

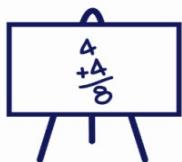
# WINTON SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2022

#### School Directory

<b>Ministry Number:</b>	4052
<b>Principal:</b>	Steve Wadsworth
<b>School Address:</b>	16 Eglington Street, Winton
<b>School Postal Address:</b>	P O Box 4, Winton
<b>School Phone:</b>	03 236 7238
<b>School Email:</b>	<a href="mailto:admins@winton.school.nz">admins@winton.school.nz</a>
<b>Accountant / Service Provider:</b>	



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# **WINTON SCHOOL**

Annual Report - For the year ended 31 December 2022

## **Index**

<b>Page</b>	<b>Statement</b>
-------------	------------------

**Financial Statements**

- |               |  |
|---------------|--|
| <u>1</u>      | Statement of Responsibility                    |
| <u>2</u>      | Statement of Comprehensive Revenue and Expense |
| <u>3</u>      | Statement of Changes in Net Assets/Equity      |
| <u>4</u>      | Statement of Financial Position                |
| <u>5</u>      | Statement of Cash Flows                        |
| <u>6 - 18</u> | Notes to the Financial Statements              |

**Other Information**

Analysis of Variance

Kiwisport

Members of the Board

# Winton 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.

Nathan Lyall

Full Name of Presiding Member



Signature of Presiding Member

15/3/24

Date:

Steve Wadsworth

Full Name of Principal



Signature of Principal

15/3/2024

Date:

# Winton School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>				
Government Grants	2	2,689,038	2,609,100	2,538,481
Locally Raised Funds	3	120,389	92,500	123,152
Interest Income		1,598	1,500	292
<b>Total Revenue</b>		<b>2,811,025</b>	<b>2,703,100</b>	<b>2,661,925</b>
<b>Expenses</b>				
Locally Raised Funds	3	104,164	56,500	94,450
Learning Resources	4	2,050,059	1,998,500	1,923,995
Administration	5	153,135	118,900	115,163
Finance		2,737	-	2,203
Property	6	599,178	543,500	492,627
		<b>2,909,273</b>	<b>2,717,400</b>	<b>2,628,438</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>(98,248)</b>	<b>(14,300)</b>	<b>33,487</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>(98,248)</b>	<b>(14,300)</b>	<b>33,487</b>

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



# Winton School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Equity at 1 January</b>		282,856	299,009	249,369
Total comprehensive revenue and expense for the year		(98,248)	(14,300)	33,487
Contributions from the Ministry of Education		-	-	-
Contribution - Furniture and Equipment Grant		-	-	-
<b>Equity at 31 December</b>		184,608	284,709	282,856
Accumulated comprehensive revenue and expense		184,608	284,709	282,856
Reserves		-	-	-
<b>Equity at 31 December</b>		184,608	284,709	282,856

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.



# Winton School

## Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	109,401	120,809	187,609
Accounts Receivable	8	139,111	120,000	126,708
GST Receivable		13,127	15,000	16,194
Prepayments		11,271	8,000	8,566
		272,910	263,809	339,077
<b>Current Liabilities</b>				
Accounts Payable	10	193,673	140,000	141,816
Provision for Cyclical Maintenance	11	9,667	-	12,403
Finance Lease Liability	12	21,936	18,000	18,143
Funds held in Trust	13	5,000	-	5,000
Funds held for Capital Works Projects	14	62,917	-	94,618
		293,193	158,000	271,980
<b>Working Capital Surplus/(Deficit)</b>		(20,283)	105,809	67,097
<b>Non-current Assets</b>				
Property, Plant and Equipment	9	335,818	287,500	317,342
		335,818	287,500	317,342
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	11	102,896	103,000	95,806
Finance Lease Liability	12	27,431	5,000	5,177
Funds held in Trust	13	600	600	600
		130,927	108,600	101,583
<b>Net Assets</b>		184,608	284,709	282,856
<b>Equity</b>		184,608	284,709	282,856

