



Primary School

Te Piki Kāhu

WIGRAM

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number: 3505

Principal: Heather Wilkinshaw

School Address: 5 The Runway, Wigram
Christchurch 8042

School Phone: 03 349 7325

School Email: office@wigramprimary.school.nz

Accountant / Service Provider:

89 Nazareth Ave
Christchurch
Ph: 03 338 44



WIGRAM

Annual Report - For the year ended 31 December 2022

Index

Page	Statement
------	-----------

	Financial Statements
--	-----------------------------

1	Members of the Board
2	Statement of Responsibility
3	Statement of Comprehensive Revenue and Expense
4	Statement of Changes in Net Assets/Equity
5	Statement of Financial Position
6	Statement of Cash Flows
7 - 19	Notes to the Financial Statements

	Other Information
--	--------------------------

	Analysis of Variance
--	----------------------

	Kiwisport
--	-----------

	Employer Compliance
--	---------------------

Wigram

Member of the Board

For the year ended 31 December 2022

Name	Position	How Position Gained	Term Expired/ Expires
Alexis Stocks	Presiding Member	Re-elected Aug 2022	Aug 2025
Heather Walkinshaw	Principal ex Officio		
Helenea Dinnissen	Parent Representative	Re-elected Aug 2022	Aug 2025
Kris Helsin	Parent Representative	Elected Aug 2022	Aug 2025
Katherine Forward	Parent Representative		Aug 2022
Kirsten Osborne	Parent Representative		Aug 2022
Nathan Fletcher	Parent Representative		Aug 2022
Shyla Cooper	Staff Representative	Elected Aug 2022	Aug 2025
Alicia Bell	Staff Representative		Aug 2022

Wigram

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.

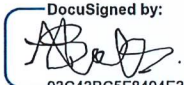
The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

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.

Alexis Stocks

Full Name of Presiding Member

DocuSigned by:

93C43BC5E8494E3

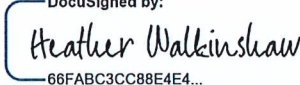
Signature of Presiding Member

5/29/2023

Date:

Heather Walkinshaw

Full Name of Principal

DocuSigned by:

66FABC3CC88E4E4...

Signature of Principal

5/29/2023

Date:

Wigram

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	4,245,156	4,069,565	3,558,867
Locally Raised Funds	3	70,178	51,890	67,277
Interest Income		11,636	4,000	4,912
Gain on Sale of Property, Plant and Equipment		-		
Total Revenue		4,326,970	4,125,455	3,631,056
Expenses				
Locally Raised Funds	3	32,566	26,835	29,785
Learning Resources	4	2,751,992	2,778,055	2,501,890
Administration	5	179,449	160,930	122,596
Finance		2,259	2,956	3,107
Property	6	1,273,476	1,227,968	971,680
Loss on Disposal of Property, Plant and Equipment		9	-	42
		4,239,751	4,196,744	3,629,100
Net Surplus / (Deficit) for the year		87,219	(71,289)	1,956
Other Comprehensive Revenue and Expense		-	-	-
Accumulated Comprehensive Revenue and Expense for the Year		87,219	(71,289)	1,956

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

Wigram

Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	7	260,470	159,663	210,468
Accounts Receivable	8	171,324	171,324	175,534
GST Receivable		10,268	10,268	17,201
Prepayments		16,738	16,739	6,901
Inventories	9	20,336	20,336	14,571
Investments	10	481,487	481,487	410,648
		960,623	859,817	835,323
Current Liabilities				
Accounts Payable	12	218,695	218,016	215,734
Revenue Received in Advance	13	1,290	-	-
Provision for Cyclical Maintenance	14	-	-	-
Finance Lease Liability	15	24,659	24,659	21,366
		244,644	242,675	237,100
Working Capital Surplus/(Deficit)		715,979	617,142	598,223
Non-current Assets				
Property, Plant and Equipment	11	515,460	427,367	527,014
		515,460	427,367	527,014
Non-current Liabilities				
Provision for Cyclical Maintenance	14	31,425	3,000	-
Finance Lease Liability	15	4,136	4,136	17,778
		35,561	7,136	17,778
Net Assets		1,195,878	1,037,373	1,107,459
Equity		1,195,878	1,037,373	1,107,459

