



Seatoun School

TE KURA O KIRIKIRI TATANGI

Annual Report to the Ministry of Education
2021 Academic Year

2021 Variance Report
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2021 Variance Report

To Be the Best We Can Be

Ministry of Education I.D Number: 2987

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Principal's Contextual Statement:

Principal's Contextual Statement:

With the imminent changes in the MoE reporting requirements, we have continued with our previous model and await MoE guidance on what will be required in the future.

The objectives for improvement and achievement that we set out to achieve over this period, and the means by which we will achieve them, are stated on page 26 of our Charter. The objectives are restated here to ensure that they remain at the forefront of our thinking and action.

Primary Objectives

- Every student is able to attain their highest possible standard in education achievement
- Our school is:
 - a physically and emotionally safe place for all students and staff
 - gives effect to the relevant student rights set out in the Education and Training Act 2020, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and
 - takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and
 - is inclusive of, and caters for, students with differing needs; and
 - gives effect to the Te Tiriti o Waitangi, including by -
 - working to ensure that our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
 - take all reasonable steps to make instruction tikanga Māori and te reo Māori

Secondary Objectives

- Provide a sound foundation in literacy and numeracy with a special emphasis on Y1-4 students
- Review and consolidate our school values to include a Te ao Māori lense
- Develop staffs' effective communication skills
- Improve [identified] student achievement in literacy and numeracy
- Further develop students' independent inquiry [questioning, thinking and information literacy] skills
- Students will take increased - learner agency? for their own learning, behaviour and attitudes; and care of personal and school property and resources
- Encourage students to take risks and display a 'can do' attitude
- Hold high expectations of all students and encourage intrinsic motivation to achieve their personal best.
- Continue to develop and seek ways to incorporate Tikanga Māori into programmes and the fabric of the school community
- Continue to seek ways to recognise and celebrate cultural diversity into programmes and the fabric of the school
- Consolidate and develop programmes that focus on students managing their well being and healthy relationships.
- Continue to develop and engage in programmes that explore our local curriculum.
- Provide opportunities and support to all teaching staff to refine pedagogy, differentiate programmes and increase their curriculum knowledge as a means to engage all students and improve learning outcomes
- Provide staff with meaningful opportunities to build leadership capability and capacity
- Continue to focus on supporting our students to live our school values
- Meet the goals and objectives of the Motu Kairangi Kāhui Ako including the goal of equity and excellence in student achievement.

Parent surveys and subsequent planning day discussions strongly endorsed the direction and philosophy of the school; and expressed high levels of satisfaction against all the key objectives and performance indicators.

Key initiatives planned for 2022:

- Increased focus on meeting the intent and objectives of Ka Hikitia, Māori achieving education success as Māori and extending Tikanga, te ao Maori and Te reo knowledge of all students and staff
- Using teacher inquiry to improve teacher effectiveness and student achievement with a focus on Te reo, tikanga and te ao Māori
- Ensure new staff receive a comprehensive induction programme and ongoing support
- Support parents by offering parenting programmes
- Complete identified building projects
- Continue to support Kāhui Ako progress

For planning purposes, an end of year roll of 370 students has been predicted. This is lower than the MoE provisional staffing entitlement of 394. This is significantly lower than previous years. We expect to have the following roll numbers:

End of Term 1: 344
4: 370

End of Term 2: 357

End of Term 3: 362

End of Term

John Western

Principal

Commentary

Strategic Aim (This remains unchanged): All students are successfully able to access the New Zealand Curriculum, as evidenced by progress and achievement in relation to National Curriculum Levels.

Equity: We aim for high levels of success for all students. It is expected that there will be no significant difference in the achievement of boys and girls; or that of Maori, Pasifika and other ethnic groups and children of European descent.

Context: Each year, we set student achievement targets, based primarily on the previous year's end-of-year data. Early Term One assessment information, especially in regards to students new to the school, is used to supplement the previous year's summative information.