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



# Winton School

## Statement of Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		663,633	609,100	635,408
Locally Raised Funds		122,059	92,500	121,482
Goods and Services Tax (net)		3,067	-	(7,942)
Payments to Employees		(457,239)	(363,000)	(365,002)
Payments to Suppliers		(327,159)	(303,900)	(340,960)
Interest Paid		(2,737)	-	(2,203)
Interest Received		1,598	1,500	292
Net cash from/(to) Operating Activities		3,222	36,200	41,075
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(23,687)	25,000	(32,416)
Net cash from/(to) Investing Activities		(23,687)	25,000	(32,416)
<b>Cash flows from Financing Activities</b>				
Finance Lease Payments		(26,042)	(33,000)	(30,824)
Funds Administered on Behalf of Third Parties		(31,701)	(95,000)	94,618
Net cash from/(to) Financing Activities		(57,743)	(128,000)	63,794
<b>Net increase/(decrease) in cash and cash equivalents</b>				
		<b>(78,208)</b>	<b>(66,800)</b>	<b>72,453</b>
Cash and cash equivalents at the beginning of the year	7	187,609	187,609	115,156
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>109,401</b>	<b>120,809</b>	<b>187,609</b>

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.

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



# **Winton School**

## **Notes to the Financial Statements**

### **For the year ended 31 December 2022**

#### **1. Statement of Accounting Policies**

##### **a) Reporting Entity**

Winton 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 11.

###### **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 9.



## **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 12. Future operating lease commitments are disclosed in note 12b.

### **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) 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.

## **e) 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.



#### **f) 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.

#### **g) 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.

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
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



## **h) 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 transactions.

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

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

## **i) 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.

## **j) 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.

## **I) 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.

## **m) 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.



**n) 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.

**o) 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.

**p) 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	667,776	606,100	626,583
Teachers' Salaries Grants	1,548,331	1,600,000	1,515,549
Use of Land and Buildings Grants	448,702	400,000	393,524
Other Government Grants	24,229	3,000	2,825
	<b>2,689,038</b>	<b>2,609,100</b>	<b>2,538,481</b>

The school has opted in to the donations scheme for this year. Total amount received was \$44,100.

## 3. Locally Raised Funds

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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
<b>Revenue</b>			
Donations & Bequests	2,996	10,000	13,569
Fees for Extra Curricular Activities	75,819	53,500	80,662
Trading	14,446	3,000	11,862
Fundraising & Community Grants	8,598	5,000	-
Other Revenue	18,530	21,000	17,059
	<b>120,389</b>	<b>92,500</b>	<b>123,152</b>
<b>Expenses</b>			
Extra Curricular Activities Costs	76,940	49,500	82,555
Trading	21,405	3,000	9,674
Other Locally Raised Funds Expenditure	5,819	4,000	2,221
	<b>104,164</b>	<b>56,500</b>	<b>94,450</b>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<b>16,225</b>	<b>36,000</b>	<b>28,702</b>

## 4. Learning Resources

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Curricular	50,300	42,000	53,661
Employee Benefits - Salaries	1,938,193	1,899,000	1,811,323
Staff Development	4,266	5,000	3,533
Depreciation	57,300	52,500	55,478
	<b>2,050,059</b>	<b>1,998,500</b>	<b>1,923,995</b>



## 5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	4,250	4,600	-
Board Fees	3,330	4,000	3,920
Board Expenses	6,879	3,500	3,154
Communication	4,180	3,600	4,163
Consumables	6,470	6,000	5,766
Operating Lease	7,990	-	4,351
Other	31,008	28,200	27,119
Employee Benefits - Salaries	78,551	59,000	57,939
Insurance	4,177	4,000	2,751
Service Providers, Contractors and Consultancy	6,300	6,000	6,000
	<b>153,135</b>	<b>118,900</b>	<b>115,163</b>

## 6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	8,958	8,500	8,135
Consultancy and Contract Services	40,228	36,400	35,271
Cyclical Maintenance Provision	8,304	15,000	(41,301)
Grounds	11,840	13,300	17,838
Heat, Light and Water	36,253	33,800	31,767
Rates	8,103	10,000	11,657
Repairs and Maintenance	24,786	16,000	25,130
Use of Land and Buildings	448,702	400,000	393,524
Security	2,673	1,500	1,241
Employee Benefits - Salaries	9,331	9,000	9,365
	<b>599,178</b>	<b>543,500</b>	<b>492,627</b>

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	109,401	120,809	187,609
Cash and cash equivalents for Statement of Cash Flows	<b>109,401</b>	<b>120,809</b>	<b>187,609</b>

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

Of the \$109,401 Cash and Cash Equivalents, \$62,917 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 2022 on Crown owned school buildings.