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

Wigram

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		1,107,459	1,107,462	1,044,276
Accumulated comprehensive revenue and expense for the year		87,219	(71,289)	1,956
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		1,200	1,200	61,227
Equity at 31 December		1,195,878	1,037,373	1,107,459

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.

Wigram

Statement of Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash flows from Operating Activities				
Government Grants		1,055,299	941,245	791,294
Locally Raised Funds		77,341	51,890	68,953
Goods and Services Tax (net)		6,931	(1,267)	(8,534)
Payments to Employees		(536,707)	(509,446)	(441,345)
Payments to Suppliers		(380,571)	(345,065)	(285,529)
Interest Paid		(2,259)	(2,956)	(3,107)
Interest Received		11,593	2,538	4,479
Net cash from/(to) Operating Activities		231,627	136,939	126,211
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	(42)
Purchase of Property Plant & Equipment (and Intangibles)		(89,274)	(72,827)	(87,985)
Purchase of Investments		(70,839)	(81,487)	(4,311)
Net cash from/(to) Investing Activities		(160,113)	(154,314)	(92,338)
Cash flows from Financing Activities				
Furniture and Equipment Grant		1,200	1,200	61,227
Finance Lease Payments		(22,712)	(34,630)	(27,027)
Net cash from/(to) Financing Activities		(21,512)	(33,430)	34,200
Net increase/(decrease) in cash and cash equivalents		50,002	(50,805)	68,073
Cash and cash equivalents at the beginning of the year	7	210,468	210,468	142,395
Cash and cash equivalents at the end of the year	7	260,470	159,663	210,468

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.

Wigram

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

Wigram (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 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. 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 15. Future operating lease commitments are disclosed in note 20b.

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.

For Integrated Groups this note should also include the following:

The property from which the School operates is owned by the Proprietor. Grants for the use of land and buildings are also not received in cash by the school however they equate to the deemed expense for using the land and buildings. This expense is based on an assumed market rental yield on the land and buildings as used for rating purposes.

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) 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.

i) 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.

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements	10–75 years
Board Owned Buildings	10–75 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

k) Intangible Assets

Software costs

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance and research expenditure are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

l) 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.

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.

m) 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.

n) 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.

q) 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.

r) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

s) 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.

t) Budget Figures

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

u) Services received in-kind

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

2. Government Grants

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	1,057,148	881,557	813,170
Teachers' Salaries Grants	2,103,332	2,103,332	1,911,382
Use of Land and Buildings Grants	1,084,676	1,084,676	834,315
	<u>4,245,156</u>	<u>4,069,565</u>	<u>3,558,867</u>

The school has opted in to the donations scheme for this year. Total amount received was \$48,450.

3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Donations & Bequests	606	3,000	10,617
Fees for Extra Curricular Activities	-	-	296
Trading	62,657	45,040	50,468
Fundraising & Community Grants	6,915	3,850	5,896
	<u>70,178</u>	<u>51,890</u>	<u>67,277</u>
Expenses			
Extra Curricular Activities Costs	-	-	670
Trading	29,187	22,640	26,975
Fundraising and Community Grant Costs	3,379	4,195	2,124
International Student - Other Expenses	-	-	16
	<u>32,566</u>	<u>26,835</u>	<u>29,785</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>37,612</u>	<u>25,055</u>	<u>37,492</u>

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	99,550	121,846	82,963
Library Resources	2,066	3,500	1,470
Employee Benefits - Salaries	2,523,062	2,523,062	2,301,102
Staff Development	14,133	30,000	6,537
Depreciation	113,181	99,647	109,818
	<u>2,751,992</u>	<u>2,778,055</u>	<u>2,501,890</u>

