interventions were monitored.</p> <ul style="list-style-type: none">• Our whānau leaders were released each week to support their teams to address specific target students' needs and support the implementation of in-class programmes as well as tier 2 interventions.• Teachers were able to observe other "expert" teaching practice and learning in action across the school, which supported teacher PD and inquiries• Introduced a 'Whānau Connect' two day initiative prior to the school year starting to help each teacher get to know their new class members, in particular, making a connection with our Māori and Pasifika families (educationally powerful connections)• We undertook PD through the Māori Achievement Collaborative to help all staff recognise and overcome barriers that hinder good educational and cultural outcomes for our Māori students <p>With the early move to Alert 3 at the start of the year and then later in and out of lockdowns/bubble school and finally to staged return of days, a great deal of time was spent on supporting teachers to maintain online learning programmes, provide hard packs (up to a 130 at the peak time of lockdown) alongside hosting a large number of bubble school groups (Term 1 (8 days plus 4 statutory days), Term 3 (6 weeks), Term 4 (5 weeks)). When we were able to be onsite, our strict protocols limited our ability to have multiple intervention groups run by the same staff members across the school that had been initially planned. There was also a need for a focus back to student well-being. There was some uncertainty with sending children post lockdowns, which affected attendance. Learning requirements were not able to be addressed within the time of face to face learning. Distance learning through the latter part of the year did not provide an</p>		

accurate reflection of the classroom and online attendance was not consistent enough to enable teachers to form accurate judgements of student learning. No closing 2021 data was administered or collected.

What did we do?	What happened?
<p>Reading</p> <ul style="list-style-type: none"> ● Introduced Kāhui Ako ‘Structured Literacy’ initiative to the Tui whānau (two tiered - class programme (Y1&2) and intervention programme for identified learners to experience explicit, systematic, and sequential teaching of literacy at multiple levels – phonemes, letter–sound relationships, syllable patterns, morphemes, vocabulary, sentence structure, paragraph structure, and text structure ● Introduced Frances Easterbrook phonics programme across the whole school - this is designed to complement the Structured Literacy programme ● Continued to use Lexia Core 5 with up 100 students in Year 2 to 4 (and 3 at Year 5) ● Continued to use the Reading Assistant programme with the Year 5 and 6 cohort. 	<ul style="list-style-type: none"> ● The Ideal Literacy programme introduced by the Kāhui Ako enabled us to identify a group of at risk students (17). An intervention group ran during Term 3 lockdown with 3 differentiated target groups (Pre-Alphabetic starting at 1.1 cv/vc, Early-Alphabetic start at 1.2 or 1.3 cvc, and Early-Alphabetic starting at 1.3 cvc). For the five weeks that this programme ran during the Term 3 lockdown, only 4 students were able to attend regularly online and made pleasing progress. ● Our PD meetings with Frances Easterbrook were to run from Term 1, however these were delayed until Term 2 and failed to gain traction and momentum into Term 3 and 4. ● Lexia was able to be offered to parents during the lockdowns with limited uptake. Those with using engaged in this programme more regularly when onsite made most progress but not as much as seen in previous years. ● We had the flexibility to put up to 40 students through the Reading Assistant programme. We endeavoured to keep this running during the different times of lock down. Better results were achieved with students who were able to continue with consistency when learning occurred from home. It was more difficult to maintain than in previous years of uninterrupted schooling.
<p>Writing</p> <ul style="list-style-type: none"> ● Murray Gadd continued to work with staff during 2021 ● Withdrawal groups to target GATE and at risk learners from Year 4 to 6 in Writing 	<ul style="list-style-type: none"> ● Four PLD days in 2021 (lockdowns impacted the continuity of these) ● These operated in during Term 1 (4 weeks) and Term 2 (10 weeks)

<p>Mathematics</p> <ul style="list-style-type: none"> • Elaboration and overhaul of how to assess Mathematics across the school creating a more robust system where the balance of knowledge and strategy is taught in unison to ensure that knowledge is consistently front-loaded and maintained • • Withdrawal groups were run to target at risk learners from Year 3 to 4 in Mathematics • MST teacher observations and modelling for teachers, with an emphasis on those students needing to make greater progress/be extended further 	<ul style="list-style-type: none"> • Looking at consistency of unit plans using the accelerated problem solving approach and ensuring the programme was a balance of problem solving and knowledge. • Term 1 and 2 whilst school was in full operation. • Three days a week working with teachers modelling and assisting with groupings and planning.
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<p>Evaluation Where to next?</p>
<p>Recommendations for 2022:</p> <p>Our strategic planning for the following years seek to address the plateau/decline (depending on core subject area) in achievement from year to year through focussing on teacher practice and curriculum:</p> <p>TEACHER PRACTICE</p> <ul style="list-style-type: none"> • Refine and improve the Whānau Leader and Senior Teacher job descriptors to strengthen their roles and responsibilities • Embedding a school wide list of indicators outlining 'What a good teacher looks like' to ultimately improve teacher practice and explicit teaching, targeting those that require further support and development. Whānau leaders will use the Coaching and Mentoring model to further support individual and team learning and teaching process • Maintain a 'Whānau Connect' two day initiative prior to the school year starting to help each teacher get to know their new class members, in particular, making a connection with our Māori and Pasifika families (<i>educationally powerful connections</i>) • We will continue to undertake PD through the Māori Achievement Collaborative to help all staff recognise and overcome barriers that hinder good educational and cultural outcomes for our Māori students • Continue to upskill staff in Te Reo Māori and understanding of tikanga and culturally responsive practice

