

GRACEFIELD SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number:	2848
Principal:	Kelly Barker
School Address:	Bell Road, Gracefield, Wellington
School Postal Address:	Bell Road, Gracefield, Wellington
School Phone:	04 9398422
School Email:	k.barker@gracefield.school.nz

Members of the Board

Name	Position	How Position Gained		Term Expired/ Expires
Rochelle Gribble	Presiding Member	Elected		Term expires 2025
Kelly Barker	Principal	ex Officio		
Iain McColl	Parent Rep	Elected		Term expires 2025
Brady Dyer	Parent Rep	Elected		Term expires 2025
James Poskitt	Parent Rep	Co-opted	Seconded	Term expires 2025
Kylie Seumanu	Parent Rep	Elected		Term expires 2025
Jill Nickel	Staff Rep	Elected		Term expires 2025
Marty Wilkinson	Parent Rep	Elected		Term expires 2025

Accountant / Service Provider: Education New Zealand

GRACEFIELD SCHOOL

Annual Report - For the year ended 31 December 2022

Index

Page	Statement
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Financial Statements

1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 19	Notes to the Financial Statements

Other Information

Analysis of Variance

Kiwisport

Gracefield 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.

Rochelle Alison Gribble

Full Name of Presiding Member



Signature of Presiding Member

6/11/23

Date:

Kelly Barker

Full Name of Principal



Signature of Principal

6/11/23

Date:

Gracefield 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	2,052,856	2,175,429	2,021,546
Locally Raised Funds	3	69,786	22,757	38,608
Interest Income		3,302	1,850	754
Total Revenue		2,125,944	2,200,036	2,060,908
Expenses				
Locally Raised Funds	3	12,421	13,913	18,020
Learning Resources	4	1,472,249	1,657,284	1,506,009
Administration	5	133,096	112,438	114,104
Finance		819	-	1,093
Property	6	413,266	443,449	441,935
Loss on Disposal of Property, Plant and Equipment		86	-	2,379
		2,031,937	2,227,084	2,083,540
Net Surplus / (Deficit) for the year		94,007	(27,048)	(22,632)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		94,007	(27,048)	(22,632)

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

Gracefield 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		445,681	494,948	464,664
Total comprehensive revenue and expense for the year		94,007	(27,048)	(22,632)
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	3,649
Equity at 31 December		539,688	467,900	445,681
Accumulated comprehensive revenue and expense		293,436	467,900	199,429
Reserves		246,252	-	246,252
Equity at 31 December		539,688	467,900	445,681

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.

Gracefield 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	388,143	320,000	284,977
Accounts Receivable	8	88,324	92,500	93,662
GST Receivable		5,192	9,000	6,162
Prepayments		5,182	5,000	4,761
Investments	9	71,140	71,000	70,398
Funds Receivable for Capital Works Projects	14	22,429	-	32,777
		580,410	497,500	492,737
Current Liabilities				
Accounts Payable	11	110,210	117,500	109,826
Provision for Cyclical Maintenance	12	-	30,000	79,320
Finance Lease Liability	13	6,157	6,500	5,892
Funds held for Capital Works Projects	14	157,336	80,000	108,573
		273,703	234,000	303,611
Working Capital Surplus/(Deficit)		306,707	263,500	189,126
Non-current Assets				
Property, Plant and Equipment	10	251,198	219,400	270,926
		251,198	219,400	270,926
Non-current Liabilities				
Provision for Cyclical Maintenance	12	11,857	11,000	10,643
Finance Lease Liability	13	6,360	4,000	3,728
		18,217	15,000	14,371
Net Assets		539,688	467,900	445,681
Equity		539,688	467,900	445,681

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

Gracefield 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		564,607	549,994	518,078
Locally Raised Funds		71,968	24,257	36,922
Goods and Services Tax (net)		972	(15,917)	(13,316)
Payments to Employees		(326,507)	(279,171)	(344,953)
Payments to Suppliers		(224,172)	(225,613)	(152,818)
Interest Paid		(819)	-	(1,093)
Interest Received		2,838	2,350	926
Net cash from/(to) Operating Activities		88,887	55,900	43,746
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	208,000	
Purchase of Property Plant & Equipment (and Intangibles)		(54,747)	(134,400)	(51,322)
Purchase of Investments		(742)	(71,000)	(622)
Net cash from/(to) Investing Activities		(55,489)	2,600	(51,944)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	3,649
Finance Lease Payments		10,658	(3,500)	(4,565)
Funds Administered on Behalf of Third Parties		59,110	25,000	(17,670)
Net cash from/(to) Financing Activities		69,768	21,500	(18,586)
Net increase/(decrease) in cash and cash equivalents		103,166	80,000	(26,784)
Cash and cash equivalents at the beginning of the year	7	284,977	240,000	311,761
Cash and cash equivalents at the end of the year	7	388,143	320,000	284,977

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.