5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	5,775	5,500	5,500
Board Fees	4,410	6,500	5,250
Board Expenses	11,687	10,300	9,483
Communication	4,945	3,096	2,595
Consumables	543	3,250	654
Operating Lease	25,523	35,000	23,950
Other	33,388	32,284	29,656
Employee Benefits - Salaries	93,178	65,000	45,508
	<u>179,449</u>	<u>160,930</u>	<u>122,596</u>

6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	5,508	7,500	6,959
Consultancy and Contract Services	48,551	39,000	37,176
Cyclical Maintenance Provision	31,425	3,000	-
Grounds	3,298	6,000	2,919
Heat, Light and Water	27,965	26,000	19,993
Rates	14,566	16,000	12,385
Repairs and Maintenance	35,188	21,792	29,828
Use of Land and Buildings	1,084,676	1,084,676	834,315
Employee Benefits - Salaries	22,299	24,000	28,105
	<u>1,273,476</u>	<u>1,227,968</u>	<u>971,680</u>

The use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the 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	260,470	159,663	200
Short-term Bank Deposits	-	-	210,066
Bank Overdraft	-	-	202

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

8. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	-	-	7,163
Receivables from the Ministry of Education	3,498	3,498	21,877
Interest Receivable	1,962	1,962	1,919
Teacher Salaries Grant Receivable	165,864	165,864	144,575
	<u>171,324</u>	<u>171,324</u>	<u>175,534</u>
Receivables from Exchange Transactions	1,962	1,962	9,082
Receivables from Non-Exchange Transactions	169,362	169,362	166,452
	<u>171,324</u>	<u>171,324</u>	<u>175,534</u>

9. Inventories

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Stationery	1,688	1,688	1,369
School Uniforms	18,541	18,541	13,063
Canteen	107	107	139
	<u>20,336</u>	<u>20,336</u>	<u>14,571</u>

10. Investments

The School's investment activities are classified as follows:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Asset			
Short-term Bank Deposits	481,487	481,487	410,648
	<u>481,487</u>	<u>481,487</u>	<u>410,648</u>

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2022						
Buildings	1,396				(41)	1,355
Building Improvements	3,172				(443)	2,729
Furniture and Equipment	400,082	51,373			(51,182)	400,273
Information and Communication Technology	79,231	37,562			(38,392)	78,401
Textbooks	-				-	-
Leased Assets	38,405	12,362			(22,491)	28,276
Library Resources	4,728	5,057	(4,727)		(632)	4,426
Balance at 31 December 2022	<u>527,014</u>	<u>106,355</u>	<u>(4,727)</u>	<u>-</u>	<u>(113,181)</u>	<u>515,460</u>

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.

	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	1,634	(279)	1,355	1,634	(238)	1,396
Building Improvements	4,426	(1,697)	2,729	4,426	(1,254)	3,172
Furniture and Equipment	648,688	(248,581)	400,107	597,315	(197,233)	400,082
Information and Communication Technology	332,391	(253,824)	78,567	294,829	(215,598)	79,231
Textbooks	-	-	-	-	-	-
Leased Assets	71,357	(43,081)	28,276	83,918	(45,513)	38,405
Library Resources	26,514	(22,088)	4,426	26,223	(21,495)	4,728
Balance at 31 December	1,085,010	(569,550)	515,460	1,008,345	(481,331)	527,014

12. Accounts Payable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	43,718	43,718	39,328
Accruals	6,150	6,150	5,850
Banking Staffing Overuse	679	-	21,518
Employee Entitlements - Salaries	165,864	165,864	144,575
Employee Entitlements - Leave Accrual	2,284	2,284	4,463
	218,695	218,016	215,734
Payables for Exchange Transactions	218,695	218,016	215,734
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	218,695	218,016	215,734

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	1,290	-	-
	1,290	-	-

14. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Increase to the Provision During the Year	10,475	3,000	-
Other Adjustments	20,950	-	-
Provision at the End of the Year	31,425	3,000	-
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Non current	31,425	3,000	-
	31,425	3,000	-

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2024. This plan is based on the schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 Year Property plan which is prepared by a Ministry of Education appointed property consultant.

