

Ebbett Park School

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021



School Directory

Ministry Number: 2554
Principal: Kate Medicott
School Address: 600 Oliphant Road, Hastings 4120
School Postal Address: 600 Oliphant Road, Hastings 4120
School Phone: 06 878 9599
School Email: admin@ebbettpark.school.nz

Members of the Board

Name	Position	How Position Gained	Term Expired/Expires
Jack Ball	Presiding Member	Elected	2022
Kate Medicott	Principal ex Officio		
Jocelyn Steffert	Member	Elected	2022
Deanna Tahua	Member	Re-elected	2022
Angela Haggerty	Member	Co-opted	Aug 2021
Pauline Ratishma	Member	Co-opted Sep 2021	2022
Hamish Dufty	Member of Staff	Elected	2022
Averil Wilbraham	Secretary		2022

Accountant / Service Provider: Eclipse Solutions 4 Schools Ltd

Ebbett Park School

Statement of Responsibility

For the year ended 31 December 2021

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

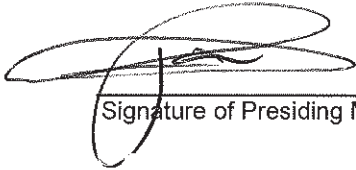
The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

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

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



Full Name of Presiding Member



Signature of Presiding Member

30 May 2022

Date:



Full Name of Principal



Signature of Principal

30 May 2022

Date:

Ebbett Park School

Annual Report - For the year ended 31 December 2021

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 - 18	Notes to the Financial Statements

Other Information

Kiwisport

Analysis of Variance

Ebbett Park School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue				
Government Grants	2	1,875,239	1,748,223	1,676,965
Locally Raised Funds	3	42,157	16,683	33,498
Interest Income		1,102	1,724	3,014
Other Revenue		460	-	460
		<u>1,918,958</u>	<u>1,766,630</u>	<u>1,713,937</u>
Expenses				
Locally Raised Funds	3	7,929	3,000	2,821
Learning Resources	4	1,262,611	1,132,235	1,122,173
Administration	5	265,143	270,294	150,578
Finance		1,357	1,363	1,565
Property	6	330,064	322,849	311,901
Depreciation	11	49,253	49,000	42,334
Loss on Disposal of Property, Plant and Equipment		591	-	2,398
		<u>1,916,948</u>	<u>1,778,741</u>	<u>1,633,770</u>
Net Surplus / (Deficit) for the Year		2,010	(12,111)	80,167
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>2,010</u></u>	<u><u>(12,111)</u></u>	<u><u>80,167</u></u>

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

Ebbett Park School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Equity at 1 January		529,734	500,000	445,220
Total Comprehensive Revenue and Expense for the Year		2,010	(12,111)	80,167
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant		17,531	-	4,347
Equity at 31 December		549,275	487,889	529,734

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.

Ebbett Park School

Statement of Financial Position

As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Assets				
Cash and Cash Equivalents	7	693,737	105,000	288,765
Accounts Receivable	8	99,095	60,000	71,146
GST Receivable		-	1,756	2,143
Prepayments		16,264	1,200	1,078
Inventories	9	2,732	100	244
Investments	10	62,306	150,000	61,656
		<u>874,134</u>	<u>318,056</u>	<u>425,032</u>
Current Liabilities				
GST Payable		36,178	-	-
Accounts Payable	12	114,459	77,000	83,226
Revenue Received in Advance	13	995	-	3,423
Provision for Cyclical Maintenance	14	132,120	28,934	55,917
Finance Lease Liability	15	10,006	12,000	10,577
Funds Held in Trust	16	500	1,300	1,250
Funds Held for Capital Works Projects	17	331,125	-	-
		<u>625,383</u>	<u>119,234</u>	<u>154,393</u>
Working Capital Surplus/(Deficit)		248,751	198,822	270,639
Non-current Assets				
Property, Plant and Equipment	11	323,685	310,000	301,047
		<u>323,685</u>	<u>310,000</u>	<u>301,047</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	19,505	8,933	35,066
Finance Lease Liability	15	3,656	12,000	6,886
		<u>23,161</u>	<u>20,933</u>	<u>41,952</u>
Net Assets		<u>549,275</u>	<u>487,889</u>	<u>529,734</u>
Equity		<u>549,275</u>	<u>487,889</u>	<u>529,734</u>