## 8. Accounts Receivable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Receivables	-	-	1,670
Teacher Salaries Grant Receivable	139,111	120,000	125,038
	<b>139,111</b>	<b>120,000</b>	<b>126,708</b>
Receivables from Exchange Transactions	-	-	1,670
Receivables from Non-Exchange Transactions	139,111	120,000	125,038
	<b>139,111</b>	<b>120,000</b>	<b>126,708</b>

## 9. Property, Plant and Equipment

2022	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
Land	33,000	-	-	-	-	<b>33,000</b>
Building Improvements	182,010	-	-	-	(12,643)	<b>169,367</b>
Furniture and Equipment	74,546	23,687	-	-	(13,272)	<b>84,961</b>
Information and Communication Technology	2,683	-	-	-	(2,228)	<b>455</b>
Leased Assets	18,574	52,089	-	-	(22,957)	<b>47,706</b>
Library Resources	6,529	-	-	-	(6,200)	<b>329</b>
	-	-	-	-	-	-
<b>Balance at 31 December 2022</b>	<b>317,342</b>	<b>75,776</b>	<b>-</b>	<b>-</b>	<b>(57,300)</b>	<b>335,818</b>

The net carrying value of furniture and equipment held under a finance lease is **\$47,706 (2021: \$18,574)**

### 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
	\$	\$	\$	\$	\$	\$
Land	33,000	-	<b>33,000</b>	33,000	-	<b>33,000</b>
Building Improvements	309,675	(140,308)	<b>169,367</b>	309,675	(127,665)	<b>182,010</b>
Furniture and Equipment	262,334	(177,373)	<b>84,961</b>	244,292	(169,746)	<b>74,546</b>
Information and Communication T	48,218	(47,763)	<b>455</b>	50,218	(47,535)	<b>2,683</b>
Leased Assets	136,563	(88,857)	<b>47,706</b>	103,103	(84,529)	<b>18,574</b>
Library Resources	49,599	(49,270)	<b>329</b>	49,599	(43,070)	<b>6,529</b>
<b>Balance at 31 December</b>	<b>839,389</b>	<b>(503,571)</b>	<b>335,818</b>	<b>789,887</b>	<b>(472,545)</b>	<b>317,342</b>



## 10. Accounts Payable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	30,028	-	1,965
Accruals	-	-	10,784
Banking Staffing Overuse	17,214	-	-
Employee Entitlements - Salaries	139,111	140,000	125,038
Employee Entitlements - Leave Accrual	7,320	-	4,029
	<b>193,673</b>	<b>140,000</b>	<b>141,816</b>
Payables for Exchange Transactions	193,673	140,000	141,816
	<b>193,673</b>	<b>140,000</b>	<b>141,816</b>

The carrying value of payables approximates their fair value.

## 11. Provision for Cyclical Maintenance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Provision at the Start of the Year	108,209	108,209	149,510
Increase to the Provision During the Year	8,304	15,000	(41,301)
Use of the Provision During the Year	(3,950)	-	-
Provision at the End of the Year	<b>112,563</b>	<b>123,209</b>	<b>108,209</b>
Cyclical Maintenance - Current	9,667	-	12,403
Cyclical Maintenance - Non current	102,896	103,000	95,806
	<b>112,563</b>	<b>103,000</b>	<b>108,209</b>

## 12. 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	21,936	18,000	18,143
Later than One Year and no Later than Five Years	27,431	5,000	5,177
Later than Five Years	-	-	-
Future Finance Charges	<b>49,367</b>	<b>23,000</b>	<b>23,320</b>
<b>Represented by</b>			
Finance lease liability - Current	21,936	18,000	18,143
Finance lease liability - Non current	27,431	5,000	5,177
	<b>49,367</b>	<b>23,000</b>	<b>23,320</b>

### 13. Funds held in Trust

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	5,000	-	5,000
Funds Held in Trust on Behalf of Third Parties - Non-current	600	600	600
	<b>5,600</b>	<b>600</b>	<b>5,600</b>

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expense of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

### 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 7.

2022	Project Number	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
		\$	\$	\$	\$	\$
LSC Office		10,032	16,193	(26,225)	-	-
Technology Block Stage 2		84,586	28,515	(58,145)	-	54,956
Switchboard Replacement + Toilet Upgrade			12,092	(4,131)	-	7,961
Totals		<b>94,618</b>	<b>56,800</b>	<b>(88,501)</b>	-	<b>62,917</b>