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:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	20,780	20,780	22,678
Later than One Year and no Later than Five Years	8,363	8,363	18,762
Future Finance Charges	(349)	(349)	(2,296)
	28,794	28,794	39,144
Represented by			
Finance lease liability - Current	24,659	24,659	21,366
Finance lease liability - Non current	4,136	4,136	17,778
	28,794	28,794	39,144

16. 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.

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

2022	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Te Piki Kau-SIP Funds	-	129,882	(145,618)	15,736	-
Totals	-	129,882	(145,618)	15,736	-

17. 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.

18. 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	4,410	5,250
<i>Leadership Team</i>		
Remuneration	274,479	261,616
Full-time equivalent members	2	2
Total key management personnel remuneration	278,889	266,866

There are 4 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has a Finance Committee and a Property Committee that meet 5 and 3 respectively per year. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

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

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100-110	2.00	2.00
110-120	1.00	0.00
	3.00	2.00

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

19. 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.

Teacher Aide & Support Staff Settlement Wash Up In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The Ministry is in the process of determining wash up payments for the year ended 31 December 2022 however as at the reporting date this amount had not been calculated and therefore is not recorded in these financial statements.

20. Commitments

As at 31 December 2022 the Board has entered into no contract agreements for capital works .

(Capital commitments at 31 December 2021: \$nil)

(b) Operating Commitments

As at 31 December 2022 the Board has entered into no contracts.

21. Financial Instruments

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

Financial assets measured at amortised cost

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Cash and Cash Equivalents	260,470	159,663	210,468
Receivables	171,324	171,324	175,534
Investments - Term Deposits	481,487	481,487	410,648
Total Financial assets measured at amortised cost	913,281	812,474	796,650

Financial liabilities measured at amortised cost

Payables	218,695	218,016	215,734
Finance Leases	28,795	28,795	39,144
Total Financial Liabilities Measured at Amortised Cost	247,490	246,811	254,878

22. Events After Balance Date

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

Analysis of Variance Reporting



School Name:		Wigram Primary School 2022	School Number: 3505
Strategic Aim:		Aim 1 : Creating an Inspirational, divergent learning environment Aim 2 : Enriched Embracing Culture	
Annual Aim:		Aim 1 Focus areas Student Achievement Pedagogical Change Curriculum Development Broadening Learning Experiences Develop and Grow PB4L	Aim 2 Focus areas Communication Partnerships Gather/Library Space development Cultural Recognition WellBeing
Target:		Reading Achieving 80% to be achieving at or above Curriculum Level expectations Writing 70% of all students achieving at or above expected curriculum level Maths 75% of all students at or above expected curriculum level Specific groups within each curriculum are for target – ESOL learners, Boys learning	
Baseline Data:		2022 Baseline data Year 4 Reading 30% below/well below	Maths 35% Below/Well Below Writing 40% Below/Well Below

	Year 5 Reading 24% below/well below	Writing 32% Below/Well Below	Maths 40% Below/Well Below
	Year 6 Reading 24% below/well below	Writing 40% Below/Well Below	Maths 37% Below/Well Below
	ESOL Numbers %		
	Year 1 58%		
	Year 2 68%		
	Year 3 63%		
	Year 4 54%		
	Year 5 38%		
	Year 6 12.5%		
Outcome 2022	2022 Baseline data/ 2022 End of Year Data. Comparison		
	Year 4 Reading 30% below/well below 40% Below/Well Below	Writing 40% Below/Well Below 40% Below/Well Below	Maths 35% Below/Well Below 25% Below/Well Below
	Year 5 Reading 24% below/well below 30% Below/Well Below	Writing 32% Below/Well Below 46% Below/Well Below	Maths 40% Below/Well Below 33% Below/Well Below
	Year 6 Reading 24% below/well below 44% Below/Well Below	Writing 40% Below/Well Below 64% Below/Well Below	Maths 37% Below/Well Below 49% Below/Well Below
	Year 6 Boys		

