

Postal Address

Cutts Crescent
Paremoremo
NORTH SHORE CITY
0632

Telephone

027 593 5963

office@ridgeview.school.nz
www.ridgeview.school.nz



To: Andrew Steel
Appointed Auditor / Partner
Moore Markhams Wellington Audit
PO Box 24324
Manners Street
WELLINGTON 6142

Dear Andrew

AUDIT LETTER OF REPRESENTATION: YEAR ENDED 31 DECEMBER 2022

This representation letter is provided in connection with your audit, carried out on behalf of the Auditor-General, of the financial statements of Ridgeview School (from now on "the School") for the year ended 31 December 2022 for the purpose of expressing an independent opinion about whether the financial statements:

- present fairly, in all material respects:
- the financial position as at 31 December 2022; and
- the 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

We understand that your audit was carried out in accordance with the Auditing Standards issued by the Auditor-General, which incorporate the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board.

General responsibilities

To the best of our knowledge and belief:

- the resources and activities under our control have been operating effectively and efficiently;
- we have complied with our statutory obligations including laws, regulations and contractual requirements;
- we have carried out our decisions and actions with due regard to minimising waste;
- we have met Parliament's and the public's expectations of appropriate standards of behaviour in the public sector (that is we have carried out our decisions and actions with due regard to probity); and
- any decisions or actions have been taken with due regard to financial prudence.

We also acknowledge that we have responsibility for designing, implementing, and maintaining internal control (to the extent that is reasonably practical given the size of the School) to prevent and detect fraud or error, and which enables the preparation of the financial statements that are free from material misstatement whether due to fraud or error (*a requirement of paragraph NZ40.1(a) in ISA (NZ) 240*).

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Responsibilities for the financial statements

We confirm that all transactions have been recorded in the accounting records and are reflected in the financial statements, and that, to the best of our knowledge and belief, having made such enquiries as we considered necessary for the purpose of appropriately informing ourselves:

- we have fulfilled our responsibilities for preparing and presenting the financial statements as required by section 87 of the Education Act 1989 and, in particular, that the financial statements present fairly, in all material respects, the financial position as at 31 December 2022; and the financial performance and cash flows for the year then ended; and comply with generally accepted accounting practice in New Zealand in accordance with the Public Sector - Public Benefit Entity Standards Reduced Disclosure Regime.
- we believe the methods, significant assumptions, and data used in making and supporting the accounting estimates and the related disclosures in the financial statements are appropriate to achieve recognition, measurement or disclosure that is in accordance with the applicable financial reporting framework;
- we have appropriately accounted for and disclosed the related party relationships and transactions in the financial statements;
- we have adjusted or disclosed all events subsequent to the date of the financial statements that require adjustment or disclosure; and
- we believe the effects of uncorrected misstatements are immaterial, both individually and in the aggregate, to the financial statements as a whole. A list of the uncorrected misstatements is attached to this representation letter;
- we have disclosed all known actual or possible litigation and claims whose effects should be considered when preparing the financial statements. Where applicable, such litigation and claims have been accounted for and disclosed in accordance with the Public Sector - Public Benefit Entity Standards Reduced Disclosure Regime.

Responsibilities to provide information

We confirm that, to the best of our knowledge and belief, having made such enquiries as we considered necessary for the purpose of appropriately informing ourselves:

- we have provided you with:
 - all information, such as records and documentation, and other matters that are relevant to preparing and presenting the financial statements; and
 - unrestricted access to persons within the entity from whom you determined it necessary to obtain audit evidence;
- we have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud;
- we have disclosed to you all information in relation to fraud or suspected fraud that we are aware of and that affects the entity and involves:
 - management;
 - employees who have significant roles in internal control; or
 - others where the fraud could have a material effect on the financial statements;
- we have disclosed to you all information in relation to allegations of fraud, or suspected fraud, affecting the entity's financial statements communicated by employees, former employees, analysts, regulators, or others;
- we have disclosed to you all known instances of non-compliance or suspected non-compliance with laws and regulations whose effects should be considered when preparing financial statements;
- we have disclosed the identity of the related parties, all of their relationships, and all of their transactions of which we are aware; and
- we have provided you with all the other documents ("other information") which will accompany the financial statements which are consistent with one another, and the other information does not contain any material misstatements.