#### Represented by:

Funds Held on Behalf of the Ministry of Education	62,917
Funds Receivable from the Ministry of Education	-

2021	Project Number	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
		\$	\$	\$	\$	\$
LSC Office		-	85,750	75,718	-	10,032
Technology Block Stage 2		-	96,010	11,424	-	84,586
Totals		<b>-</b>	<b>181,760</b>	<b>87,142</b>	-	<b>94,618</b>

#### Represented by:

Funds Held on Behalf of the Ministry of Education	94,618
Funds Receivable from the Ministry of Education	-



## 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	3,330	3,920
<i>Leadership Team</i>		
Remuneration	258,448	258,496
Full-time equivalent members	2	2
Total key management personnel remuneration	<hr/> 261,778	262,416
	<hr/> <hr/>	<hr/> <hr/>

There are 7 members of the Board excluding the Principal. The Board had held 9 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	150-160	140-150
Benefits and Other Emoluments	4-5	4-5
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	2	2
	<hr/> 2.00	2.00

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) \$153,452 contract for Technology Block Stage 2 to be completed in 2023, which will be fully funded by the Ministry of Education. \$124,525 has been received of which \$69,569 has been spent on the project to date; and  
(b) \$12,092 contract to have the Switchboard Replaced and Toilet upgraded as agent for the Ministry of Education. This project is fully funded by the Ministry and \$12,092 has been received of which \$4,131 has been spent on the project to balance date. This project has been approved by the Ministry; and

(Capital commitments at 31 December 2021: \$94,618)

### **(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**

	<b>2022 Actual</b>	<b>2022 Budget (Unaudited)</b>	<b>2021 Actual</b>
	\$	\$	\$
Cash and Cash Equivalents	109,401	120,809	187,609
Receivables	139,111	120,000	126,708
Total Financial assets measured at amortised cost	<b>248,512</b>	<b>240,809</b>	<b>314,317</b>

### **Financial liabilities measured at amortised cost**

Payables	193,673	140,000	141,816
Finance Leases	49,367	23,000	23,320
Total Financial Liabilities Measured at Amortised Cost	<b>243,040</b>	<b>163,000</b>	<b>165,136</b>

## **21. Events After Balance Date**

There were no other 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.



## 2022 ANALYSIS OF VARIANCE

### CURRICULUM AREA : LITERACY

#### **NAG 1, Strategic Aim 3: To identify priority students and put in place learning support.**

**Student Achievement Target 1:** Reading: 5 identified Year 6 students to progress at least 2 Stages of the Little Learners Love Literacy Programme (phonics based)

Spelling: 4 identified Year 6 students to progress to achieve above 80% in The Code Year 2

**Student Achievement Target 2:** For 9 identified students to improve attendance by at least 20%

**Student Achievement Target 3:** For all Māori students who are not meeting curriculum level expectations to make accelerated progress in Literacy and Numeracy.

#### **Baseline Student Achievement Data: (from beginning of 2022 data)**

##### **Student Achievement Target 1:**

- A number of Year 6 students were tested using the phonics based Little Learners Love Literacy Programme screen test. 5 students were identified as not achieving at expected levels. They achieved only stages 4, 6 or 7.1 of the LLLL reading test.
- A number of Year 6 students were tested using the The Code spelling screen test. 5 students achieved only between 50% and 80 % at Year 1 Level.

##### **Student Achievement Target 2: (from 2021 and beginning of 2022 attendance data)**

- We have 9 students who have either been identified as truant or have a high number of unjustified absences.

##### **Student Achievement Target 3: (from end of 2021 data)**

- Identified Maori students (school-wide) not meeting curriculum level expectations in Reading, Writing and Maths.
- **Reading:** 9 boys, 4 girls (13/66) - 20%
- **Writing:** 9 boys, 6 girls (15/66) - 23%
- **Maths:** 7 boys, 7 girls (14/66) - 21%

### Analysis

**2022 End of Year Student Achievement Data:****Student Achievement Target 1:**

Reading - The 5 identified students all made progress of at least 2 stages as set out in our target (see table).

Spelling - All four of our identified students achieved the 80% target (see table).