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

Ebbett Park School

Statement of Cash Flows

For the year ended 31 December 2021

	Note	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash Flows from Operating Activities				
Government Grants		789,156	686,230	583,778
Locally Raised Funds		31,966	12,183	28,446
Goods and Services Tax (net)		38,321	196	596
Payments to Employees		(367,601)	(258,836)	(263,340)
Payments to Suppliers		(357,617)	(362,454)	(230,913)
Interest Paid		(1,357)	(1,363)	(1,565)
Interest Received		1,131	1,724	2,828
Net Cash from/(to) Operating Activities		133,999	77,680	119,830
Cash Flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(68,946)	(94,000)	(55,804)
Purchase of Investments		(650)	-	(1,656)
Net Cash from/(to) Investing Activities		(69,596)	(94,000)	(57,460)
Cash Flows from Financing Activities				
Furniture and Equipment Grant		17,531	-	4,347
Finance Lease Payments		(7,337)	44,000	(6,732)
Funds Administered on Behalf of Third Parties		330,375	100	1,585
Net Cash from/(to) Financing Activities		340,569	44,100	(800)
Net Increase/(Decrease) in Cash and Cash Equivalents		404,972	27,780	61,570
Cash and Cash Equivalents at the Beginning of the Year	7	288,765	77,220	227,195
Cash and Cash Equivalents at the End of the Year	7	693,737	105,000	288,765

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.

Ebbett Park School

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

a) Reporting Entity

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

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 long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

Useful Lives of Property, Plant and Equipment

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

Critical Judgements in Applying Accounting Policies

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

Classification of Leases

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

Recognition of Grants

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

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.

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

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 credit losses (uncollectable debts). The schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectible debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

g) Inventories

Inventories are consumable items held for sale and comprised of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

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 to buildings owned by the Crown are recorded at cost, less accumulated depreciation and impairment losses.

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building & Land Improvements	2 - 50 years
Furniture and Equipment	3 - 30 years
Information and Communication Technology	3 - 10 years
Leased Assets	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. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

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

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

The reversal of an impairment loss is recognised in the surplus or deficit.

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.

m) Revenue Received in Advance

Revenue received in advance relates to fees received students and grants received where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

n) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and 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.

o) 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 an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

p) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. All of these financial liabilities are categorised as 'financial liabilities measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

q) Borrowings

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

Borrowings include but are not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

r) 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.

s) Budget Figures

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

t) Services Received In-Kind

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

2. Government Grants

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Operational Grants	440,875	430,824	449,209
Teachers' Salaries Grants	906,923	874,861	874,861
Use of Land & Buildings Grants	176,660	220,826	220,826
Other MoE Grants	305,767	221,712	132,069
Other Government Grants	45,014	-	-
	<u>1,875,239</u>	<u>1,748,223</u>	<u>1,676,965</u>

The school has opted in to the donations scheme for this year. Total amount received was \$24,450.

3. Locally Raised Funds

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue			
Donations & Bequests	2,994	3,000	10,360
Fees for Extra Curricular Activities	1,188	200	750
Trading	4,308	1,500	1,649
Fundraising & Community Grants	24,418	9,374	14,292
Other Revenue	9,249	2,609	6,447
	<u>42,157</u>	<u>16,683</u>	<u>33,498</u>
Expenses			
Extra Curricular Activities Costs	6,365	1,600	930
Trading	1,564	1,400	1,233
Fundraising & Community Grant Costs	-	-	658
	<u>7,929</u>	<u>3,000</u>	<u>2,821</u>
<i>Surplus/(Deficit) for the Year Locally Raised Funds</i>	<u><u>34,228</u></u>	<u><u>13,683</u></u>	<u><u>30,677</u></u>

4. Learning Resources

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Curricular	39,962	46,148	32,852
Equipment Repairs	517	2,000	421
Information & Communication Technology	6,386	10,000	7,734
Library Resources	784	1,070	862
Employee Benefits - Salaries	1,205,921	1,062,517	1,069,515
Staff Development	9,041	10,500	10,789
	<u>1,262,611</u>	<u>1,132,235</u>	<u>1,122,173</u>

