

# RIDGEVIEW SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2020

#### School Directory

<b>Ministry Number:</b>	1433
<b>Principal:</b>	Rachael Kemball
<b>School Address:</b>	Cutts Crescent, Paremoremo
<b>School Postal Address:</b>	Cutts Crescent, Paremoremo, North Shore City, 0632
<b>School Phone:</b>	09 413 9808
<b>School Email:</b>	learn@ridgeview.school.nz

#### Members of the Board of Trustees

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expires/ Expired</b>
Angela Butt	Chairperson	Elected	Jul 2020
Liz de Kort	Chairperson	Co-opted	May 2022
Rachael Kemball	Principal	ex Officio	
Tina Baines	Parent Rep	Elected	Aug 2020
Lisa McLachlan	Parent Rep	Elected	May 2022
Colin Meffan	Parent Rep	Elected	Jul 2020
Katrina Hart	Staff Rep	Elected	May 2022
Derek Morrow	Staff Rep	Elected	May 2022

**Accountant / Service Provider:** Education Services Ltd

# **RIDGEVIEW SCHOOL**

Annual Report - For the year ended 31 December 2020

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# Ridgeview School

## Statement of Responsibility

For the year ended 31 December 2020

The Board of Trustees 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 2020 fairly reflects the financial position and operations of the school.

The School's 2020 financial statements are authorised for issue by the Board.

Elizabeth Mary de Kort Rachael Kemball  
Full Name of Board Chairperson Full Name of Principal

  
Signature of Board Chairperson

  
Signature of Principal

31/05/2021  
Date:

31. 5. 2021  
Date:

**Ridgeview School****Statement of Comprehensive Revenue and Expense**

For the year ended 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Revenue</b>				
Government Grants	2	942,496	831,011	781,114
Locally Raised Funds	3	67,674	52,650	40,956
Interest Income		1,370	2,000	2,727
Other Revenue		-	-	957
		<u>1,011,540</u>	<u>885,661</u>	<u>825,754</u>
<b>Expenses</b>				
Locally Raised Funds	3	14,653	22,539	18,149
Learning Resources	4	450,131	413,461	356,223
Administration	5	63,259	64,663	58,934
Finance		362	243	392
Property	6	389,758	375,029	346,740
Depreciation	7	9,892	11,596	9,593
Loss on Disposal of Property, Plant and Equipment		364	-	1,869
		<u>928,419</u>	<u>887,531</u>	<u>791,900</u>
<b>Net Surplus / (Deficit) for the year</b>		<u>83,121</u>	<u>(1,870)</u>	<u>33,854</u>
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u><u>83,121</u></u>	<u><u>(1,870)</u></u>	<u><u>33,854</u></u>

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

**Ridgeview School****Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2020

	Notes	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
Balance at 1 January		127,355	85,553	93,501
Total comprehensive revenue and expense for the year		83,121	(1,870)	33,854
Capital Contributions from the Ministry of Education				
Equity at 31 December	23	210,476	83,683	127,355
Retained Earnings		210,476	83,683	127,355
Equity at 31 December		210,476	83,683	127,355

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 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	202,352	59,494	63,696
Accounts Receivable	9	26,753	17,896	17,287
Prepayments		1,313	1,176	1,573
Inventories	10	2,884	1,702	3,270
Investments	11	52,894	-	51,573
		<u>286,196</u>	<u>80,268</u>	<u>137,399</u>
<b>Current Liabilities</b>				
GST Payable		25,249	8,179	4,924
Accounts Payable	13	35,836	24,428	23,523
Revenue Received in Advance	14	182	22	68
Provision for Cyclical Maintenance	15	19,042	41,465	5,858
Finance Lease Liability - Current Portion	16	2,092	2,335	2,304
Funds held for Capital Works Projects	17	36,942	-	5,691
		<u>119,343</u>	<u>76,429</u>	<u>42,368</u>
<b>Working Capital Surplus/(Deficit)</b>		<b>166,853</b>	<b>3,839</b>	<b>95,031</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	12	75,172	81,487	69,801
		<u>75,172</u>	<u>81,487</u>	<u>69,801</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	15	29,650	-	35,950
Finance Lease Liability	16	1,899	1,643	1,527
		<u>31,549</u>	<u>1,643</u>	<u>37,477</u>
<b>Net Assets</b>		<u><b>210,476</b></u>	<u><b>83,683</b></u>	<u><b>127,355</b></u>
<b>Equity</b>		<u><b>210,476</b></u>	<u><b>83,683</b></u>	<u><b>127,355</b></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 2020