Gracefield School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

Gracefield 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.

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	10–75 years
Board Owned Buildings	10–75 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 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 [details of the valuer's approach to determining market value (i.e. what valuation techniques have been employed, 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, borrowings, finance lease liability, and painting contract liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

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.

r) 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	466,654	377,928	425,646
Teachers' Salaries Grants	1,185,802	1,350,000	1,169,194
Use of Land and Buildings Grants	302,447	335,000	334,274
Other Government Grants	97,953	112,501	92,432
	2,052,856	2,175,429	2,021,546

The school has opted in to the donations scheme for this year. Total amount received was \$33,900.

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	18,001	5,000	7,280
Curriculum related Activities - Purchase of goods and services	3,007	6,757	10,939
Trading	2,294	11,000	15,607
Fundraising & Community Grants	11,773	-	1,040
Other Revenue	34,711	-	3,742
	69,786	22,757	38,608
Expenses			
Extra Curricular Activities Costs	10,480	13,913	17,400
Trading	1,941	-	620
	12,421	13,913	18,020
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	57,365	8,844	20,588

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	9,682	41,250	13,272
Equipment Repairs	4,805	-	3,808
Information and Communication Technology	56	-	7,963
Library Resources	739	-	442
Employee Benefits - Salaries	1,380,972	1,524,034	1,399,831
Staff Development	9,368	20,000	13,458
Depreciation	66,627	72,000	67,235
	1,472,249	1,657,284	1,506,009

5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	7,472	7,000	7,297
Board Fees	2,050	4,000	3,410
Board Expenses	19,968	12,500	13,575
Communication	1,618	3,000	1,809
Consumables	17,877	21,350	18,817
Operating Lease	628	4,000	684
Other	1,258	1,500	4,098
Employee Benefits - Salaries	72,036	50,088	54,390
Insurance	4,831	4,500	5,021
Service Providers, Contractors and Consultancy	5,358	4,500	5,003
	133,096	112,438	114,104

6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	9,937	13,000	10,330
Cyclical Maintenance Provision	7,703	11,000	9,846
Grounds	5,440	3,000	4,602
Heat, Light and Water	6,672	5,500	7,036
Rates	3,243	2,400	2,988
Repairs and Maintenance	15,469	13,000	12,618
Use of Land and Buildings	302,447	335,000	334,274
Security	495	1,500	653
Employee Benefits - Salaries	61,860	59,049	59,588
	413,266	443,449	441,935

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	388,143	320,000	284,977
Cash and cash equivalents for Statement of Cash Flows	388,143	320,000	284,977

Of the \$388,143 Cash and Cash Equivalents, \$157,336 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	273	500	2,455
Interest Receivable	568	-	104
Teacher Salaries Grant Receivable	87,483	92,000	91,103
	<u>88,324</u>	<u>92,500</u>	<u>93,662</u>
Receivables from Exchange Transactions	841	500	2,559
Receivables from Non-Exchange Transactions	87,483	92,000	91,103
	<u>88,324</u>	<u>92,500</u>	<u>93,662</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	71,140	71,000	70,398
	<u>71,140</u>	<u>71,000</u>	<u>70,398</u>

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Buildings	8,964				(3,054)	5,910
Furniture and Equipment	123,841	19,231			(22,354)	120,718
Information and Communication Technology	49,489	5,173			(19,802)	34,860
Ground Improvements	55,872	11,146			(11,029)	55,989
Textbooks	-				-	-
Leased Assets	8,726	10,345	(86)		(7,279)	11,706
Library Resources	24,034	1,090			(3,109)	22,015
Balance at 31 December 2022	270,926	46,985	(86)	-	(66,627)	251,198

The net carrying value of equipment held under a finance lease is \$11,706 (2021: \$8,726)