The quality of teaching practice, student engagement and attendance, and parent involvement are all high at Seatoun School. The largest proportion of the budget is allocated to teaching and learning, with a significant investment allocated to employing Learning Assistants to support learning programmes. Staff PLD is on-going, effective and highly-valued. There is a strong culture of collegiality and shared responsibility for supporting all students to make progress and enjoy success. The school has a reputation for being inclusive and supportive of students with special needs. Many of these students are our lower achieving students which has an impact on aggregated student achievement. It also impacts on resource allocation, especially in the actual time commitment required of staff to support these students.

Our strategic aim remains the same – we want students to make progress, achieve as highly as they can and enjoy learning. The actions, strategies and interventions we can implement to lift student achievement and achieve this aim are, in the main, well-established - there are no magic bullets. It is superfluous to repeatedly state these actions every year for each target. Outlined below are the key strategies/actions the school will implement for all targets. The reader is advised that only specific actions relevant to particular targets will be recorded; in some instances, there may be nothing additional to add.

Key interventions for lifting student achievement:

- Use assessment data to prioritise needs and identify students
- Closely work with parents and students to identify learner strengths and next learning steps. If this is not possible in person then via zoom.
- Develop an action plan with consideration given to:
 - any needs or considerations, specific to achieving this target, that fall beyond established interventions and focussed teaching
 - resource acquisition/allocation & budget implications
 - communication/participation of parents
 - parent workshops/information and how it can be disseminated in the current COVID environment
 - PLD implications for staff (includes Learning Assistants) – individual, team, school-wide
 - use of any outside agencies/expertise
 - on-going monitoring & assessment, review and evaluation – teacher & student
- Consider next steps and implications for the following year for individual students/whanau, staff and school.
 - Continued use of reading/writing/maths e-asTTle
 - Continuation of online PAT assessments
- summative assessment & reporting

Review of 2021 Student Achievement

Teachers have made judgements about student achievement in relation to the curriculum expectations. All students, including ORS funded and English Language Learners, are included in this data. The only exceptions are students who have been at the

school for less than 20 weeks. All the students made progress and this was reported to parents through the school's reporting process. A comprehensive progress update of student achievement against targets was provided to the Board of Trustees mid-year 2021.

With COVID 19 significantly affecting New Zealand in 2021, including requiring schools to introduce distance learning, many schools reported a reduction in student achievement for 2021. For Kirikiri Tatangi, this has not been the case. Student achievement has continued at the same very high level as previous years. There are a number of reasons identified for the continuation of high student achievement for 2020. These include:

- The significant previous investment in teacher professional development in the use of digital technologies
- The significant investment in ICT infrastructure and technology
- The distribution of devices for all students who required one prior to Lock Down
- The introduction of BYOD programme for Year 7&8 in 2017 and then Year 5&6 in 2019
- The commitment and dedication of all staff during distance learning. All teaching staff (part time and key relievers) plus Teacher Aides were fully employed to teach / support learning during distance learning.
- The high level of engagement and commitment from our parent body who significantly support their children and teacher programmes.
- High level of attendance after Lock Down. Average attendance was significantly higher in 2021 than in 2019!

High numbers of students achieve well in all areas. Student engagement, participation and enjoyment of school continues to be strong. This is supported by our data from surveying with Skodel.

Seatoun School has less than 10% of students achieving below the expected level

2021 Results were:

Reading: 3.5% below in 2021

(Previous years: 7.3% 2020, 7.3% in 2019, 7.5% in 2018, 8% in 2017),

Writing: 6% below in 2021

(Previous years: 9.4% 2020, 9.6% in 2019, 9 % in 2018, 11% in 2017),

Maths: 5.5% below in 2021

(Previous years: 7% in 2020, 11% in 2019, 8.7% in 2018, 10% in 2017)

Reading is the strongest area of achievement.