Year 2-6 End of Year Data	Reading	Writing	Maths
	41% below/well below 21% Below/Well Below	50% Below/Well Below 42% Below/Well Below	75% Below/Well Below 31% Below/Well Below
	Reading:		
	Year 6. 56% of students at or above CL expectation		
	Year 5. 70%		
	Year 4. 52%		
	Year 3. 69%		
	Year 2. 49%		
	Writing		
	Year 6 36% of students at or above CL expectation		
	Year 5 54%		
	Year 4 31%		
	Year 3. 48%		
	Year 2. 43%		
	Mathematics		
	Year 6 51% of students at or above CL expectation		
	Year 5. 67%		
	Year 4 75%		
	Year 3. 74%		
	Year 2. 52%		
School Narrative	Writing is still an ongoing area of focus which is hampered by the ESOL learners still working on developing their English language. Work is still required for focus on improving academic achievement outcomes. Looking at the need to extrapolate the ESOL data out of other schoolwide data.		
	2022 saw the continued rise in the number of funded ESOL students across the school. 41% of students attract ESOL funding, and a further 9% are still classed as ESOL but receive no funding (exhausted their allocation, or are yet to appear on the funded roll).		
	ESOL per year level		
	Year 1 58%		
	Year 2 68%		
	Year 3 63%		
	Year 4 54%		
	Year 5 38%		
	Year 6 12.5%		

	<p>These % are high and have a huge impact on the day to day delivery of the curriculum. The MOE ESOL funding is used to support groups of ESOL students within the classroom with Teacher Aide support, and additionally a funded ESOL teacher to provide group teaching and monitor and support Teacher Aides.</p> <p>The school has 32 different ethnic groups across the class groups.</p>
Actions <i>What did we do?</i>	<p>In each of the core numeracy and literacy areas learning space teachers identified students for target groups. These target groups are regularly reviewed at team meetings, and termly at school management level.</p> <p>Mid year data collected and plans reviewed.</p> <p>Professional development was targeted at creating consistency across the school and a student management system recorded progress and achievement.</p> <p>Staff meetings termly had a focus on a core curriculum area, developing skills and strategies to support teachers in their day to day programme delivery.</p> <p>Support from RTLB was engaged on occasions when needed. RTLit support was also sourced for extreme low levels of Reading. RTLB also provided support for Teacher Aides to develop their skills to actively support students in their learning teams.</p> <p>A platform was created within the learning hub for sharing success and struggles.</p> <p>PLD was focussed on Writing but did not achieve all we wanted with disruption on the delivery formats due to COVID restrictions. Forming a Writing team that included at least one teacher from each learning team was a benefit to sharing the knowledge.</p> <p>Numicon was continued to be supported with a Numeracy Team approach similar to the Writing PLD group.</p> <p>Focus on Learning Through Play at the New Entrant level.</p> <p>Explicit teaching of Phonics, pre-writing skills – oral language, fine and gross motor skills, authentic language experiences.</p> <p>A focus on strategies for ESOL in the classroom was valuable for all teachers and will be an ongoing development.</p> <p>Upskilling Teacher Aides to get more involved in specific outcomes and planning for their programme delivery was very successful. Providing them all with chromebooks was a focus.</p>
Outcomes <i>What happened?</i>	<p>Data Analysis. Reading</p> <p>Programmes were significantly adapted and delivery models changed to meet the changing needs of students.</p> <p>Reading Together Programme continued and 4 groups of parents engaged in this.</p> <p>Leadership team gathered mid year data and some teachers changed and developed new ways of working. Reading resources at the early reading levels were resourced to reflect numbers of children needing support and growing student numbers.</p> <p>Structured Literacy strategies were implemented for targeted students with the review of this to support decisions for 2023.</p> <p>The target of 70% was met by all groups in Year 2-6</p>