		2020	2020	2019
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		268,866	194,966	209,412
Locally Raised Funds		67,026	52,650	43,476
Goods and Services Tax (net)		20,325	-	(3,255)
Payments to Employees		(162,023)	(121,194)	(136,296)
Payments to Suppliers		(73,332)	(76,665)	(83,819)
Cyclical Maintenance Payments in the year		-	(7,000)	-
Interest Paid		(362)	(243)	(392)
Interest Received		1,487	2,000	3,063
<b>Net cash from/(to) Operating Activities</b>		<b>121,987</b>	<b>44,514</b>	<b>32,189</b>
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(11,956)	(24,000)	-
Purchase of Investments		(1,321)	-	(1,721)
<b>Net cash from/(to) Investing Activities</b>		<b>(13,277)</b>	<b>(24,000)</b>	<b>(1,721)</b>
<b>Cash flows from Financing Activities</b>				
Finance Lease Payments		(1,305)	(2,304)	(1,376)
Funds Held for Capital Works Projects		31,251	-	(6,680)
<b>Net cash from/(to) Financing Activities</b>		<b>29,946</b>	<b>(2,304)</b>	<b>(8,056)</b>
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>138,656</b>	<b>18,210</b>	<b>22,412</b>
Cash and cash equivalents at the beginning of the year	8	63,696	41,284	41,284
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>202,352</b>	<b>59,494</b>	<b>63,696</b>

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

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

**BDO**

BDO AUCKLAND

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# **Ridgeview School**

## **Notes to the Financial Statements**

### **For the year ended 31 December 2020**

#### **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 of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

##### **b) Basis of Preparation**

###### ***Reporting Period***

The financial reports have been prepared for the period 1 January 2020 to 31 December 2020 and in accordance with the requirements of the Public Finance Act 1989.

###### ***Basis of Preparation***

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

###### ***Financial Reporting Standards Applied***

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

###### ***PBE Accounting Standards Reduced Disclosure Regime***

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

###### ***Measurement Base***

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

###### ***Presentation Currency***

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

###### ***Specific Accounting Policies***

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



### ***Critical Accounting Estimates And Assumptions***

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

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

#### ***Cyclical maintenance***

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

#### ***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 12.

### ***Critical Judgements in applying accounting policies***

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

#### ***Classification of leases***

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

#### ***Recognition of grants***

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

## **c) Revenue Recognition**

### ***Government Grants***

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

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

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

Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown.

**Other Grants**

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

**Donations, Gifts and Bequests**

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

**Interest Revenue**

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

**d) Use of Land and Buildings Expense**

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of 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 expense that is offset by a non-cash grant from the Ministry.

**e) 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.

**f) 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.

**g) 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.

**h) Accounts Receivable**

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

**i) Inventories**

Inventories are consumable items held for sale and comprise 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.

**j) 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.



### **k) Property, Plant and Equipment**

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

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

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

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

#### ***Finance Leases***

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

#### ***Depreciation***

Property, plant and equipment 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	5 years
Library Resources	8 years
Leased assets held under a Finance Lease	Term of Lease

### **l) Impairment of property, plant, and equipment.**

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 are held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

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

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

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

### **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 benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay.

These include salaries and wages accrued up to balance date, and also annual leave earned, by non teaching staff, to but not yet taken at balance date.

#### **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 international students, should the School be unable to provide the services to which they relate.

#### **p) 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 for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

#### **q) Financial Instruments**

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

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

#### **r) Borrowings**

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

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

#### **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

	2020	2020 Budget (Unaudited)	2019
	Actual		Actual
	\$	\$	\$
Operational Grants	144,634	121,359	115,177
Teachers' Salaries Grants	332,810	322,846	260,765
Use of Land and Buildings Grants	344,647	318,699	314,797
Resource Teachers Learning and Behaviour Grants	3,057	5,000	5,567
Other MoE Grants	117,348	63,107	65,914
Other Government Grants	-	-	18,894
	<u>942,496</u>	<u>831,011</u>	<u>781,114</u>