5. Administration

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Audit Fee	4,844	4,400	4,590
Board Fees	2,225	3,240	2,690
Board Expenses	4,055	3,000	3,844
Communication	1,839	2,000	1,889
Consumables	15,069	13,140	13,459
Other	159,406	164,014	48,889
Employee Benefits - Salaries	70,067	72,680	69,094
Insurance	1,818	2,000	403
Service Providers, Contractors & Consultancy	5,820	5,820	5,720
	<u>265,143</u>	<u>270,294</u>	<u>150,578</u>

6. Property

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Caretaking and Cleaning Consumables	4,019	5,100	3,551
Consultancy and Contract Services	24,960	25,709	24,590
Cyclical Maintenance Provision	60,642	10,784	3,700
Grounds	9,989	16,350	7,516
Heat, Light and Water	15,439	14,000	11,851
Rates	1,427	1,480	1,055
Repairs and Maintenance	32,442	23,600	34,112
Use of Land & Buildings	176,660	220,826	220,826
Security	4,486	5,000	4,700
	<u>330,064</u>	<u>322,849</u>	<u>311,901</u>

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

7. Cash and Cash Equivalents

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Bank Accounts	693,737	105,000	288,765
Cash and Cash Equivalents for Statement of Cash Flows	<u>693,737</u>	<u>105,000</u>	<u>288,765</u>

Of the \$693,737 Cash and Cash Equivalents, \$331,125 is held by the School on behalf of the Ministry of Education. These funds have been provided for 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

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Receivables	11,241	3,500	3,439
Provision for Uncollectible Debts	-	-	(2,921)
Interest Receivable	157	-	186
Teacher Salaries Grant Receivable	87,697	56,500	70,442
	<u>99,095</u>	<u>60,000</u>	<u>71,146</u>
Receivables from Exchange Transactions	11,398	3,500	704
Receivables from Non-Exchange Transactions	87,697	56,500	70,442
	<u>99,095</u>	<u>60,000</u>	<u>71,146</u>

9. Inventories

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
School Uniforms	2,732	100	244
	<u>2,732</u>	<u>100</u>	<u>244</u>

10. Investments

The School's investment activities are classified as follows:

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	62,306	150,000	61,656
	<u>62,306</u>	<u>150,000</u>	<u>61,656</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2021	\$	\$	\$	\$	\$	\$
Buildings & Improvements	144,256	-	-	-	(4,511)	139,745
Furniture & Equipment	102,444	48,127	-	-	(22,705)	127,866
Information & Communication Technology	19,088	13,690	-	-	(8,383)	24,395
Leased Assets	18,662	8,216	(591)	-	(11,554)	14,733
Library Resources	16,597	2,449	-	-	(2,100)	16,946
Balance at 31 December 2021	301,047	72,482	(591)	-	(49,253)	323,685

The net carrying value of equipment held under a finance lease is \$14,733 (2020: \$18,662)

	2021	2021	2021	2020	2020	2020
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings & Improvements	241,368	(101,623)	139,745	241,368	(97,112)	144,256
Furniture & Equipment	367,070	(239,204)	127,866	319,468	(217,024)	102,444
Information & Communication Technology	142,263	(117,868)	24,395	128,573	(109,485)	19,088
Leased Assets	37,260	(22,527)	14,733	33,724	(15,062)	18,662
Library Resources	83,740	(66,794)	16,946	81,291	(64,694)	16,597
Balance at 31 December	871,701	(548,016)	323,685	804,424	(503,377)	301,047

12. Accounts Payable

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Creditors	18,709	13,000	7,049
Accruals	4,844	5,000	3,990
Employee Entitlements - Salaries	87,697	56,500	70,442
Employee Entitlements - Leave Accrual	3,209	2,500	1,745
	114,459	77,000	83,226
Payables for Exchange Transactions	114,037	77,000	82,899
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	422	-	327
	114,459	77,000	83,226

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Grants in Advance - Ministry of Education	-	-	2,500
Other Revenue in Advance	995	-	923
	995	-	3,423
	995	-	3,423