Restrictions

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

	2022	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	43,318	(37,408)	5,910	43,318	(34,354)	8,964
Furniture and Equipment	524,179	(403,461)	120,718	504,947	(381,106)	123,841
Information and Communication T	414,963	(380,103)	34,860	409,790	(360,301)	49,489
Ground Improvements	284,464	(228,475)	55,989	273,317	(217,445)	55,872
Leased Assets	33,260	(21,554)	11,706	41,021	(32,295)	8,726
Library Resources	106,222	(84,207)	22,015	105,132	(81,098)	24,034
Balance at 31 December	1,406,406	(1,155,208)	251,198	1,377,525	(1,106,599)	270,926

11. Accounts Payable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	3,254	7,500	2,467
Accruals	9,000	9,000	8,342
Employee Entitlements - Salaries	87,483	9,000	91,103
Employee Entitlements - Leave Accrual	10,473	92,000	7,914
	110,210	117,500	109,826
Payables for Exchange Transactions	110,210	117,500	109,826
	110,210	117,500	109,826

The carrying value of payables approximates their fair value.



12. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	89,963	89,963	80,117
Increase to the Provision During the Year	(13,245)	11,000	9,846
Use of the Provision During the Year	(53,744)	(59,963)	-
Provision at the End of the Year	<u>22,974</u>	<u>41,000</u>	<u>89,963</u>
Cyclical Maintenance - Current	-	30,000	79,320
Cyclical Maintenance - Non current	11,857	11,000	10,643
	<u>11,857</u>	<u>41,000</u>	<u>89,963</u>

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2032. This plan is based on the schools 10 Year Property plan .

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	7,044	7,000	6,494
Later than One Year and no Later than Five Years	7,027	4,500	3,935
Later than Five Years	(1,554)	(1,000)	(809)
	<u>12,517</u>	<u>10,500</u>	<u>9,620</u>
Represented by			
Finance lease liability - Current	6,157	6,500	5,892
Finance lease liability - Non current	6,360	4,000	3,728
	<u>12,517</u>	<u>10,500</u>	<u>9,620</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 \$
Blocks 4,7 & 9 Flooring		1,679				1,679
Blocks 7 & 10 Weather Tightness		106,894		(26,168)		80,726
AMS Block 1 Refurbishing		(10,348)	93,135	(65,125)		17,662
Blks 7, 9 & 10 Toilet Rebuild		(22,429)				(22,429)
Block 1 Security System		-	10,650			10,650
Blk 2 Replace Roofing/Spouting		-	30,368			30,368
Bock 4 Replace Hall Heating		-	16,250			16,250
Totals		75,796	150,403	(91,293)	-	134,905

Represented by:

Funds Held on Behalf of the Ministry of Education	157,336
Funds Receivable from the Ministry of Education	22,429

	2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Blocks 4,7 & 9 Flooring		1,679				1,679
Blocks 7 & 10 Weather Tightness		95,734	15,821	(4,661)		106,894
AMS Block 1 Refurbishing		(3,948)	-	(6,400)		(10,348)
Blks 7, 9 & 10 Toilet Rebuild		-	1,800	(24,229)		(22,429)
Totals		93,465	17,621	(35,290)	-	75,796

Represented by:

Funds Held on Behalf of the Ministry of Education	108,573
Funds Receivable from the Ministry of Education	32,777

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	2,050	3,410
<i>Leadership Team</i> Remuneration Full-time equivalent members	425,788 4	420,671 4
Total key management personnel remuneration	427,838	424,081

There are 8 members of the Board excluding the Principal. The Board had held 6 full meetings of the Board in the year. The Board also has Finance (2 members) and Property (3 members) that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	120 - 130
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 - 110	1.00	0.00
	1.00	0.00

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.

19. Commitments

(a) Capital Commitments

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

(a) \$33,742 contract to replace the roofing/spouting in block 2, to be completed in 2023, which will be fully funded by the Ministry of Education. \$30,368 has been received to date. There has been no expenditure: and

(b) \$18,425 contract to replace the heating in block 4 (hall), to be completed in 2023, which will be fully funded by the Ministry of Education. \$16,250 has been received to date. There has been no expenditure: and

(c) \$11,833 contract to replace the block 1 security system to be completed in 2023, which will be fully funded by the Ministry of Education. \$10,650 has been received to date. There has been no expenditure.