## 3. Locally Raised Funds

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

	2020	2020 Budget (Unaudited)	2019
	Actual		Actual
	\$	\$	\$
<b>Revenue</b>			
Donations	5,395	4,500	7,872
Bequests & Grants	41,300	10,000	3,000
Activities	2,068	6,150	5,927
Trading	4,327	6,200	5,568
Fundraising	4,070	7,800	1,837
After School Care	10,514	18,000	16,752
	<u>67,674</u>	<u>52,650</u>	<u>40,956</u>
<b>Expenses</b>			
Activities	101	5,100	4,278
Trading	3,065	4,939	1,729
Fundraising (Costs of Raising Funds)	528	-	527
After School Care	10,959	12,500	11,615
	<u>14,653</u>	<u>22,539</u>	<u>18,149</u>
<b>Surplus for the year Locally raised funds</b>	<u>53,021</u>	<u>30,111</u>	<u>22,807</u>

## 4. Learning Resources

	2020	2020 Budget (Unaudited)	2019
	Actual		Actual
	\$	\$	\$
Curricular	17,268	15,646	10,046
Equipment Repairs	1,262	300	-
Information and Communication Technology	626	1,550	1,030
Library Resources	190	500	519
Employee Benefits - Salaries	428,473	393,115	343,891
Staff Development	2,312	2,350	737
	<u>450,131</u>	<u>413,461</u>	<u>356,223</u>



## 5. Administration

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	4,976	4,976	4,831
Board of Trustees Fees	2,600	4,000	3,185
Board of Trustees Expenses	1,354	1,650	3,055
Communication	1,319	1,800	1,578
Consumables	4,258	4,000	2,695
Operating Lease	4,056	4,200	4,181
Other	4,883	7,230	7,306
Employee Benefits - Salaries	32,809	29,900	25,047
Insurance	1,436	1,089	1,488
Service Providers, Contractors and Consultancy	5,568	5,818	5,568
	<u>63,259</u>	<u>64,663</u>	<u>58,934</u>

## 6. Property

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	4,810	4,770	4,612
Cyclical Maintenance Expense	6,884	3,635	(6,177)
Grounds	8,309	13,300	3,309
Heat, Light and Water	6,353	8,600	3,721
Rates	105	-	-
Repairs and Maintenance	494	8,000	1,844
Use of Land and Buildings	344,647	318,699	314,797
Security	1,103	2,500	2,413
Employee Benefits - Salaries	17,053	15,525	22,221
	<u>389,758</u>	<u>375,029</u>	<u>346,740</u>

The use of land and buildings figure represents 8% of the school's total property value. Property values are established as part of the nationwide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

## 7. Depreciation

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Building Improvements	391	473	391
Furniture and Equipment	5,303	6,361	5,263
Information and Communication Technology	1,439	1,325	1,096
Leased Assets	2,706	3,373	2,790
Library Resources	53	64	53
	<u>9,892</u>	<u>11,596</u>	<u>9,593</u>

### 8. Cash and Cash Equivalents

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash on Hand	55	-	177
Bank Current Account	201,270	58,469	62,493
Bank Call Account	1,027	1,025	1,026
Cash and cash equivalents for Statement of Cash Flows	202,352	59,494	63,696

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

Of the \$202,352 Cash and Cash Equivalents \$36,942 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2021 on Crown owned school buildings under the School's Five Year Property Plan.

### 9. Accounts Receivable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Receivables	-	1,844	-
Interest Receivable	66	519	183
Teacher Salaries Grant Receivable	26,687	15,533	17,104
	26,753	17,896	17,287
Receivables from Exchange Transactions	66	2,363	183
Receivables from Non-Exchange Transactions	26,687	15,533	17,104
	26,753	17,896	17,287

### 10. Inventories

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Stationery	411	239	132
Uniforms	2,473	1,463	3,138
	2,884	1,702	3,270

### 11. Investments

The School's investment activities are classified as follows:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Asset			
Short-term Bank Deposits	52,894	-	51,573
Total Investments	52,894	-	51,573



## 12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
<b>2020</b>						
Building Improvements	3,214	-	-	-	(391)	2,823
Furniture and Equipment	55,455	4,859	-	-	(5,303)	55,011
Information and Communication Technology	7,419	7,858	(364)	-	(1,439)	13,474
Leased Assets	3,488	2,910	-	-	(2,706)	3,692
Library Resources	225	-	-	-	(53)	172
<b>Balance at 31 December 2020</b>	<b>69,801</b>	<b>15,627</b>	<b>(364)</b>	<b>-</b>	<b>(9,892)</b>	<b>75,172</b>