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**Cyclical maintenance**

We have reviewed the Cyclical Maintenance Provision and consider it to be appropriate.

- we confirm the following dates of work 'last done' and 'year due' in respect of cyclical maintenance projects:

<i>Project</i>	<i>Last Done</i>	<i>Year Due</i>
Block 1 Interior	2021	2029
Block 1 Exterior - Front Façade	2021	2031
Block 1 Exterior - Balance	2013	2023
Block 2 Interior - Dental Clinic	2021	2031
Block 2 Exterior - Dental Clinic	2021	2031
Block 6 Interior - Pool	2021	2031
Block 6 Exterior - Pool	2021	2031
Boiler Exterior	2013	2023
Relocs Interior	2017	2025
Relocs Exterior	2017	2027

Going concern

We confirm that, to the best of our knowledge and belief, the School has adequate resources to continue operations at its current level for the foreseeable future. For this reason, the Board continues to adopt the going concern basis of accounting in preparing the financial statements for the year ended 31 December 2022. We have reached this conclusion after making enquiries and having regard to circumstances that we consider likely to affect the School during the period of one year from 22 May 2023, and to circumstances that we know will occur after that date which could affect the validity of the going concern basis of accounting.

We consider that the financial statements adequately disclose the circumstances, and any uncertainties, that we can reasonably be expected to be aware of concerning the adoption of the going concern basis of accounting by the School.

Publication of the financial statements and related audit report on a website

We confirm that we are responsible for the electronic presentation of the audited financial statements, and:

- that the electronic version of the audited financial statements and the related audit report presented on the website are the same as the final signed version of the audited financial statements and audit report.
- that the audited and unaudited information on the website has been clearly differentiated and we understand the risk of potential misrepresentation without appropriate controls.
- that we have assessed the security controls over audited financial information and the related audit report and are satisfied that procedures are adequate to ensure the integrity of the information provided.
- that the full financial statements have been provided on the website.

The representations in this letter are made at your request, and to supplement information obtained by you from the records of the School and to confirm information given to you orally.

Conclusion

To the best of our knowledge and belief:

- The financial statements present fairly the financial position of the School as at 31 December 2022 and its financial performance and cash flows for the year then ended in accordance with Public Sector - Public Benefit Entity Standards Reduced Disclosure Regime

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- The information and opinions set out above and given to you in connection with your examination of the financial statements of the School are true and fair.
 - We know of no undisclosed matters affecting or likely to affect the financial statements of the School which you ought to be aware of before signing your report.

These representations are made at your request, and to supplement information obtained by you from the records of the School and to confirm information given to you during the course of the audit.

Signed on behalf of the School:

(signed by Presiding Member)

(signed by Principal)

Liz de Kort

(Name)

Rachael Kemball

(Name)

22 May 2023

(Date)

22 May 2023

(Date)

RIDGEVIEW SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number: 1433

Principal: Rachael Kemball

School Address: Cutts Crescent, Paremoremo

School Postal Address: Cutts Crescent, Paremoremo, North Shore City, 0632

School Phone: 09 413 9808

School Email: learn@ridgeview.school.nz

Accountant / Service Provider:

Education  *Services.*
Dedicated to your school

RIDGEVIEW SCHOOL

Annual Report - For the year ended 31 December 2022

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Members of the Board

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Analysis of Variance

Ridgeview School

Statement of Responsibility

For the year ended 31 December 2022

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2022 fairly reflects the financial position and operations of the school.

The School's 2022 financial statements are authorised for issue by the Board.