14. Provision for Cyclical Maintenance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Provision at the Start of the Year	90,983	90,983	87,283
Increase/ (decrease) to the Provision During the Year	60,642	10,784	3,700
Use of the Provision During the Year	-	(63,900)	-
Provision at the End of the Year	151,625	37,867	90,983
	151,625	37,867	90,983
Cyclical Maintenance - Current	132,120	28,934	55,917
Cyclical Maintenance - Term	19,505	8,933	35,066
	151,625	37,867	90,983
	151,625	37,867	90,983

15. Finance Lease Liability

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year	10,123	12,000	10,577
Later than One Year and No Later than Five Years	4,301	14,000	8,217
Future Finance Charges	(762)	(2,000)	(1,331)
	13,662	24,000	17,463
	13,662	24,000	17,463
Represented by			
Finance Lease Liability - Current	10,006	12,000	10,577
Finance Lease Liability - Term	3,656	12,000	6,886
	13,662	24,000	17,463
	13,662	24,000	17,463

16. Funds Held in Trust

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	500	1,300	1,250
	<u>500</u>	<u>1,300</u>	<u>1,250</u>

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

17. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects.

	2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Acoustic Lighting DQLS & QLE Connection - 220007		-	299,487	(36,537)	-	262,950
Site Water Supply Remediation - 227357		-	45,001	-	-	45,001
A B D D Ha Roof & Spouting Remediation - 227359		-	23,174	-	-	23,174
Totals		<u>-</u>	<u>367,662</u>	<u>(36,537)</u>	<u>-</u>	<u>331,125</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	331,125
Funds Due from the Ministry of Education	-
	<u>331,125</u>

	2020	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Block A Re-Roof Project - 219569		(1,585)	27,838	(26,253)	-	-
FAS Upgrade Various Blocks - 219178		-	6,159	(6,159)	-	-
Totals		<u>(1,585)</u>	<u>33,997</u>	<u>(32,412)</u>	<u>-</u>	<u>-</u>

18. Related Party Transactions

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

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

19. Remuneration

Key Management Personnel Compensation

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

	2021 Actual \$	2020 Actual \$
<i>Board Members</i> Remuneration	2,225	2,690
<i>Leadership Team</i> Remuneration	239,605	233,286
Full-time Equivalent Members	2.00	2.00
Total Key Management Personnel Remuneration	241,830	235,976

There are 5 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	130 - 140
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	2021 FTE Number	2020 FTE Number
100 - 110	2	-
	2.00	0.00

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

20. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be 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:

	2021 Actual	2020 Actual
Total	\$0	\$0
Number of People	-	-

21. Contingencies

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

There is a contingent asset for repayment from the Ministry of Education for under spending the School's banking staffing entitlement during 2021. The Ministry have confirmed the cash repayment to be \$2,050. We will record the amount we receive as income in the 2022 financial year.

Holidays Act Compliance – schools payroll

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

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

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

22. Commitments

(a) Capital Commitments

As at 31 December 2021 the Board has entered into contract agreements for capital works as follows:

- (a) \$542,872 contract for SIP/AMS/5YA.LSC - A: DQLS, QLE, LSC Electrical and Toilets Remediation as agent for the Ministry of Education. This project is fully funded by the Ministry and \$299,487 has been received of which \$36,537 has been spent on the project to balance date. This project has been approved by the Ministry; and
- (b) \$55,001 contract for Site: Water Supply Remediation as agent for the Ministry of Education. This project is fully funded by the Ministry and \$45,001 has been received of which \$nil has been spent on the project to balance date. This project has been approved by the Ministry; and
- (c) \$28,606 contract for A B C D Ha: Roof and Spouting Remediation as agent for the Ministry of Education. The project is fully funded by the Ministry and \$23,174 has been received of which \$nil has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments at 31 December 2020: \$nil)

23. Financial Instruments

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

Financial Assets Measured at Amortised Cost

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Cash and Cash Equivalents	693,737	105,000	288,765
Receivables	99,095	60,000	71,146
Investments - Term Deposits	62,306	150,000	61,656
Total Financial Assets Measured at Amortised Cost	855,138	315,000	421,567