- Numeracy coordinator role has been created to mirror the Literacy coordinator role. When a team is working with the Literacy or Numeracy coordinator their teacher inquiries become part of their PGC requirements.
- Looking at refining planning and assessment to align with the teaching cycle and our new SMS (Hero).
- Other initiatives we will be involved in this year to help raise student achievement are:
 - Better Start Literacy involving all Year 1 teachers and the Literacy coordinator
 - Ideal Literacy with continue for Year 2s
 - Agility with Sound - trialing for Year 4 (two teachers)
 - Dibels testing - through Kāhui Ako
 - Just-in-Time Mathematics (two teachers)

STUDENT ACHIEVEMENT TARGETS 2022 based on Term 2 2021 results

Reading

Whole School Reading

2022 - To raise the Year 1 to 6 overall achievement to 70% (from 65.8% - based on Term 2 2021 Reading age data, and 60.4% in 2020)

Māori

2022 - To raise Māori Year 1 to 6 overall achievement to at least 65% (from 59.82% in Term 2 and 58% in 2020)

Pasifika

2022 - To raise Pasifika Year 1 to 6 overall achievement to at least 60% (from 56.5% in Term 2 2021 and 40% in 2020)

Writing

Whole School Writing

2022 - To raise the overall achievement to at least 75% (from 72% in Term 2 2021 and 68% in 2020)

Māori

2022 - To raise Māori Year 1-6 overall achievement to at least 75% (from 65% in Term 2 2021 and 58.5% in 2020)

Pasifika

2022 - To raise Pasifika Year 1-6 overall achievement to at least 65% (from 60% in Term 2 2021 and 40% in 2020)

Mathematics

Whole School Mathematics

2022 - To raise the overall achievement to at least 82% (from 80% in Term 2 2021 and 79.6% in 2020)

Māori

2022 - To maintain Māori Year 1-6 overall achievement to at least 80% (from 87% Term 2 2021 and 79.7% in 2020)

Pasifika

2022 - To maintain Pasifika Year 1-6 overall achievement to at least 80% (from 82% Term 2 2021 and 68% in 2020)

KIWI SPORT FUNDING 2022

Kiwi Sport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received total Kiwi Sport funding of **\$9,199** excluding GST.

With these funds, Stanmore Bay School targeted activities and equipment for all of our students across a range of sports.

North Harbour Rugby Union

- Years 3 to 6
- North Harbour Rugby Union provided our middle and senior school students sessions focusing on rippa rugby skills.

Physical Education sporting equipment

- Whole School
- We purchased a range of new sporting equipment for use across the curriculum and for non PE related activities (break time sporting and games equipment).

2022 Board Members

Michael Anderson

Lizette Du Preez

Sam Ereckson (seconded)

Leigh Faulkner (Staff Rep)

Bhavya Raghavan

Ange Selman

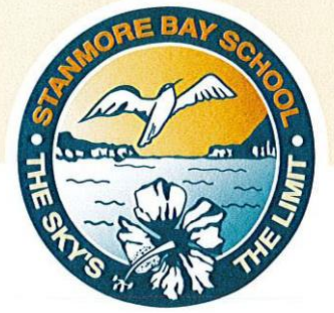
Matt Sides (Principal),

Dan Walker (Presiding Member)

Stanmore Bay School

Waiora Road
Stanmore Bay
WHANGAPARAOA
Principal: Matt Sides

Telephone: 09 424 5540
Email: msides@stanmore.school.nz



Wednesday, May 31, 2023

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

Stanmore Bay School's policies and procedures that ensure the following:

- We provide safe working conditions for ALL Employees;
- We are an equal opportunity employer, specifically one that ensures an impartial employment process is used to select the MOST suitably qualified applicant is appointed;
- Recognises and gives effect to Te Tiriti o Waitangi through deliberate teaching and consultation with our community to develop Te Reo Māori me ona Tikanga;
- Provides opportunities for employees to develop their skills that are aligned with the school strategic plan;
- Ensures that new employees have a suitable induction programme.

Yours sincerely,

A handwritten signature in black ink that reads 'Matt Sides'.

Matt Sides
Principal | Tumauaki

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF STANMORE BAY SCHOOL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

The Auditor-General is the auditor of Stanmore Bay School (the School). The Auditor-General has appointed me, Adelle Wilson using the staff and resources of BDO Northland to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 19, that comprise the statement of financial position as at 31 December 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2022; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity (PBE) Standards, Reduced Disclosure Regime

Our audit was completed on 31 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 Kiwi Sport Statement, the Statement of Responsibility, the Analysis of Variance report and the list of Trustees, 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.



Adelle Wilson
BDO Northland
On behalf of the Auditor-General
Whangarei, New Zealand