Elizabeth Mary de Kort

Full Name of Presiding Member



Signature of Presiding Member

22/05/2023

Date:

Rachael Kemball

Full Name of Principal



Signature of Principal

22 May 2023

Date:

Ridgeview School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	768,206	843,020	778,847
Locally Raised Funds	3	36,360	38,150	71,730
Interest Income		2,399	270	610
Other Revenue		16,530	-	-
		<u>823,495</u>	<u>881,440</u>	<u>851,187</u>
Expenses				
Locally Raised Funds	3	16,908	13,900	13,103
Learning Resources	4	396,385	418,775	462,478
Administration	5	71,906	66,067	70,936
Finance		751	668	534
Property	6	310,645	395,077	259,145
Loss on Disposal of Property, Plant and Equipment	11	2,424	-	-
		<u>799,019</u>	<u>894,487</u>	<u>806,196</u>
Net Surplus / (Deficit) for the year		24,476	(13,047)	44,991
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>24,476</u>	<u>(13,047)</u>	<u>44,991</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.

Ridgeview School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		216,375	201,400	170,476
Total comprehensive revenue and expense for the year		24,476	(13,047)	44,991
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	908
Equity at 31 December		240,851	188,353	216,375
Accumulated comprehensive revenue and expense		240,851	188,353	216,375
Equity at 31 December		240,851	188,353	216,375

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.

Ridgeview School Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	7	95,595	150,919	99,134
Accounts Receivable	8	26,407	26,753	17,852
Prepayments		1,062	1,313	652
Inventories	9	3,744	2,884	3,312
Investments	10	94,698	52,894	53,358
Funds Receivable for Capital Works Projects	16	-	-	5,000
		<u>221,506</u>	<u>234,763</u>	<u>179,308</u>
Current Liabilities				
GST Payable		12,305	25,249	8,908
Accounts Payable	12	34,624	35,836	38,303
Revenue Received in Advance	13	20,176	182	2,148
Provision for Cyclical Maintenance	14	18,504	19,042	-
Finance Lease Liability	15	3,116	2,092	3,337
Funds held for Capital Works Projects	16	8,128	-	-
		<u>96,853</u>	<u>82,401</u>	<u>52,696</u>
Working Capital Surplus/(Deficit)		<u>124,653</u>	<u>152,362</u>	<u>126,612</u>
Non-current Assets				
Property, Plant and Equipment	11	130,634	60,915	117,256
		<u>130,634</u>	<u>60,915</u>	<u>117,256</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	9,619	23,025	20,648
Finance Lease Liability	15	4,817	1,899	6,845
		<u>14,436</u>	<u>24,924</u>	<u>27,493</u>
Net Assets		<u>240,851</u>	<u>188,353</u>	<u>216,375</u>
Equity		<u>240,851</u>	<u>188,353</u>	<u>216,375</u>

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

Ridgeview School
Statement of Cash Flows
For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash flows from Operating Activities				
Government Grants		187,863	171,753	238,401
Locally Raised Funds		69,078	38,150	38,914
Goods and Services Tax (net)		3,397	-	(20,207)
Payments to Employees		(138,604)	(111,814)	(151,846)
Payments to Suppliers		(70,481)	(140,366)	(120,430)
Interest Paid		(751)	(668)	(534)
Interest Received		1,885	270	585
Net cash from/(to) Operating Activities		52,387	(42,675)	(15,117)
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(25,284)	(5,000)	(44,958)
Purchase of Investments		(41,341)	-	(464)
Net cash from/(to) Investing Activities		(66,625)	(5,000)	(45,422)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	908
Finance Lease Payments		(2,429)	(3,758)	(1,645)
Funds Administered on Behalf of Third Parties		13,128	-	(41,942)
Net cash from/(to) Financing Activities		10,699	(3,758)	(42,679)
Net increase/(decrease) in cash and cash equivalents		(3,539)	(51,433)	(103,218)
Cash and cash equivalents at the beginning of the year	7	99,134	202,352	202,352
Cash and cash equivalents at the end of the year	7	95,595	150,919	99,134

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.