The net carrying value of equipment held under a finance lease is \$3,692 (2019: \$3,488)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
<b>2020</b>			
Building Improvements	11,097	(8,274)	2,823
Furniture and Equipment	172,821	(117,810)	55,011
Information and Communication Technology	37,090	(23,616)	13,474
Leased Assets	11,292	(7,600)	3,692
Library Resources	22,014	(21,842)	172
<b>Balance at 31 December 2020</b>	<b>254,314</b>	<b>(179,142)</b>	<b>75,172</b>

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
<b>2019</b>						
Building Improvements	3,605	-	-	-	(391)	3,214
Furniture and Equipment	62,110	-	(1,391)	-	(5,263)	55,455
Information and Communication Technology	8,993	-	(478)	-	(1,096)	7,419
Leased Assets	3,568	2,710	-	-	(2,790)	3,488
Library Resources	278	-	-	-	(53)	225
<b>Balance at 31 December 2019</b>	<b>78,554</b>	<b>2,710</b>	<b>(1,869)</b>	<b>-</b>	<b>(9,593)</b>	<b>69,801</b>

The net carrying value of equipment held under a finance lease is \$3,488 (2018: \$3,568)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
<b>2019</b>			
Building Improvements	11,097	(7,883)	3,214
Furniture and Equipment	167,962	(112,507)	55,455
Information and Communication Technology	30,516	(23,097)	7,419
Leased Assets	8,384	(4,896)	3,488
Library Resources	22,014	(21,789)	225
<b>Balance at 31 December 2019</b>	<b>239,973</b>	<b>(170,172)</b>	<b>69,801</b>

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### 13. Accounts Payable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operating Creditors	4,040	3,293	1,834
Accruals	3,726	4,690	3,631
Employee Entitlements - Salaries	26,687	15,533	17,104
Employee Entitlements - Leave Accrual	1,383	912	954
	<u>35,836</u>	<u>24,428</u>	<u>23,523</u>
Payables for Exchange Transactions	35,836	24,428	23,523
	<u>35,836</u>	<u>24,428</u>	<u>23,523</u>

The carrying value of payables approximates their fair value.

### 14. Revenue Received in Advance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Other	182	22	68
	<u>182</u>	<u>22</u>	<u>68</u>

### 15. Provision for Cyclical Maintenance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Provision at the Start of the Year	41,808	37,830	47,985
Increase/(decrease) to the Provision During the Year	7,408	3,635	(6,177)
Adjustment to the Provision	(524)	-	-
Provision at the End of the Year	<u>48,692</u>	<u>41,465</u>	<u>41,808</u>
Cyclical Maintenance - Current	19,042	41,465	5,858
Cyclical Maintenance - Term	29,650	-	35,950
	<u>48,692</u>	<u>41,465</u>	<u>41,808</u>

### 16. Finance Lease Liability

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
No Later than One Year	2,359	2,335	2,304
Later than One Year and no Later than Five Years	2,027	1,643	1,527
	<u>4,386</u>	<u>3,978</u>	<u>3,831</u>

## 17. 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:

		Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
	2020	\$	\$	\$		\$
Heating Upgrade	<i>completed</i>	917	(925)	8	-	-
School Block 6 Pool Pump/Filter	<i>completed</i>	7,459	81	(7,540)	-	-
DQLS	<i>in progress</i>	(2,685)	117,845	(78,218)	-	36,942
Totals		5,691	117,001	(85,750)	-	36,942

### Represented by:

Funds Held on Behalf of the Ministry of Education  
Funds Due from the Ministry of Education

36,942

36,942

		Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
	2019	\$	\$	\$		\$
Stormwater Drainage& Soak Hole Replacement	<i>completed</i>	12,371	(2,098)	(10,273)	-	-
Heating Upgrade	<i>in progress</i>	-	14,742	(13,825)	-	917
School Blocks 1 Boiler Roofing	<i>completed</i>	-	108,535	(108,535)	-	-
School Block 6 Pool Pump/Filter	<i>in progress</i>	-	18,000	(10,541)	-	7,459
DQLS	<i>in progress</i>	-	-	(2,685)	-	(2,685)
Totals		12,371	139,179	(145,859)	-	5,691

## 18. Related Party Transactions

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

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

## 19. Remuneration

### Key management personnel compensation

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

	2020 Actual \$	2019 Actual \$
<b>Board Members</b>		
Remuneration	2,600	3,185
Full-time equivalent members	0.12	0.08
<b>Leadership Team</b>		
Remuneration	110,288	164,988
Full-time equivalent members	1.00	2.00
Total key management personnel remuneration	112,888	168,173
Total full-time equivalent personnel	1.12	2.08

The full time equivalent for Board members has been determined based on attendance at Board meetings, Committee meetings and for other obligations of the Board, such as stand downs and suspensions, plus the estimated time for Board members to prepare for meetings.