Total Financial Liabilities Measured at Amortised Cost

Payables	114,037	77,000	82,899
Finance Leases	13,662	24,000	17,463
Total Financial Liabilities Measured at Amortised Cost	<u>127,699</u>	<u>101,000</u>	<u>100,362</u>

24. Events After Balance Date

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

25. Comparatives

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

26. COVID 19 Pandemic Ongoing Implications

Impact of Covid-19

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

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

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

Impact on Operations

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

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

Reduction in Locally Raised Funds

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

Increased Remote Learning Additional Costs

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

Ebbett Park School

Kiwisport Report

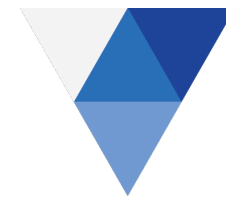
For the year ended 31 December 2021

During the year the Board was the recipient of additional Government funding for specific purposes:

Kiwisport is a Government funded initiative to support students' participation in organised sport. In 2021 the school received total Kiwisport funding of \$2,274 (excluding GST). The funding was put towards a range of sports equipment to resource the school to support and initiate student participation in a variety of sports.

The number of students participating in organised sport continues to be at excellent levels.

Analysis of Variance Reporting



School Name:	Ebbett Park School	School Number:	2554
Strategic Aim:	READING: All Learners will access the New Zealand Curriculum as evidenced by (accelerated) progress and achievement. The curriculum is used effectively to support improvement in learner’s outcomes.		
Annual Aim:	Target group of 15 current year 3 learners who achieve 'below' or 'well below' for their end of year 2 curriculum achievement in reading. Within this target group there are subsets who need different rates of progress. This target group has been selected because this group was the largest 'below' group in school in 2020 end of year data. 13 of this group are male and 10 of these learners are Māori.		
Target:	Year 3 learners as specified: 13 of this group are male and 10 of these learners are Māori.		
Baseline Data:	Our results are not as pleasing as they have been in the past. Our year 3, 5 and 6 group students are the only cohorts to obtain 60% at or above curriculum in Reading: Y6 (65%), Y5 (67%) and Y3 (60%). The other three, year groups, performed disappointingly with Y1s only reaching 13%, Y2 29% and Y4 37%. There is a 5% difference in reading achievement between male and female with the girls achieving 5% higher than the boys at 50%. Our Asian students are the strongest achievers in Reading. They have 57% at or above. This is followed by our Māori learners at 46% closely followed by NZE at 45%. Our Pasifika students have the lowest performance at 31%.		

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>Removal of 'teams' in 2021 with desire to bring all staff together to plan. Each class have a wide range of needs and achievement levels which means every teacher needs access to levels 1 – 4 of the NZC.</p> <p>Collaborative Planning</p> <p>One teacher actively took on training and using 'Heggerty Phonics' programme as a learning tool. This was the development form the TEPIL training in 2020.</p> <p>Reading Recovery run as a full-time programme.</p> <p>Set non-negotiable reading times allocated in School wide timetable.</p>	<p>Target group of 13 students finalised at the beginning of the year due to a few that did not return.</p> <p>Of this target group 5 out of 13 learners, 38%, made accelerated progress while 8 out of 13 learners, 62% did not shift but did make progress across the curriculum achievement.</p> <p>8 of the targeted group were part of the Reading Recovery Programme. 5 of these 8 learners (63%) made accelerated progress. 2 learners followed up with further RTLB support.</p> <p>Progress across the 2021 year 3 learners (total of 27 learners) 12 learners (44%) made a shift across curriculum achievement levels while 15 learners (56%) continued to stay within the same level of achievement.</p> <p>End of year results for the 2021, year 3 cohort have improved with 48% now attaining 'at or above' (this group only had 29% attaining 'at or above' in 2020 as year 2s).</p>	<p>The target group did not achieve the improvement that was hoped. However, a greater improvement was made across this year group cohort than planned.</p> <p>Learners that participated in the Reading Recovery Programme show a greater acceleration than those that are not included in the programme.</p> <p>Unfortunately, some teachers were slow at establishing their reading programme at the beginning of the year. This has had an impact on achievement.</p> <p>COVID lag has hindered and continues to hinder progress. Particularly in the 'at' risk and 'of concern' learners. Also impacted by the growth in the digital divide.</p>	<p>Maintain 'non-negotiable' teaching timetable school wide.</p> <p>Continue to have Reading Recovery Programme as a full-time programme.</p> <p>Formalised School Wide Reading Programme established across the school and will form part of the 'draft' Ebbett Park School Curriculum.</p> <p>Literacy Lead position formalised, and delegation granted.</p> <p>Participate in the 'Better Start Literacy' Programme (Anna Bush to Lead with Junior classroom teachers to be the group that she works with)</p>
Planning for next year:			
<p>Establish a school-wide prescribed Reading programme/curriculum to ensure ALL students are exposed to, gain experience and practice in writing that ensure the improvement of knowledge, skill and achievement. Programme will define expectations for daily programme and home learning.</p>			