	<p>Collaborative learning teams make a difference to how staff can be managed to support all learners. Student groupings to emphasise explicit learning needs are well catered across all learning groups. Teacher Aides playing an active role in supporting within the classroom.</p> <p>Data Analysis Writing</p> <p>Support with schoolwide PLD and having 'expert' teachers in each learning team was a focus. Staff changes, COVID, roll growth and teacher sickness had a negative impact on being able to achieve the desired results.</p> <p>Mid year data looked better than our end of year data.</p> <p>The structured Literacy trial undertaken during the year has given us the boost we need to look at schoolwide introduction of elements in 2023. PDL will be a schoolwide focus which will have spelling as a base.</p> <p>Data Analysis Mathematics</p> <p>Continuing the use and development of Numicon assisted to improve outcomes in the Mathematics area.</p> <p>Data shows the impact numicon is having with some cohorts with further investigation needed and more 'over time' data required to see the impact to overall outcomes.</p> <p>Staff are just beginning to spread the knowledge base beyond the 'numeracy' aspect of Numicon and extend into other strands in 2023. Strength is seen in the Numeracy outcomes with a greater, wider focus on other strands to be undertaken.</p>
<p>Reasons for the variance <i>Why did it happen?</i></p>	<p>Covid19 had a profound impact on the outcomes and consistency across the school.</p> <p>Lack of parent engagement in the Home Learning and support learning weekly was an issue in 2021 and while there was some improvement in 2022, it still remains a problem.</p> <p>Engagement focus on Boys in both Reading and Writing needs to be continued.</p> <p>Large percentages of ESOL across the school continues to have an impact on data and traction to gaining better achievement results.</p> <p>Creating flexible groupings, strong scaffolding for writing, Teacher modelling, co-constructing writing and rewindable learning.</p> <p>Each learning team had target students, and target programmes. In Reading there was a strong focus on creating a varied reading approach, reading mileage, upskilling Teacher Aides to be able to support students appropriately.</p> <p>Analysis of PAT results to get a clearer picture of needs of students.</p>

Barriers to learning	<p>NE students not ready for learning.</p> <p>Whanau engagement quite diverse – ESOL parents struggling to support their child in English.</p> <p>Covid and long absences, along with little Home Learning.</p> <p>In 2nd half of year many families travelled overseas for long periods.</p> <p>Changes, and additional teachers mid year – sickness, surgeries, roll growth, pregnancies – keeping the consistency has not been easy.</p>
Evaluation <i>Where to next?</i>	<p>All staff reconnected with parents/caregivers and were able to strengthen the parent/teacher relationship.</p> <p>Continue to develop stronger links between Reading and Writing.</p> <p>Greater focus on across school consistency. This will be a focus in our work with iDeal in 2023.</p> <p>Focus on Writing consistency across the school.</p> <p>Continue to develop our skills across HERO, our student management system.</p>

Planning for next year:

Continue to reflect on Resources being purchased to make sure we have what is needed with increasing student numbers.

Set up an induction programme for new staff to become familiar with recent PLD, as well as looking at developing consistency within the writing programmes across the school and assessment practices. Success with MOE PLD for 2023 for developing this consistency across the school for Writing will give us a great format to then look at other curriculum areas.

Restructuring the use of Curriculum Teams to get all staff involved on one of the key curriculum development area in 2023, but still making PLD accessible to all at their level. Considering the careful use of Staff Meetings to strengthen staff involvement and shared responsibility and strengths within a staff meeting framework. Revisit our core beliefs and values regularly so our vision is front and centre of everything we do.

Look carefully at how we are supporting beginning teachers and making sure they receive the support to have a positive impact of the teaching and learning programmes.

Focus on Whanau engagement.