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#### Principal

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

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	100-110	90 - 100
Benefits and Other Emoluments	0-5	2 - 3
Termination Benefits	-	-

#### Other Employees

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

Remuneration \$000	2020 FTE Number	2019 FTE Number
100 - 110	-	-
	0.00	0.00

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

## 20. Compensation and Other Benefits Upon Leaving

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

	2020 Actual	2019 Actual
Total	-	-
Number of People	-	-

## 21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2020 (Contingent liabilities and assets at 31 December 2019: nil).

#### Holidays Act Compliance – schools payroll

The Ministry of Education performs payroll processing and payments on behalf of school boards of trustees, 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. The current phase of this review is to design potential solutions for any compliance breaches discovered in the initial phase of the Programme. 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 2020, a contingent liability for the school may exist.

## 22. Commitments

### (a) Capital Commitments

As at 31 December 2020 the Board has entered into contract agreements for capital works as follows:

\$225,475 contract for the DQLS as agent for the Ministry of Education. This project is fully funded by the Ministry and \$117,845 has been received of which \$80,903 has been spent on the project to balance date.

(Capital commitments as at 31 December 2019:nil)

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### 23. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

### 24. 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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash and Cash Equivalents	202,352	59,494	63,696
Receivables	26,753	17,896	17,287
Investments - Term Deposits	52,894	-	51,573

#### Total Financial assets measured at amortised cost

281,999	77,390	132,556
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#### Financial liabilities measured at amortised cost

Payables	35,836	24,428	23,523
Finance Leases	3,991	3,978	3,831

#### Total Financial Liabilities Measured at Amortised Cost

39,827	28,406	27,354
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### 25. Events After Balance Date

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

### 26. Comparatives

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



# Analysis of Variance Reporting

*Check 9/02/21*

<b>School Name:</b>	RidgeView School	<b>School Number:</b>	1433																														
<b>Strategic Aim:</b>	Improve learning outcomes for Year 1 students. Improve learning outcomes for all students particularly Maori, Pasifika and children with special needs. Accelerate progress of students performing below expectations.																																
<b>Annual Aim:</b>	Accelerate progress of students performing below curriculum expectations in reading in Years 1 – 5. Accelerate progress of two students performing at curriculum expectations in reading in Year 6.																																
<b>Target:</b>	70% of students in Years 1 – 5 achieving at or above for reading. Two students in Year 6 moved from at to above in reading																																
<b>Baseline Data:</b>	<table border="1"> <thead> <tr> <th></th> <th>Beginning of 2020</th> <th>Below</th> <th>At</th> <th>Above</th> <th>At/Above</th> </tr> </thead> <tbody> <tr> <td>Year 2</td> <td></td> <td>75%</td> <td>13%</td> <td>13%</td> <td>26%</td> </tr> <tr> <td>Year 3</td> <td></td> <td>67%</td> <td></td> <td>33%</td> <td>33%</td> </tr> <tr> <td>Year 4</td> <td></td> <td>50%</td> <td></td> <td>50%</td> <td>50%</td> </tr> <tr> <td>Year 5</td> <td></td> <td>50%</td> <td>50%</td> <td></td> <td>50%</td> </tr> </tbody> </table>				Beginning of 2020	Below	At	Above	At/Above	Year 2		75%	13%	13%	26%	Year 3		67%		33%	33%	Year 4		50%		50%	50%	Year 5		50%	50%		50%
	Beginning of 2020	Below	At	Above	At/Above																												
Year 2		75%	13%	13%	26%																												
Year 3		67%		33%	33%																												
Year 4		50%		50%	50%																												
Year 5		50%	50%		50%																												