School Name:	Ebbett Park School	School Number:	2554
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Strategic Aim:	WRITING: All Learners will access the New Zealand Curriculum as evidenced by (accelerated) progress and achievement. The curriculum is used effectively to support improvement in learner's outcomes.
Annual Aim:	Target group of 39 male learners across the school who achieves 'below' or 'well below' for their end of year achievement in writing. Within this group there are subsets who need different rates of progress. This target group has been selected because this group is the 'below' cohort in school in 2020 end of year data. 25 of these learners are Māori, 8 NZE, 5 Pasifika and 1 Asian.
Target:	39 Males across all levels of the school as specified.
Baseline Data:	Writing is the poorest performance across the curriculums with only the year 5 and 6 cohorts achieving above 50% - Year 5 58% and Year 6 65% attainment. It is a curriculum area that our boys significantly struggle with, only 36% achieving at or above. The girls are only marginally ahead of the boys at 47% attainment. Our Asian learners are our strongest achievers in this curriculum area with an attainment of 71% followed by our NZE learners at 50%, Māori at 42% and Pasifika at 27%.

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>Removal of 'teams' in 2021 with desire to bring all staff together to plan. Each class have a wide range of needs and achievement levels which means every teacher needs access to levels 1 – 4 of the NZC.</p> <p>Collaborative Planning</p> <p>One teacher actively took on training and using 'Heggerty Phonics' programme as a learning tool. This was the development from the TEPIL training in 2020.</p> <p>Set non-negotiable reading times allocated in School wide timetable.</p>	<p>Target group of 37 students finalised at the beginning of the year due to a few that did not return.</p> <p>Of this target group 23 out of 37 learners, 62%, made accelerated progress while 12 out of 37 learners, 32% did not shift but did make progress across the curriculum achievement and 2 of the 37 learners, 5%, unfortunately, went backwards. One learner from this target group shifted from 'well below' to working 'at' curriculum level by the end of the year. The others that shifted either moved from 'well below' to 'below' or 'below' to 'at'.</p> <p>Progress across the school for 2021 shows a significant shift in attainment. In 2020 only 26% of the school achieved at curriculum level while this increased to 57% achieving 'at or above' curriculum level at EOY 2021.</p> <p>End of year results for the 2021, year 3 cohort have improved with 48% now attaining 'at or above' (this group only had 29% attaining 'at or above' in 2020 as year 2s).</p>	<p>The target group did not achieve the improvement that was hoped. However, a greater improvement was made across this year group cohort than planned.</p> <p>Learners that participated in the Reading Recovery Programme show a greater acceleration than those that are not included in the programme.</p> <p>Unfortunately, some teachers were slow at establishing their reading programme at the beginning of the year. This has had an impact on achievement.</p> <p>COVID lag has hindered and continues to hinder progress. Particularly in the 'at' risk and 'of concern' learners. Also impacted by the growth in the digital divide.</p>	<p>Maintain 'non-negotiable' teaching timetable school wide.</p> <p>Continue to have Reading Recovery Programme as a full-time programme.</p> <p>Formalised School Wide Reading Programme established across the school and will form part of the 'draft' Ebbett Park School Curriculum.</p> <p>Literacy Lead position formalised, and delegation granted.</p> <p>Establish a school wide hand writing programme and expectations that 'writing' is a daily programme.</p>
<p>Planning for next year:</p>			
<p>Establish a school-wide prescribed Writing programme/curriculum to ensure ALL students are exposed to, gain experience and practice in writing that ensure the improvement of knowledge, skill and achievement. Programme will define expectations for daily programme and home learning.</p>			