Ridgeview School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 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 21b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) 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 are depreciated over their estimated useful lives on a straight line basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building Improvements	20 years
Furniture and Equipment	4-20 years
Information and Communication Technology	5 years
Library Resources	8 years
Leased assets held under a Finance Lease	Term of Lease

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.

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

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

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

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.

o) Revenue Received in Advance

Revenue received in advance relates to fees received from 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.

The School holds sufficient funds to enable the refund of unearned fees in relation to students, should the School be unable to provide the services to which they relate.

p) 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 Comprehensive Revenue and Expense.

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

q) Funds held for Capital works

The school directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose as such these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

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

r) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expense. In instances where the school is determined to be the principal for providing the service related to the Shared Funds (such as the RTLB programme), all income and expenditure related to the provision of the service is recorded in the Statement of Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

s) 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.

t) 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.

u) 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.

v) 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.

w) Budget Figures

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

x) 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	199,222	171,753	231,592
Teachers' Salaries Grants	313,535	326,620	313,381
Use of Land and Buildings Grants	255,449	344,647	233,874
	<u>768,206</u>	<u>843,020</u>	<u>778,847</u>

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	11,644	8,050	16,085
Fees for Extra Curricular Activities	844	1,800	1,391
Trading	5,280	3,700	4,684
Fundraising & Community Grants	4,432	9,600	41,293
After School Care	14,160	15,000	8,277
	<u>36,360</u>	<u>38,150</u>	<u>71,730</u>
Expenses			
Extra Curricular Activities Costs	524	-	414
Trading	4,154	2,800	3,620
Fundraising & Community Grant Costs	1,102	-	833
After School Care	11,128	11,100	8,236
	<u>16,908</u>	<u>13,900</u>	<u>13,103</u>
<i>Surplus for the year Locally raised funds</i>	<u>19,452</u>	<u>24,250</u>	<u>58,627</u>

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	9,715	16,569	35,775
Equipment Repairs	684	1,000	795
Information and Communication Technology	604	850	599
Library Resources	4	400	71
Employee Benefits - Salaries	367,876	383,034	411,435
Staff Development	2,966	6,150	1,809
Depreciation	14,536	10,772	11,994
	<u>396,385</u>	<u>418,775</u>	<u>462,478</u>

5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	6,152	6,152	5,976
Board Fees	2,875	3,800	3,205
Board Expenses	1,703	3,450	2,217
Communication	1,099	1,125	1,439
Consumables	2,739	4,100	3,634
Other	2,438	4,805	9,972
Employee Benefits - Salaries	48,756	35,400	36,359
Insurance	576	1,300	2,487
Service Providers, Contractors and Consultancy	5,568	5,935	5,647
	<u>71,906</u>	<u>66,067</u>	<u>70,936</u>

6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	5,691	4,650	3,592
Cyclical Maintenance Provision	7,475	7,408	(7,104)
Grounds	11,593	10,160	6,423
Heat, Light and Water	5,207	3,800	3,100
Rates	99	212	171
Repairs and Maintenance	3,825	2,500	168
Use of Land and Buildings	255,449	344,647	233,874
Security	1,052	1,700	1,269
Employee Benefits - Salaries	20,254	20,000	17,652
	<u>310,645</u>	<u>395,077</u>	<u>259,145</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	95,595	150,919	99,134
Cash and cash equivalents for Statement of Cash Flows	<u>95,595</u>	<u>150,919</u>	<u>99,134</u>

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

Of the \$95,595 Cash and Cash Equivalents \$8,128 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 2023 on Crown owned school buildings.

8. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Interest Receivable	605	66	91
Teacher Salaries Grant Receivable	25,802	26,687	17,761
	<u>26,407</u>	<u>26,753</u>	<u>17,852</u>
Receivables from Exchange Transactions	605	66	91
Receivables from Non-Exchange Transactions	25,802	26,687	17,761
	<u>26,407</u>	<u>26,753</u>	<u>17,852</u>

9. Inventories

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Stationery	300	411	467
Uniforms	3,444	2,473	2,845
	<u>3,744</u>	<u>2,884</u>	<u>3,312</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	94,698	52,894	53,358
Total Investments	<u>94,698</u>	<u>52,894</u>	<u>53,358</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Building Improvements	38,859	-	-	-	(1,009)	37,850
Furniture and Equipment	57,221	20,560	(301)	-	(6,916)	70,564
Information and Communication Technology	11,255	8,370	(2,123)	-	(2,786)	14,716
Leased Assets	9,802	1,408	-	-	(3,772)	7,438
Library Resources	119	-	-	-	(53)	66
Balance at 31 December 2022	117,256	30,338	(2,424)	-	(14,536)	130,634

The net carrying value of equipment held under a finance lease is \$7,438 (2021: \$9,802)

Restrictions

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

	2022	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	48,142	(10,292)	37,850	48,142	(9,283)	38,859
Furniture and Equipment	197,597	(127,033)	70,564	179,709	(122,488)	57,221
Information and Communication Technology	31,397	(16,681)	14,716	37,090	(25,835)	11,255
Leased Assets	13,435	(5,997)	7,438	14,738	(4,936)	9,802
Library Resources	22,014	(21,948)	66	22,014	(21,895)	119
Balance at 31 December	312,585	(181,951)	130,634	301,693	(184,437)	117,256

12. Accounts Payable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Creditors	1,571	4,040	12,965
Accruals	6,152	3,726	5,976
Employee Entitlements - Salaries	25,802	26,687	17,761
Employee Entitlements - Leave Accrual	1,099	1,383	1,601
	34,624	35,836	38,303
Payables for Exchange Transactions	34,624	35,836	38,303
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	34,624	35,836	38,303

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Other Revenue In Advance	20,176	182	2,148
	20,176	182	2,148

14. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	20,648	34,659	48,692
Increase to the Provision During the Year	7,475	7,408	7,475
Use of the Provision During the Year	-	-	(20,940)
Other Adjustments	-	-	(14,579)
Provision at the End of the Year	28,123	42,067	20,648
Cyclical Maintenance - Current	18,504	19,042	-
Cyclical Maintenance - Non current	9,619	23,025	20,648
	28,123	42,067	20,648

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2023. This plan is based on the schools 10 Year Property plan / painting quotes.

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	3,604	2,092	4,005
Later than One Year and no Later than Five Years	5,245	1,899	7,642
Future Finance Charges	(916)	-	(1,465)
	7,933	3,991	10,182

Represented by

Finance lease liability - Current	3,116	2,092	3,337
Finance lease liability - Non current	4,817	1,899	6,845
	7,933	3,991	10,182

16. Funds Held (Owed) 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 projects is included under cash and cash equivalents in note 7.

	2022	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
SIP/BoT Pool Resurfacing & Paving		226313	(5,000)	5,000	-	-	-
Boiler room & ACM Removal		236049	-	52,269	(44,141)	-	8,128
Totals			(5,000)	57,269	(44,141)	-	8,128

Represented by:

Funds Held on Behalf of the Ministry of Education	8,128
Funds Receivable from the Ministry of Education	-

	2021	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
DQLS		210417	36,942	98,152	(135,094)	-	-
SIP/BoT Pool Resurfacing & Paving		226313	-	45,000	(50,000)	-	(5,000)
Totals			36,942	143,152	(185,094)	-	(5,000)

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(5,000)

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 conditions 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 and the Principal.

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	2,875	3,205
<i>Leadership Team</i>		
Remuneration	114,102	110,476
Full-time equivalent members	1.00	1.00
Total key management personnel remuneration	116,977	113,681

There are 5 members of the Board excluding the Principal. The Board had held 9 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings.