# Analysis of Variance Reporting



Actions What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?																																	
<ul style="list-style-type: none"><li>- The staff met and agreed reading as an area of improvement. The staff agreed that this would entail upskilling staff as well as accelerating student progress.</li><li>- Teachers identified focus areas of reading and prepared specific learning opportunities around these.</li><li>- Children were grouped and cross-grouped across the school so that they were learning at a level appropriate for them.</li><li>- A group of Year 2 students were referred to RTLB for support. (Due to Covid-19 and lockdown, this group will only begin in 2021.)</li><li>- The school funded a teacher aide to support a</li></ul>	<p>Our aim was for 70% of students in Years 1 – 5 to be at/above for reading at the end of 2020. While there was progress in most year groups, it was not achieved overall. However, it is important to remember that the total sample was 44 students and in Year 5 there were only three students.</p> <table><tr><th colspan="3">Reading Achievement EOY</th></tr><tr><th>Year</th><th>At/Above % 2019</th><th>At/Above % 2020</th></tr><tr><td>1</td><td></td><td>50</td></tr><tr><td>2</td><td>36</td><td>50</td></tr><tr><td>3</td><td>33</td><td>57</td></tr><tr><td>4</td><td>50</td><td>63</td></tr><tr><td>5</td><td>50</td><td>33</td></tr><tr><td>6</td><td>100</td><td>100</td></tr><tr><td>Total</td><td></td><td>61.4</td></tr></table> <p>Although we did not achieve 70% At/Above in reading, progress was very pleasing.</p> <table><tr><th colspan="2">Reading Progress in Months 2020</th></tr><tr><th>Year</th><th>Progress</th></tr><tr><td>1</td><td>11</td></tr></table>	Reading Achievement EOY			Year	At/Above % 2019	At/Above % 2020	1		50	2	36	50	3	33	57	4	50	63	5	50	33	6	100	100	Total		61.4	Reading Progress in Months 2020		Year	Progress	1	11	<p>Students made significant progress in reading in 2020, although we did not reach our targets.</p> <p>Covid-19 and the subsequent lockdowns had a huge impact on both students and teachers with what we were able to implement and what had to be adapted:</p> <ul style="list-style-type: none"><li>- Teachers had to adapt learning during the lockdown and were not able to implement the interventions and approaches planned</li><li>- Many students did not read at all during lockdown with focus being on safety and well-being</li><li>- Teachers were either not able to attend training courses or only able to attend at the end of 2020</li><li>- RTLB picked up a group of students, but were not able to start their intervention.</li></ul>	<p>Staff have agreed that reading should continue to be an area of focus and this will be included in the Charter.</p> <p>We intend to continue with</p> <ul style="list-style-type: none"><li>- Teacher professional development</li><li>- Student support by TA</li><li>- Student support by RTLB</li><li>- Continue our investigation into UDL through the lens of reading and how that affects our local curriculum</li></ul> <p>We are able to divide the school into three learning areas in 2021. This means that there can be a focus on integrated curriculum and that students can be supported within their cohort.</p> <p>Through IWS support, we have access to an expert in Structured Literacy who will be able to spend some time working with the staff.</p> <p>Teachers have identified upskilling in reading as an area of focus. We will make use of our UDL PLD and</p>
Reading Achievement EOY																																				
Year	At/Above % 2019	At/Above % 2020																																		
1		50																																		
2	36	50																																		
3	33	57																																		
4	50	63																																		
5	50	33																																		
6	100	100																																		
Total		61.4																																		
Reading Progress in Months 2020																																				
Year	Progress																																			
1	11																																			

small group of students who needed support learning phonics.

- A teacher aide ran an intense course for two Year 1 students based on the Jolly Phonics programme.

- Began investigation into Universal Design for Learning through the lens of reading achievement and assessment. This was delayed to Term 4 due to Covid-19.

2	11.5
3	16
4	17.25
5	14
6	13
Average	13.8

We were not able to move two students in Year 6 from At to Above.

This will only happen in 2021.

- The school's PLD on UDL only started in Term 4
- Our data is not stripped and includes two ORS students with high needs and one IWS student. These students account for 7% of our school.

The staff feel that cross-grouping was not very successful in 2020. They feel that this group of students would perform better with support in their own class. This will help us promote learner agency with a focus on integrated curriculum. However, the staff will monitor all students and return to cross-grouping for some if this is appropriate.

the Structured Literacy approach to identify gaps in our teaching. We intend to observe each other and ask experts to model reading lessons.

## Planning for next year:

Whole school reading remains a target area.

We aim for all year groups to achieve 70% At/Above for reading in 2021.

We aim to move three students from Below Curriculum Expectations to At Curriculum Expectations by the end of 2021.