Little Learners Assessment of Reading Skills (LLARs)			The Code Spelling Assessment Tool			
Student	OTJ start	OTJ end	Student	Term 1	Term 2	Term 3
1	Stage 4+	Stage 7.1	1	40%	63%	87%
2	Stage 4	Stage 7.1	2	31%	56%	90%
3	Stage 7.1	Stage 7.4	3	55%	71%	82%
4	Stage 7.2	Stage 7.5	4	68%	77%	90%
5	Stage 7.1	Stage 7.5				

**Student Achievement Target 2:**

Of the 9 students identified, 6 made progress in their attendance rates. 2 of these students managed to improve their rate by at least 20% (see table).

Student	T1 2022 %	T2-4 2022 %	Student	T1 2022 %	T2-4 2022 %
1	63	68	6	60	75
2	77	78	7	77	75
3	62	72	8	40	60
4	30	62	9	63	63
5	71	68			

**Student Achievement Target 3:** For all Māori students who are not meeting curriculum level expectations to make accelerated progress in Literacy and Numeracy.

**End of 2021 - Reading (school-wide):** 9 boys, 4 girls (13/66) - 20%.      **End of 2022 - Reading (school-wide):** 10 boys, 6 girls (16/58) - 27%

**End of 2021 - Writing (school-wide):** 9 boys, 6 girls (15/66) - 23%      **End of 2022 - Writing (school-wide):** 15 boys, 5 girls (20/58) - 33%

**End of 2021 - Maths (school-wide):** 7 boys, 7 girls (14/66) - 21%      **End of 2022 - Maths (school-wide):** 7 boys, 9 girls (16/58) - 28%

### **Contributing Factors to Progress / Barriers to Learning / Where to Next?**

#### **Contributing factors to progress:**

- Every child involved in the Reading and Spelling programme made exceptional progress. With the gaps identified at the beginning of the year, we implemented a very structured and systematic programme from the beginning of the year using Dandelion Decodable Readers and Liz Kane's The Code Spelling programme.
- Delivery of the programme involved decodable reading groups identified using the Little Learners Reading Assessment. Initially, 3 groups worked on various levels of decodables (as identified at the end of 2021). As the students progressed, groups changed and we ended up with two focus groups.
- A daily spelling programme using Liz Kane's 'The Code' was used with the whole class and then the identified group in a workshop style delivery.
- **READING** - Readers were placed into groups with decodable books set at their initial stage level, also taking into consideration interest topics for the boys – promoting 'buy in'. The two boys on Stage 4 worked together initially, (before being split to focus on sounds), consolidating their sound knowledge using Level 1 of the Extended Code.
- The three boys at Stage 7.1 worked together consolidating all their sounds while reading The Magic Belt series – a chapter series of 12 books.
- The two boys working at Stage 4 initially progressed to working in Stage 7.1 and the three boys working at Stage 7.1 progressed to Stage 7.5 – which is the end of the programme.
  
- **SPELLING** - All four children identified in 2021 began the year working on The Code Spelling Programme at Year 1 (plugging gaps) and Year 2 through daily workshop teaching. They followed a systematic approach which enabled progress and transference into their writing. All four boys reached at least 80% or more as shown on the table by the end of Term 3. Testing occurred at the beginning of Term 1 to gain initial data, then at the end of Term 2 and Term 3. I also completed an individual midterm check up with individuals to see how they were tracking.

#### **Barriers to Learning:**

- Teacher illness
- Non-attendance of target students
- Limited attention span and poor working memory.
- Dyslexic tendencies of some children and a lack of formal diagnosis

**Where to Next:**

- Continue with Year 3 of our School-wide Literacy PLD with Jane Carroll (Otago Uni) and Greg Carroll and Jo Barr (Core Education) which will provide new knowledge and strategies to support intervention.
- Successful strategies and techniques gained through PLD shared in order to sustain the learning / progress.
- Decodable texts will be used in all classrooms to support phonological awareness.
- Use of Winton School Entry Assessment for New Entrant students to gather baseline data.
- The upskilling of Teacher Aides who are also involved in our PLD.
- Continue the sharing of best practice at Team and Staff Meetings.
- Weekly Learning Support Meetings to continue with identification and allocation of internal and external resources / agencies engaged.
- Continue to follow our self developed guidelines with regard to identifying, planning and delivering Intervention Programmes
- Ensure the basic needs of students are met, through the Pastoral Care Team, eg. social, emotional and physical wellbeing.
- Set up specific intervention groups in HERO. However this time, make them shared to all staff.. This will enable us to better track these students and have instant access to any achievement data.
- It has been difficult tracking 'clean' data in the past so we will be able to do this much easier. Any new students to Winton will be tracked but can be a sub group for separate analysis.