It is very important to note that with the removal of national standards, data is no longer required to be collected using Anniversary Assessments. Anniversary Assessments had been useful in data collection in the first two years of school but it was very problematic in the 3rd year of school. Our school management system, LincEd, had supported the collection and recording of data in this format. Unfortunately, during 2020, when we changed to Hero this function proved very unreliable. We therefore have moved to record a teacher judgement at mid-year and end of year for all levels. Hero was unable to support variation in data collection at Year 0 and Year 1 level of the school. Our criteria for achieving these standards therefore needed to widen to incorporate the variation of children at different entry points of the year. In 2021, Hero managed to support us to add in an early identifying level for below expected level in the Year 1 band. We acknowledge that there continues to be a couple of discrepancies with data representation on Hero according to the length of time students are at school across Year 0 and Year 1. We will continue to identify learners who are not tracking to make the progress in their first two years of school to reach our expected levels according to their age. At the end of Year 2 the judgement on Hero will be in relation to the Year group rather than the length of time at school particularly for students being identified as above the expected level.

Reading Achievement

Teacher Judgement	End of Year 0	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6	End of Year 7	End of Year 8	Totals
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Above		6 13%	7 18%	17 38%	27 61%	22 49%	17 45%	23 44%	33 49%	152 38%
At	20 100%	37 79%	31 82%	27 60%	16 36%	22 49%	20 53%	26 50%	31 46%	230 58%
Below		4 8%		1 2%				1 2%	3 4%	9 2%
Well Below					1 2%	1 2%	1 3%	2 4%		5 1%
Totals	20	47	38	45	44	45	38	52	67	396

Reading continues to be the strongest subject overall, with 96% of all students achieving at or above the expected level. This is similar to previous years (96% 2020, 93% 2019, 93% 2018, 92% in 2017, 93% in 2016, 91% in 2015, and 92% in 2014). 38% of our students are reading above the expected level.

There are 205 boys and 191 girls in the data. High percentages of girls (98%) and boys (94%) are achieving at or above in this area. The same number (76) of boys and girls are achieving above the expected level in reading. 6 boys are below the expected level compared to 3 girls.

There are 28 Māori students, of which 89% are achieving at or above the expected level. Nine māori students (32%) are achieving above the expected level. All the Pasifika students achieved at or above the expected level. Both of these cohorts are small cohorts, where the achievement of one or two children makes a significant impact on the overall total.

Writing Achievement

Teacher Judgement	End of Year 0	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6	End of Year 7	End of Year 8	Totals
Above			1 3%	2 4%	15 34%	9 20%	6 16%	12 23%	26 39%	71 18%
At	20 100%	40 85%	35 92%	42 93%	28 64%	31 69%	30 79%	34 65%	35 52%	295 74%
Below		7 15%	2 5%	1 2%	1 2%	5 11%	1 3%	5 10%	5 7%	27 7%
Well Below							1 3%	1 2%	1 1%	3 1%
Totals	20	47	38	45	44	45	38	52	67	396

Results in writing are similar to previous years 2020 (91%), 2019 (90%), 2018 (91%) and 2017 (89%) with 92% of

students achieving at or above the expected level.

There continues to be higher percentages of girls achieving above the expected level and fewer achieving below the expected level. The achievement of girls, at 97% at or above the expected level (2020 - 95%, 2019 - 95%, 2018 - 92%, 2017 - 90%), is higher than boys, at 88% at or above expected level (2020 - 86%, 2019 - 86%, 2018 - 90%, 2017 - 86%). The numbers of students achieving above the expected level in writing are lower than the number of students achieving above the expected level in reading across all areas of the school.

Of the 28 Māori students, 24 (86%) achieve at or above the expected level. All of the Pasifika students are at or above the expected level.