Principal

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	110 - 120	100 - 110
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	-	-

Other Employees

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

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

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

19. Compensation and Other Benefits Upon Leaving

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

	2022 Actual	2021 Actual
Total Number of People	-	-

20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets (except as noted below) as at 31 December 2022 (Contingent liabilities and assets at 31 December 2021: nil).

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

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.

21. Commitments

(a) Capital Commitments

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

\$62,083 contract for the Boiler room & ACM Removal as agent for the Ministry of Education. This project is fully funded by the Ministry and \$52,269 has been received of which \$44,141 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments as at 31 December 2021:

\$50,000 contract for the SIP/BoT Pool Resurfacing & Paving as agent for the Ministry of Education. This project is fully funded by the Ministry and \$45,000 has been received of which \$50,000 has been spent on the project to balance date. This project has been approved by the Ministry.)

(b) Operating Commitments

There are no operating commitments as at 31 December 2022 (Operating commitments at 31 December 2021: nil).

22. 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	2022 Budget	2021
	Actual	(Unaudited)	Actual
	\$	\$	\$
Cash and Cash Equivalents	95,595	150,919	99,134
Receivables	26,407	26,753	17,852
Investments - Term Deposits	94,698	52,894	53,358
Total Financial assets measured at amortised cost	216,700	230,566	170,344

Financial liabilities measured at amortised cost

Payables	34,624	35,836	38,303
Finance Leases	7,933	3,991	10,182
Total Financial Liabilities Measured at Amortised Cost	42,557	39,827	48,485

23. Events After Balance Date

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

24. Comparatives

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

Ridgeview School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Liz de Kort	Presiding Member	Co-opted	Sep 2022
Liz de Kort	Presiding Member	Elected	Sep 2025
Rachael Kemball	Principal	ex Officio	
Derek Morrow	Parent Representative	Elected	Sep 2025
Lisa McLachlan	Parent Representative	Elected	Sep 2025
Anna Boardman	Parent Representative	Elected	Sep 2025
Katrina Hart	Staff Representative	Elected	Sep 2025

Ridgeview School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received total Kiwisport funding of \$799 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2022 the Ridgeview School Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.

Independent auditor's report

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

The Auditor-General is the auditor of Ridgeview School (the School). The Auditor-General has appointed me, Andrew Steel, using the staff and resources of Moore Markhams Wellington Audit, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 20, which comprise the statement of financial position as at 31 December 2022, and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion, the financial statements of the School:

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

Our audit was completed on 22 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 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.

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 21 to 22, and pages 26 to 30 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.



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

Analysis of Variance Reporting 2022

28/02/2023


School Name:

RidgeView School

School Number:

1433

Strategic Goals:

- Improve learning outcomes for all students particularly Māori, Pasifika and children with learning and behaviour needs (Priority Students).
- Accelerate the progress of students performing below expectations.

Annual Goals:

- Accelerate the progress of students performing Below Curriculum expectations in reading in Years 1 - 6.
- Accelerate the progress of the Year 2 cohort in order to compensate for Covid Lockdown in 2021.

Target:

70% of students in all year groups achieving At or Above Curriculum Expectations for reading.

Baseline Data:

Beginning of 2022	Below	At	Above	At/Above
Year 2	100%	0%	0%	0%
Year 3	0%	75%	25%	100%
Year 4	44%	0%	56%	56%
Year 5	13%	25%	63%	88%
Year 6	38%	13%	50%	63%
Whole School	37%	23%	40%	63%

Actions

What did we do?

- As a staff use 2021 Progress and Achievement Data to

Outcomes

What happened?

Our aim was for 70% of students in Years 1 – 6 to be at/above curriculum standards for reading by

Reasons for the variance

Why did it happen?

We are very pleased with the progress made by our students under fairly difficult conditions.

Evaluation

Where to next?