5 The Runway, Wigram, Christchurch 8042

1st May, 2023

To whom it may concern,



Kiwi Sport Funding Report

In 2022 Wigram Primary School received a total of \$5732.87 ex GST in Kiwi Sport Funding.

The funding was spent on:

- Additional sports equipment to complete existing sets
- Winter sports equipment for our senior students
- Subscriptions for students to take part in a wider range of opportunities
- Lunch time resources for students

The number of students that participated in organised sport was 402.

Warm regards

Gerhard Potgieter
Acting Principal

5 The Runway, Wigram, Christchurch 8042

1st May, 2023

To whom it may concern,



In regarding to the reporting on compliance with employment:

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

How have you met your obligations to provide good and safe working conditions?

The Board and Management have ensured that all staff health and wellbeing are considered and follow MOE guidelines. Both the Board and Management are working hard to ensure that the kura remains a safe place - physically, emotionally, mentally and socially for all kaimahi, tamariki and whānau.

What is in your equal employment opportunities programme?

How have you been fulfilling this programme?

The school adheres to the Equal Employment Opportunities Policy. This policy is on the review schedule. All staff are treated fairly without any discrimination and that the school endeavours to be a good

How do you practise impartial selection of suitably qualified persons for appointment?

How are you recognising,

- The aims and aspirations of Maori,
- The employment requirements of Maori, and
- Greater involvement of Maori in the Education service?

How have you enhanced the abilities of individual employees?

employer at all times to all their employees.

The school endeavours to follow all MOE guidelines.

By ensuring that we:

- consult with our Maori whānau and gain their voice and perspective
- ensure that we consider our Maori tamariki in our planning including annual planning
- ensuring that we actively track and monitor Maori student data and achievement
- That all staff including Maori staff are treated equally and valued no matter what their culture or background.
- Work alongside supporting agencies available to support our tamariki.

All teaching and support staff are on individual growth cycles (appraisals) where they have

specific goals that they learn more about and reflect on. Those staff members meet with Management regularly to review progress on these goals. Staff get additional time allowance to work and develop on the specific areas that they have identified.

Staff have access to PLD and during 2022 all staff were working in a curriculum team where they worked on specific goals. Staff are made aware that if there is an opportunity that they wish to explore further, for example, a course, workshop or another school that they wish to observe, that the Management Team is happy to support this.

How are you recognising the employment requirements of women?

All women are treated with the highest respect and dignity. They are given equal opportunities as their male colleagues. All staff are valued and acknowledged at our kura.

How are you recognising the employment requirements of persons with disabilities?

Management and leadership are supportive to all staff no matter

what their backgrounds are and or their current circumstances. Staff are valued not just for what they can do for the school but also for who they are.

If there are any further details that you wish to clarify or require, please do not hesitate to contact me.

Warm regards

Gerhard Potgieter
Acting Principal

INDEPENDENT AUDITOR'S REPORT**TO THE READERS OF WIGRAM PRIMARY SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2022**

The Auditor-General is the auditor of Wigram Primary School (the School). The Auditor-General has appointed me, Warren Johnstone, using the staff and resources of BDO Christchurch, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 3 to 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 29 May 2023. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as

applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Statement of Responsibility, Members of the Board Listing, Analysis of Variance, Kiwisport and Employer Compliance, but does not include the financial statements, and our auditor's report thereon.

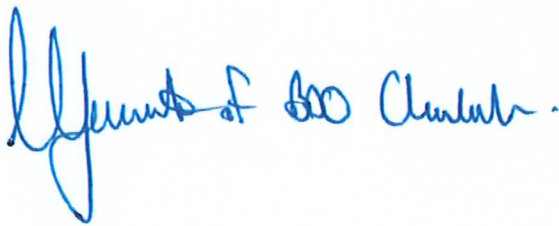
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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.



Warren Johnstone,
BDO Christchurch
On behalf of the Auditor-General
Christchurch, New Zealand