Mathematics Achievement

Teacher Judgement	End of Year 0	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6	End of Year 7	End of Year 8	Totals
Above	0	5 10.6%	4 10.5%	7 15.6%	22 50%	19 41.3%	16 42.1%	15 28.8%	28 41.7%	116 29.2%
At	20 100%	39 82.9%	33 87%	36 80%	19 43.4%	25 54.3%	19 50%	32 61.5%	34 50.7%	258 65.1%
Below	0	3 6.38%	1 2.6%	2 4.4%	3 6.8%	0	2 5.2%	4 7.69%	5 7.5%	19 4.7%
Well Below	0	0	0	0	0	1 2.2%	1 2.6%	1 1.9%		3 0.75%
Totals	20	47	38	45	44	45	38	52	67	396

Mathematics achievement is high with 94% of students achieving at or above the expected level. This is a slight improvement from 2020. (2020 - 92%, 2019 - 89%, 2018 - 91%, 2017 - 90%, 2016 - 90%, 2015 - 90%). We have an increased percentage (29%) from 2020 (26%) of students achieving above the expected level in maths (21% 2019, 33% - 2018, 34% - 2017, 34% 2016, 35% 2015).

A similar percentage of boys (93%) and girls (96%) achieve at and above the expected level. However, 36% of boys achieve above the expected level compared to 23% of girls. This is especially prevalent in the Year 4 cohort and the Year 6 cohort.

Māori students achieve at slightly lower percentages as the whole school, with 89% achieving at or above the expected level. However, this is only three students.

Similar percentages of Māori students (18%) achieve above the expected level, compared to the whole school (29%).

Planned Actions for Lifting Achievement across reading, writing and mathematics

Key Interventions for lifting achievement:

Use assessment data to prioritise needs and identify students and devise targets across teams:

- Continue to moderate teacher judgements within and across teams.
- Any needs or considerations specific to achieving our targets that fall beyond established interventions and focussed teaching

- Resource acquisition/allocation and budget implications
- Communication and participation of parents eg. parent workshops, meetings and information sessions
- PLD implications for staff which includes Learning Assistants - individual, team and school-wide
- Use of outside agencies and expertise
- On-going monitoring and assessment, review and evaluation - teacher and student
- Review of summative assessment and reporting.
- Developing next steps and implications for the following year, for individual students/whanau, staff and identified groups.
- Run a pilot group in Year 5 and 6 using the programme. "Writers Toolbox"

Detailed information on priorities and interventions implemented are included in 2021 Targets document.

2022 Targets are recorded separately.

Seatoun School Members of the Board of Trustees 2021

Name	Position Held	Elected/Co-opted	Occupation	Term Expires
Melanie Matthews		Elected	Consultancy Business	June 2022
Justine Crawford		Elected	Programme Manager - MSD	June 2022
Charlotte Brook	Chair	Elected	Lawyer Crown Law	June 2022
Lloyd Davies		Elected	Lawyer Contact Energy	June 2022
Nick Conn		Elected	Physiotherapist Willis St Physiotherapy	
Catherine Miller	Staff Trustee		Teacher	June 2022
John Western	Principal		Principal	June 2022
Justin Williams		Co-opted	Mechanical Engineer	June 2022

Kiwisport Grant 2021

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2021, the school received total Kiwisport funding of \$5,571.81 (excluding GST). The funding was spent on sporting endeavours.

SEATOUN SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

School Directory

Ministry Number: 2987

Principal: John Western

School Address: 59 Burnham Street, Seatoun

School Postal Address: 59 Burnham Street, Seatoun, Wellington, 6022

School Phone: 04 388 7600

School Email: admin@seatoun.school.nz

Accountant / Service Provider:

Education  **Services.**
Dedicated to your school

SEATOUN SCHOOL

Annual Report - For the year ended 31 December 2021

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	Members of the Board
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	Kiwisport
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Seatoun School

Statement of Responsibility

For the year ended 31 December 2021

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

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

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

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

Full Name of Presiding Member

Full Name of Principal

Signature of Presiding Member

Signature of Principal

Date:

Date:

Seatoun School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2021

		2021	2021	2020
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	3,666,326	3,560,609	4,019,071
Locally Raised Funds	3	435,728	286,579	309,509
Interest Income		8,699	10,000	19,890
		<u>4,110,753</u>	<u>3,857,188</u>	<u>4,348,470</u>
Expenses				
Locally Raised Funds	3	126,197	79,182	61,563
Learning Resources	4	2,392,332	2,218,038	2,323,288
Administration	5	159,525	182,878	166,068
Finance		3,869	1,503	6,633
Property	6	1,299,556	1,326,583	1,735,750
Depreciation	11	96,417	87,993	103,654
Loss on Disposal of Property, Plant and Equipment		217	-	-
		<u>4,078,113</u>	<u>3,896,177</u>	<u>4,396,956</u>
Net Surplus / (Deficit) for the year		32,640	(38,989)	(48,486)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>32,640</u></u>	<u><u>(38,989)</u></u>	<u><u>(48,486)</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.

Seatoun School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Equity at 1 January		1,297,012	1,267,427	1,339,710
Total comprehensive revenue and expense for the year		32,640	(38,989)	(48,486)
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	5,788
Equity at 31 December		1,329,652	1,228,438	1,297,012
Retained Earnings		1,329,652	1,228,438	1,297,012
Equity at 31 December		1,329,652	1,228,438	1,297,012

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.

Seatoun School

Statement of Financial Position

As at 31 December 2021

		2021	2021	2020
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	7	354,396	157,297	92,711
Accounts Receivable	8	162,582	134,443	136,142
GST Receivable		5,465	10,642	10,653
Prepayments		5,884	10,616	6,828
Inventories	9	11,694	12,601	13,147
Investments	10	785,360	711,870	863,320
		1,325,381	1,037,469	1,122,801
Current Liabilities				
Accounts Payable	12	182,236	146,284	161,813
Revenue Received in Advance	13	2,026	1,602	568
Provision for Cyclical Maintenance	14	-	-	38,616
Finance Lease Liability	15	16,908	21,219	20,547
Funds held in Trust	16	35,501	-	45,338
Funds held for Capital Works Projects	17	282,817	-	43,214
		519,488	169,105	310,096
Working Capital Surplus/(Deficit)		805,893	868,364	812,705
Non-current Assets				
Property, Plant and Equipment	11	569,802	405,274	523,781
		569,802	405,274	523,781
Non-current Liabilities				
Provision for Cyclical Maintenance	14	30,610	31,660	26,237
Finance Lease Liability	15	15,433	13,540	13,237
		46,043	45,200	39,474
Net Assets		1,329,652	1,228,438	1,297,012
Equity		1,329,652	1,228,438	1,297,012

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

Seatoun School
Statement of Cash Flows
For the year ended 31 December 2021

	Note	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash flows from Operating Activities				
Government Grants		622,266	581,937	653,055
Locally Raised Funds		439,300	207,779	304,813
Goods and Services Tax (net)		5,188	-	(11)
Payments to Employees		(506,056)	(443,546)	(534,061)
Payments to Suppliers		(476,180)	(332,679)	(363,171)
Interest Paid		(3,869)	(1,503)	(6,633)
Interest Received		9,123	10,000	22,495
Net cash from/(to) Operating Activities		89,772	21,988	76,487
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(120,640)	(19,099)	(90,717)
Purchase of Investments		(203,428)	-	(324,321)
Proceeds from Sale of Investments		281,386	-	108,389
Net cash from/(to) Investing Activities		(42,682)	(19,099)	(306,649)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	5,788
Finance Lease Payments		(16,681)	(22,914)	(26,141)
Funds Administered on Behalf of Third Parties		231,276	(47,722)	118,182
Net cash from/(to) Financing Activities		214,595	(70,636)	97,829
Net increase/(decrease) in cash and cash equivalents		261,685	(67,747)	(132,333)
Cash and cash equivalents at the beginning of the year	7	92,711	225,044	225,044
Cash and cash equivalents at the end of the year	7	354,396	157,297	92,711

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.