(d) \$973,153 contract for weather tightness remediation, which will be fully funded by the Ministry of Education. \$116,375 has been received of which \$35,649 has been spent on the project to balance date.

(e) \$660,261 contract to refurbish block 1 classrooms and toilets which will be fully funded by the Ministry of Education. \$660,261 has been received of which \$642,599 has been spent on the project to balance date.

(Capital commitments at 31 December 2021: \$108,573)

(b) Operating Commitments

As at 31 December 2022 the Board had not entered into any operating contract agreements:

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	388,143	320,000	284,977
Receivables	88,324	92,500	93,662
Investments - Term Deposits	71,140	71,000	70,398
Total Financial assets measured at amortised cost	<u>547,607</u>	<u>483,500</u>	<u>449,037</u>

Financial liabilities measured at amortised cost

Payables	110,210	117,500	109,826
Finance Leases	12,517	10,500	9,620
Total Financial Liabilities Measured at Amortised Cost	<u>122,727</u>	<u>128,000</u>	<u>119,446</u>



21. Events After Balance Date

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

22. Failure to comply with section 137 of the Education and Training Act 2020

The School was required under section 137 of the Education and Training Act 2020 to complete its audited financial statements by 31 May 2023. This time frame was not met.

School Name:	Gracefield School	School Number:	2848
Strategic Aims	<p>CONNECT: Whanaungatanga</p> <ul style="list-style-type: none"> • <i>Build and strengthen partnerships with whanau, tamariki and the community</i> <p>CREATE: Akoranga</p> <ul style="list-style-type: none"> • <i>Learning, growth and development - Learning to learn</i> <p>INSPIRE: Hiringa</p> <ul style="list-style-type: none"> • <i>Empowered learners</i> <p>HAUORA: Wellbeing</p>		
Annual Goals	<p>WRITING/READING(Literacy): 19 students have been identified within this group as target students. (5 Maori, 6 Pasifika, 5 NZE, 2 Asian and 2 are considered other ethnicities). Our focus is on boys working below the expectations in Reading and Writing. These students will make accelerated progress in Literacy by the end of 2022.</p> <p>MATHEMATICS: 20 students in Y4-6 have been identified within this group as target students. Of these 20 students, this comprises 10 female and 10 male students. 5 Maori, 5 Pasifika, 5 NZE, 3 are Asian and 2 are other ethnicities). Our focus is Year 4 to 6 students working at stage 3 or 4 in numeracy will make accelerated progress (part whole thinking, moving within Stage 5 (5e or 5a).</p>		
Target:	<p>Literacy (Reading and Writing): These students will make accelerated progress in Literacy by the end of 2022.</p> <p>Mathematics: Year 4 to 6 students will be working at stage 3 or 4 in numeracy and will make accelerated progress (part whole thinking, moving within Stage 5 (5e or 5a).</p>		
Baseline Data:			

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Assessment</p> <ul style="list-style-type: none"> Literacy and Mathematics Schedules will be confirmed and shared by week with the team for 2022. Literacy and Mathematics leaders together with the DP/Tumuaki to analyse schoolwide data at mid and EOY. Areas of concern will be identified and resourcing will be allocated to support PD for the team. Areas of success will be identified and celebrated! Syndicates will analyse data across their syndicate and identify areas of concern and success. Teams will approach the Curriculum Leaders for support <p>Monitoring and Tracking of progress and achievement of priority and target students across the school</p> <ul style="list-style-type: none"> Design a Support Model for Gracefield School. This is to be used in Tracking and Monitoring Meetings with Staff at whole staff and syndicate levels. Staff to identify where 	<p>All students identified in our annual targets made progress, however, not ALL have met the targeted outcomes.</p> <p>LITERACY</p> <p>Writing</p> <ul style="list-style-type: none"> 68% of students (13/19) have made progress this year, with 21% having made accelerated progress. 5 students have not made enough progress to move one sub level. 9 students have made expected progress throughout the year and four students have made accelerated progress moving two sub levels in a year. <p>Reading</p> <ul style="list-style-type: none"> 63% of students (12/19) have made progress this year, with 21% having made accelerated progress. 	<p>Progress made and not made:</p> <ul style="list-style-type: none"> Covid has had an impact <p>Anxiety, staffing, readiness for learning, ability to learn, access to resources, attendance.</p> <ul style="list-style-type: none"> Readiness for school <p>Staff have recognised that there has been a huge increase in the number of students arriving at school with little or no ECE engagement, academics and social skills which has impacted on the design of learning programmes at Primary School.</p> <ul style="list-style-type: none"> Staff understanding <p>Knowledge of the NZC demands is growing amongst the staff. Growing leadership capacity in curriculum areas such as Literacy and Mathematics has shifted and will continue to be developed in order to guide teacher knowledge and practice.</p> <ul style="list-style-type: none"> Monitoring and Tracking - Systems and Processes 	<p>Actions</p> <ul style="list-style-type: none"> As a staff, infuse Maori tikanga, kawa and reo into the design of learning programmes. Kelly will be leading in this space to build teacher capability and setting expectations around this. Continue moderation and build upon what we are currently doing, especially at Team level. Support teachers and leaders to analyse data at class, year and whole school levels. We are resourcing to ensure that Literacy and Maths leads have TIME to support teachers in class. <p>This will be co-teaching, data analysis, modelling effective pedagogies, shared approach to problem solving puzzles of practice.</p> <ul style="list-style-type: none"> Team leaders will be explicitly looking at ways in which teachers are designing and implementing learning programmes to include cultural inclusion, especially for Maori and Pasifika learners. At whole school inquiry design we will include Maori and Pasifika world views and include success indicators. For example, students will be able to communicate how their identity is recognised and supported in the classroom.