- At or Above Curriculum Expectations seems like a very National Standard type

<ul style="list-style-type: none"> • identify priority/targeted learners • Staff agree goals for 2022 in the area of reading • Whole staff PLD with our Structured Literacy facilitator on links and implementation between reading and writing in Structured Literacy • Used Long Term Planning incorporated UDL thinking and Structured Literacy principles where appropriate • RTLB presented workshop on teaching children with dyslexia • Teachers observed each other teaching reading • Teacher aide with experience and training in Barbara Brann Phonics and Structured Literacy worked with children who needed acceleration in reading progress and with ESOL students. 	<p>the end of 2022. While we had good progress, we did not achieve 70% overall for reading. Our overall sample was 51 students which means that for most cohorts 1 or 2 students would make the difference between achieving our goals or not.</p> <table border="1"> <thead> <tr> <th colspan="3">Reading Achievement EOY</th> </tr> <tr> <th>Year</th> <th>At/Above 2021</th> <th>At/Above 2022</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> <td>100%</td> </tr> <tr> <td>2</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>3</td> <td>100%</td> <td>86%</td> </tr> <tr> <td>4</td> <td>56%</td> <td>67%</td> </tr> <tr> <td>5</td> <td>88%</td> <td>100%</td> </tr> <tr> <td>6</td> <td>63%</td> <td>78%</td> </tr> <tr> <td>Whole School</td> <td></td> <td>63%</td> </tr> </tbody> </table> <p>Overall, each cohort made excellent progress in reading.</p> <table border="1"> <thead> <tr> <th colspan="3">Reading Progress in Months 2022</th> </tr> <tr> <th>Year</th> <th colspan="2">Progress</th> </tr> </thead> <tbody> <tr> <td>1</td> <td colspan="2">8.3</td> </tr> <tr> <td>2</td> <td colspan="2">7.2</td> </tr> <tr> <td>3</td> <td colspan="2">21.7</td> </tr> <tr> <td>4</td> <td colspan="2">18.7</td> </tr> <tr> <td>5</td> <td colspan="2">16</td> </tr> <tr> <td>6</td> <td colspan="2">19.6</td> </tr> <tr> <td>Whole School</td> <td colspan="2">15.4</td> </tr> </tbody> </table>	Reading Achievement EOY			Year	At/Above 2021	At/Above 2022	1		100%	2	0%	0%	3	100%	86%	4	56%	67%	5	88%	100%	6	63%	78%	Whole School		63%	Reading Progress in Months 2022			Year	Progress		1	8.3		2	7.2		3	21.7		4	18.7		5	16		6	19.6		Whole School	15.4		<ul style="list-style-type: none"> • As a school, we completely underestimated the effects of COVID and lockdown on the mental health of our students. We spent a lot of time counseling and supporting our students, preparing units on resilience and growth mindset, and working through competencies in order for students to in the right mindset to learn. • There was a large amount of sickness of both teachers and students. This led to a lot of stops and starts in learning, and meant that we were not always able to complete the work that we planned. <p>Structured Literacy is becoming embedded throughout the school and is definitely showing positive results.</p> <ul style="list-style-type: none"> • We have had some difficulty in equating the Structured Literacy progressions with Curriculum Levels. • We have noticed that our Year 1 and 2 students make 	<p>of measure. The model in the NZ Curriculum shows achievement as a band, and we would like to find a way to report achievement that reflects that band.</p> <ul style="list-style-type: none"> • Similarly, we are looking to find a way to report on progress and achievement for Structured Literacy that better reflects progress. • Staff have used the 2022 data to identify priority students and groups who need support in reading. These include those below as well as those above Curriculum Expectations. <p>The staff have looked at individual students instead of cohorts and have set reading goals as follows:</p> <table border="1"> <thead> <tr> <th colspan="3">Reading Goals for 2023</th> </tr> <tr> <th>Year</th> <th colspan="2">Goal At/Above</th> </tr> </thead> <tbody> <tr> <td>1</td> <td colspan="2">60%</td> </tr> <tr> <td>2</td> <td colspan="2">83%</td> </tr> <tr> <td>3</td> <td colspan="2">67%</td> </tr> <tr> <td>4</td> <td colspan="2">87%</td> </tr> <tr> <td>5</td> <td colspan="2">65%</td> </tr> <tr> <td>6</td> <td colspan="2">100%</td> </tr> <tr> <td>Whole School</td> <td colspan="2">75%</td> </tr> </tbody> </table>	Reading Goals for 2023			Year	Goal At/Above		1	60%		2	83%		3	67%		4	87%		5	65%		6	100%		Whole School	75%	
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		<ul style="list-style-type: none">• slower progress as they learn the foundation skills, but then tend to take off when they get to Year 3. <p>Although staff agreed cohorts in need of support, we were not able to put support in place for individual students in a way that we would have liked – students away, students with challenging behaviour that needed to be supported, teachers away.</p> <p>PLD meant that teachers had a much better understanding of what they were trying to achieve and how to go about it.</p>	
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School Name: RidgeView School