School Name:	Ebbett Park School	School Number:	2554
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Strategic Aim:	MATHEMATICS: All Learners will access the New Zealand Curriculum as evidenced by (accelerated) progress and achievement. The curriculum is used effectively to support improvement in learner's outcomes.
Annual Aim:	Target group of 30 year 4 and 5 learners who achieved 'below' or 'well below' for their end of year 3 and 4 curriculum achievement in math. Within this target group there are subsets who need different rates of progress. This target group has been selected because these groups obtained significantly lower attainment in school 2020 end of year data. In this cohort 18 are female and 12 are male and are made up of 21 Māori, 6 NZE and 3 Pasifika
Target:	Group of 30 Year 4 and 5 learners as specified
Baseline Data:	Math is a strong curriculum area with higher attainment across a majority of the year levels. This is again dominated by our year 5 and 6 and surprisingly our year 1 learners. Our year 5s have the highest attainment at 79% followed equally by year 1 and 6 at 58%. There is a disappointing drop to 44% at year 3 and 41% at year 4 which then continues to decline further with the year 2 learners only reaching 25% at or above curriculum level. Both males and females are performing closely together with females at 51% and Males at 52%. Our strongest performers are, again, our Asian students (86%) followed by NZE at 63%, Māori at 50% and Pasifika at 31%

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>Removal of 'teams' in 2021 with desire to bring all staff together to plan. Each class have a wide range of needs and achievement levels which means every teacher needs access to levels 1 – 4 of the NZC.</p> <p>Collaborative Planning</p> <p>Set non-negotiable mathematics times allocated in School wide timetable.</p>	<p>Target group of 30 students finalised at the beginning of the year this reduced to 29 mid-year due to one learner moving away.</p> <p>Of this target group only 3 learners shifted in a positive direction. All three learners were female and in year 3. A majority of this target group (14) made no shift at all while a significant number (12) shifted in a negative direction. This is an incredibly disappointing result.</p> <p>Progress across the school for 2021 shows a significant decrease in attainment. In 2020 51% of the school achieved at curriculum level while this decreased to 36% achieving 'at' curriculum level at EOY.</p> <p>End of year results for the 2021 show that all year groups are struggling significantly to attain desired achievement in this curriculum area. This is of significant concern.</p>	<p>There was greater focus on literacy and as a result it has been to the detriment of mathematics.</p> <p>It has been a number of years since Professional Development has taken place and this needs to be addressed.</p> <p>Greater emphasis needs to be on number knowledge and support in understanding what a question is asking.</p> <p>COVID lag has hindered and continues to hinder progress. Particularly in the 'at' risk and 'of concern' learners. Also impacted by the growth in the digital divide.</p>	<p>Maintain 'non-negotiable' teaching timetable school wide.</p> <p>Mathematics MUST have an equal level of importance as literacy.</p> <p>Formalised School Wide Math Programme established across the school and will form part of the 'draft' Ebbett Park School Curriculum.</p>
<p>Planning for next year:</p>			
<p>Establish a school-wide, prescribed Mathematics programme/curriculum to ensure ALL students are exposed to, gain experience and practice in writing that ensure the improvement of knowledge, skill and achievement. Programme will define expectations for daily programme and home learning. Professional development is going to be a significant need in this curriculum area.</p>			

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF EBBETT PARK SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2021

The Auditor-General is the auditor of Ebbett Park School (the School). The Auditor-General has appointed me, Philip Pinckney, using the staff and resources of Baker Tilly Staples Rodway Audit Limited, 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 2021, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 30 May 2022. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information obtained at the date of our report is the Analysis of Variance, the Kiwisport statement, list of trustees and Statement of Responsibility, 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.



Philip Pinckney
Baker Tilly Staples Rodway Audit Limited
On behalf of the Auditor-General
Hastings, New Zealand