<p>their learners sit within Reading, Writing and Mathematics.</p> <ul style="list-style-type: none"> • Staff Work Plan to be shared with SLT, and Curriculum Leaders. • Job Descriptions for Senior Leaders and Curriculum Leaders to be developed. 	<ul style="list-style-type: none"> • 7 students have not made enough progress to move one sub level. • 8 students have made expected progress throughout the year and four students have made accelerated progress moving two sub levels in a year. 	<p>Clear systems and processes of monitoring and tracking student progress are simple, clear and accessible to staff. There are also robust systems in place for learners who are not yet meeting the demands of the curriculum.</p> <p>Regular moderation in Literacy (Reading, Writing), and Mathematics. However, the design and implementation of programmes need to be deliberate and focused on the needs of these groups. PD in Culturally Responsive Pedagogy and engaging Boys in learning is a clear next step for our team.</p>	<ul style="list-style-type: none"> • We are developing our Gracefield School Literacy Approach using structured literacy. • An application has been made for 200 hours of Professional Learning Development to support Assessment for Learning with a lens on Literacy. • In Terms 1 and 4 we have created an opportunity to target boys literacy through a specially designed programme. This programme's purpose is to build confidence, oral language, knowledge and skills in Literacy. We want boys to be doing real world and purposeful learning. • The Literacy Team will continue to work on the Gracefield School writing criteria and teachers' understanding of the expectations at each year level. This will be done termly as a whole staff and then in syndicates. This keeps writing and the complexities that we have at the forefront. • Continue Learning through Play. • How can we replicate the success in maths for boys to ensure that this transfers to Literacy? • We have a minor focus on Mathematics for Education in Term 1 with a total of 20 hours of Professional Learning Development. This will help to build the knowledge and skills of our team to deliver effective mathematics programmes. In Terms 2 to 4 there will be ongoing maths workshops to sustain practice. • Attendance will be reviewed twice per term (every 5 weeks) and whanau will be contacted if attendance is of concern.
<p>Reporting (whanau and Board of Trustees)</p> <ul style="list-style-type: none"> • Mid Year report to reflect the new School Values • End of Year report to be developed which includes student voice and new School Values • Conduct a self-review of the changes that have been made to assessment and reporting • In syndicates, develop criteria around what should be included in mid and end of year reports • Further investigation into Pre Level 1 and Early Level 1 expectations. 	<p>Please note this is the PROGRESS that the students have made against themselves in relation to the curriculum levels. This does not mean that they are meeting expectations. Some of these students were four sublevels behind their current expectation for the end of the year. What this does mean, is that the gap is closing for some of our target students.</p> <p>MATHEMATICS</p> <ul style="list-style-type: none"> • There have been some pleasing results made by the 18 students who were identified as target students for mathematics. • 83% of students (15/18) have made progress this year, with 39% having made accelerated progress. • 3 students did not make enough progress this year and their OTJ places them at 		