School Number: 1433

Strategic Goals:

- Improve learning outcomes for all students particularly Maori, Pasifika and children with learning and behaviour needs (Priority Students).
- Accelerate the progress of students performing below expectations.

Annual Goals:

- Accelerate the progress of students performing Below Curriculum expectations in writing in Years 1 - 6.
- Reignite interest and achievement in writing by making explicit connections between reading and writing.

Target:

70% of students in all year groups achieving At or Above Curriculum Expectations for reading.

Baseline Data:

Beginning of 2022	Below	At	Above	At/Above
Year 2	71%	29%	0%	29%
Year 3	25%	50%	25%	75%
Year 4	56%	33%	11%	44%
Year 5	25%	50%	25%	75%
Year 6	50%	38%	13%	50%
Whole School	44%	42%	14%	56%

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>
<ul style="list-style-type: none">• As a staff use 2021 Progress and Achievement Data to identify priority/targeted learners	Our aim was for 70% of students in Years 1 – 6 to be at/above curriculum standards for writing by the end of 2022. While we had good	See variance in reading for an overview of health and well-being impacts on our students in 2022.	<ul style="list-style-type: none">• Update Assessment to reflect Structured Literacy

- Staff agree goals for 2022 in the area of reading
- Whole staff PLD with our Structured Literacy facilitator on links and implementation between reading and writing in Structured Literacy
- Used Long Term Planning incorporated UDL thinking and Structured Literacy principles where appropriate
- RTLB presented workshop on teaching children with dyslexia
- Applied for Assistive Technology for some students
- Principal taught an extension group in writing.

progress, we did not achieve 70% overall for writing. Our overall sample was 51 students which means that for most cohorts 1 or 2 students would make the difference between achieving our goals or not.

Writing Achievement EOY		
Year	At/Above 2021	At/Above 2022
1		100%
2	29%	40%
3	75%	86%
4	44%	42%
5	75%	100%
6	50%	44%
Whole School		63%

As with reading, we are delighted with the progress students made in writing.

Writing Progress in Months 2022	
Year	Progress
1	9.5
2	7.2
3	18.3
4	11.7
5	20.6
6	14.2
Whole School	13

Added to this we have identified a real reluctance to write amongst the students since returning from lockdown.

- Structured Literacy has changed the way we teach writing in our junior classes and this is not reflected in our assessment.
- Some students are anxious at the idea of writing or thinking of ideas
- Some students find the physical act of writing to be challenging. We can often get around this by using technology.

- Scaffold students writing experiences
- Endeavour to make writing experiences as authentic as possible

- Integrate writing into Inquiry

Writing Goals for 2023	
Year	Goal At/Above
1	60%
2	83%
3	67%
4	87%
5	71%
6	100%
Whole School	77%