**WINTON SCHOOL  
BOARD OF TRUSTEES  
2023**

Name	Position	How Position on Board was gained	Term Expires	Occupation
<b>Nathan Lyall</b>	<i>Presiding Member</i>	<i>Elected Sept 2022</i>	<i>Aug 2025</i>	
<b>Marius Adendorff</b>	<i>Parent rep</i>	<i>Elected Sept 2022</i>	<i>Aug 2025</i>	
<b>Simon Ellis</b>	<i>Parent rep</i>	<i>Elected Sept 2022</i>	<i>Aug 2025</i>	
<b>Nicky Patrick</b>	<i>Parent rep</i>	<i>Elected Sept 2022</i>	<i>Aug 2025</i>	
<b>Cameron Waru</b>	<i>Parent rep</i>	<i>Elected Sept 2022</i>	<i>Aug 2025</i>	
<b>Steve Wadsworth</b>	<i>Principal</i>			
<b>Bev O'Neill</b>	<i>Staff Rep</i>	<i>Elected Sept 2022</i>	<i>Aug 2025</i>	

**WINTON SCHOOL  
KIWISPORT  
2022**

Kiwi Sport is a Government funding initiative to support students' participation in organised sport.

In 2022 the school received Kiwi Sport funding of \$4164.17

The funding was spent on:

- Purchase of sports equipment for schoolwide use
- Buses to transport students to Cross Country, Central Southland Schools Sports Cup events
- Swimming instruction for all students (in association with REAP Inc)

The number of students participating in organised sport remains at 100%



## **EQUAL EMPLOYMENT OPPORTUNITIES GUIDELINES**

The Board is committed to working towards equality of opportunity for all of its employees.

### **GUIDELINES**

1. Employment opportunities are provided free from discrimination.
2. Equality of opportunity means that the school views the diverse origins and backgrounds of its employees positively; and that it seeks to become as varied an employment community as it can. In recognising that everyone is different, equal value is given to the unique contribution that all employees skills, knowledge and experience enable them to make. In all employment relationships entered into by the school, it will seek to ensure that people are treated equitably, regardless of age (subject to statutory retirement requirements), disability, race, nationality, ethnic or national origin, gender, religion, sexual orientation, personal circumstances, political affiliation or trade union membership.
3. Winton Primary School is committed to recruiting the most suitable staff for any position and seeks to enable all employees to achieve their full potential by creating an effective learning environment for all students, characterised by dignity and mutual respect.
4. The Board delegates full responsibility to the Principal for all matters relating to the management of staff in the expectation that they will be recruited and managed in a sound, fair and respectful manner.
5. Appropriate staff development shall be provided to facilitate an awareness of issues and the sharing of successful practices conducive to the promotion of equality of opportunity.
6. This policy statement is intended to meet requirements enacted under the State Sector Act 1988, the Health, Safety and Employment Act 1992, the Human Rights Act 1993, the Privacy Act 1993, and the Employment Relations Act 2000.
7. The Principal is to:
  - a. ensure that employees or prospective employees are not discriminated against, except under prescribed laws and or directives from the Ministry of Education.
  - b. ensure all employees know of their rights to personal dignity and safety.
  - c. ensure all employees have access to an approved and fair internal grievance process.
  - d. provide for all staff a contract, either individual or collective.
  - e. carry out annual performance appraisal for all employees.
  - f. meet current employment legislation.
  - g. take reasonable steps to protect staff from unsafe or unhealthy working conditions or practices.
  - h. provide Protected Disclosure protection.
  - i. provide regular assurances to the Board of the working of this policy.

Reviewed: August 2023

Next Review: August 2026

## INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Winton School (the School). The Auditor-General has appointed me, Michael Lee, using the staff and resources of Crowe New Zealand Audit Partnership, 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 18, that comprise the statement of financial position as at 31 December 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 15 March 2024. 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.

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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 19 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 *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.



Michael Lee  
Crowe New Zealand Audit Partnership  
On behalf of the Auditor-General  
Invercargill, New Zealand