	<p>the same level as that obtained in 2021.</p> <ul style="list-style-type: none"> 8 students have made expected progress moving one sub level in a year. 7 students have made accelerated progress moving two sub levels this year. <p>Again, this data analysis identifies the PROGRESS that the students have made against <u>themselves</u> in relation to curriculum levels.</p> <p>We want to acknowledge the hard work of our staff over the course of the last 3 years and the challenges they presented. Our team navigated covid ensuring they focused on the health and wellbeing of the community.</p>		
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Planning for next year:

See Annual Targets below:
Professional development for 2023

- Assessment for Learning (as learning)/Structured Literacy Approach
- PB4L
- Maths - Minor Focus on Rich Maths tasks
- Culturally Responsive Pedagogy - Minor focus on Te Reo Māori (Kelly to lead and infuse into staff hui).

2023 Annual Targets

Literacy	We identified 19 target students in Literacy for 2023 who are working below the expectations. They will make accelerated progress for their year level by the end of 2023. (Two or more curriculum levels e.g. 1E-2E). Of those students, this comprises 7 female and 12 male students. 12 students are Maori, 3 are Pasifika, and 4 are New Zealand European.
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	<p>Explicit and systematic teaching of phonological awareness, the alphabetic principle, syllable types and morphology will support their progress in Literacy. Phonemic awareness??</p> <p>How are we going to track this? Track OTJ progress in Reading and Writing. Phonological and Phonemic awareness tools?</p>
Mathematics	<p>14 students have been identified as working below curriculum expectations in Mathematics. These students will make accelerated progress to meet their curriculum expectation for their year level. Of these 14 students, this comprises 4 female and 10 male students. 4 students are Maori, 5 are NZE, 1 Pasifika, 2 are Asian, 1 MELAA, and 1 Other ethnicities.</p>
PB4L	<p>8 students have been identified by school-wide behaviour management systems throughout 2022. Their behaviour and engagement in learning is often compromised due to a motivation to obtain peer and adult attention. A range of actions and strategies will be put in place to support these students</p> <ul style="list-style-type: none"> - Data is not consistent enough to use for baseline data
Attendance	<p>Whole school 2022: Shift from 68.9% attendance to 80% in 2023. Māori learners: Shift from 64% attendance to 70% in 2023 Pasifika learners: Shift from 52.4% attendance to 70% in 2023 Kōtāre: Year 3: 59.5% shift to 70% Year 4: 62.5% shift to 70% Year 5: 51.3% shift to 70%</p>



Gracefield School

WHANAUNGATANGA | AKORANGA | HIRINGA

We **connect** people, we **create** opportunities, we **inspire** to make a difference.

14th February 2023

Gracefield School Statement of Use of Kiwisport Funds

Kiwisport is a Government funding initiative to support sport for school aged children. Our school received \$3,501.00 in our 2022 Operational Grant through this initiative to increase our student participation in organised sport.

Students at our school were encouraged to participate in sport. This was done by providing the opportunities listed below:

- attend interschool festivals
- regional and school cross country
- inviting sports organisations to teach classes (hockey, badminton, tennis)
- teaching swimming
- Interzone swimming
- competing in the local touch rugby and netball tournaments

Kelly Barker

Tumuaki-Principal
Gracefield School

Independent auditor's report

To the readers of the financial statements of Gracefield School for the year ended 31 December 2022

The Auditor-General is the auditor of Gracefield School (the School). The Auditor-General has appointed me, Michael Rania, using the staff and resources of Moore Markhams Wellington Audit, 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 page 2 to 19, which comprise the statement of financial position as at 31 December 2022, and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, 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 its cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector - Public Benefit Entity Standards Reduced Disclosure Regime (Public Sector PBE Standards RDR)

Our audit was completed on 6 November 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 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.

Emphasis of matter – Failure to meet statutory reporting deadline

Without modifying our opinion, we draw attention to the fact that the Board did not comply with section 137(1) of the Education and Training Act 2020, which requires the Board to provide its audited financial statements to the Ministry of Education by 31 May 2023.

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 arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 1, and pages 20 to 25 but does not include the financial statements, and our auditor's report thereon.

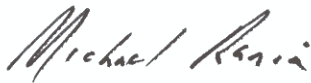
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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 (Revised): 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.

A handwritten signature in black ink that reads 'Michael Rania'.

Michael Rania | **Moore Markhams Wellington Audit**
On behalf of the Auditor-General | Wellington, New Zealand