We aim to move three students from At Curriculum Expectations to Above Curriculum Expectations by the end of 2021.

The Board intends to support the staff in upskilling in the area of reading by:

- Budgeting for teachers to attend reading courses
- Supporting the staff as they investigate Universal Design for Learning through the lens of reading
- Encouraging the use of resources such as Structured Literacy through IWS

<b>Strategic Aim:</b>	Review approach to teaching and learning to ensure it reflects and caters to the needs of our school.  Improve learning outcomes for Year 1 students.
<b>Annual Aim:</b>	Investigate approaches in teaching and learning that align with community needs and expectations and lead to progress of all students in our diverse school.
<b>Target:</b>	Decide on approaches to a Local Curriculum that includes a Social Curriculum and behaviour plan that allows differentiation and targeted learning so that all students feel supported, are engaged in learning, and achieve to the best of his or her ability.
<b>Baseline Data:</b>	High number of students needing learning support (currently 33% funded in some or other form).  Two ORS students and one IWS student  In 2020 we are able to separate the Year 0/1s from the Year 2/3s. These groups are particularly low in reading, and we need to use this opportunity to accelerate their learning.



<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<ul style="list-style-type: none"> <li>- Applied for and received PLD from the MOE to investigate Universal Design for Learning</li> <li>- Teachers attended Playbased Learning workshops</li> <li>- Able to have a separate Year 0/1 classroom to focus on introducing playbased learning and teaching fundamentals</li> <li>- Drew up a draft Social Curriculum as part of our Local Curriculum</li> <li>- Identified some elements that need to be included in our Local Curriculum</li> </ul>	<p>PLD started in Term 4. There is a range of understanding and engagement by staff at this early stage.</p> <p>Teachers were able to start and introduce play-based learning to the Year 0/1 class. This has increased engagement.</p> <p>Teachers were able to focus on the needs of the students new to school and learning.</p> <p>Staff and students are able to articulate behaviour expectations. We have a common understanding of learning and behaviour expectations.</p> <p>The staff and principal are working on a draft planning document as a precursor to the Local Curriculum.</p>	<p>As we were only able to start this in Term 4 due to covid-19 and the associated lockdowns, teachers still coming to an understanding as to how greater access to the curriculum means greater engagement.</p> <p>Students were better able to cope with the expectations of school. We have seen an increase in engagement and achievement in the YO/1 classroom.</p> <p>Students more engaged. We have seen an increase in engagement and achievement in the YO/1 classroom.</p> <p>Staff and students have clarity on expectations.</p> <p>This document is only in planning stage and will be developed in 2021.</p>	<p>Continue to work with Ara Simmonds from CORE Education to explore ways of planning, teaching and assessment that will inform our Local Curriculum.</p> <p>Expand play-based learning to our Year 2/3 class.</p> <p>We are able to have a separate class for Year 0/1 in 2021. It is important to make the most of this opportunity.</p> <p>Socialise and get feedback on the Social Curriculum so that it can be embedded as part of our Local Curriculum.</p> <p>Work with and develop our planning document.</p>

				Consult the community to find out what is important to them.
Planning for next year:				
Continue PLD on Universal Design for Learning. Finish the Social Curriculum and embed as part of the Local Curriculum. Consult with the community. Work with students on what how and they would like to learn. Develop planning documentation in a collabora manner.				

## **Ridgeview School**

### **Kiwisport**

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2020, the school received total Kiwisport funding of \$843 (excluding GST). The funding was spent on sporting endeavours.

## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF RIDGEVIEW SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020

The Auditor-General is the auditor of Ridgeview School (the School). The Auditor-General has appointed me, Wayne Monteith, using the staff and resources of BDO Auckland, to carry out the audit of the financial statements of the School on his behalf.

#### Opinion

We have audited the financial statements of the School on pages 2 to 18, that comprise the statement of financial position as at 31 December 2020, 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 2020; 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 as applicable to entities that qualify as tier 2.

Our audit was completed on 31 May 2021. 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 of Trustees is responsible for such internal control as it determines is necessary to enable it to



prepare financial statements that are free from material misstatement, whether due to fraud or error.

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

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

### **Responsibilities of the auditor for the audit of the financial statements**

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

### Other information

The Board is responsible for the other information. The other information comprises the information included on pages 19 to 26, 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.



Wayne Monteith  
BDO Auckland  
On behalf of the Auditor-General  
Auckland, New Zealand