Seatoun School

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	20 years
Furniture and Equipment	10 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 or licensing of software 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. 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 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 twelve 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.

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 Expenses.

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

q) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of the School's control. These amounts are not recorded in the Statement of Comprehensive Revenue and Expenses. The School holds sufficient funds to enable the funds to be used for their intended purpose.

r) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

s) Financial Instruments

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

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

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

t) 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.

u) 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.

v) Budget Figures

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

w) Services received in-kind

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

2. Government Grants

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Operational Grants	571,882	541,337	567,293
Teachers' Salaries Grants	1,872,008	1,818,930	1,803,819
Use of Land and Buildings Grants	1,136,634	1,159,742	1,561,773
Other MoE Grants	83,465	40,600	83,664
Other Government Grants	2,337	-	2,522
	<u>3,666,326</u>	<u>3,560,609</u>	<u>4,019,071</u>

3. Locally Raised Funds

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue			
Donations & Bequests	275,499	207,450	259,721
Fees for Extra Curricular Activities	53,989	13,429	27,918
Trading	4,122	4,700	4,606
Fundraising & Community Grants	14,498	-	2,464
After School Care	56,145	61,000	14,800
Holiday Program	31,475	-	-
	<u>435,728</u>	<u>286,579</u>	<u>309,509</u>
Expenses			
Extra Curricular Activities Costs	46,324	26,200	40,213
Trading	3,865	2,000	4,612
After School Care	59,255	50,982	16,738
Holiday Program	16,753	-	-
	<u>126,197</u>	<u>79,182</u>	<u>61,563</u>
<i>Surplus for the year Locally raised funds</i>	<u>309,531</u>	<u>207,397</u>	<u>247,946</u>

4. Learning Resources

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Curricular	147,970	108,988	130,307
Library Resources	2,235	2,900	2,761
Employee Benefits - Salaries	2,216,831	2,068,530	2,172,289
Staff Development	24,762	36,000	17,485
Classroom Budgets	534	1,620	446
	<u>2,392,332</u>	<u>2,218,038</u>	<u>2,323,288</u>

5. Administration

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	7,382	6,891	6,591
Board Expenses	3,276	5,250	7,176
Communication	6,494	10,081	8,306
Consumables	3,362	4,900	3,024
Other	17,653	20,565	16,700
Employee Benefits - Salaries	101,474	118,041	104,270
Insurance	4,884	1,150	5,001
Service Providers, Contractors and Consultancy	15,000	16,000	15,000
	<u>159,525</u>	<u>182,878</u>	<u>166,068</u>

6. Property

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	15,928	16,000	17,662
Cyclical Maintenance Provision	10,752	11,036	8,594
Grounds	7,709	10,100	6,246
Heat, Light and Water	28,804	24,600	25,925
Rates	4,514	4,200	3,332
Repairs and Maintenance	12,470	19,400	28,624
Use of Land and Buildings	1,136,634	1,159,742	1,561,773
Security	1,457	2,800	2,915
Employee Benefits - Salaries	78,728	75,705	66,654
Contractor & Consultancy	2,560	3,000	14,025
	<u>1,299,556</u>	<u>1,326,583</u>	<u>1,735,750</u>

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

7. Cash and Cash Equivalents

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	154,396	157,297	92,711
Short-term Bank Deposits	200,000	-	-
Cash and cash equivalents for Statement of Cash Flows	<u>354,396</u>	<u>157,297</u>	<u>92,711</u>

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

Of the \$354,396 Cash and Cash Equivalents \$307,149 is held by the School on behalf of the Ministry of Education. These funds have been provided for the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2022 on Crown owned school buildings.

8. Accounts Receivable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Receivables	1,732	804	3,846
Receivables from the Ministry of Education	8,786	3,450	-
Banking Staffing Underuse	-	8,052	-
Interest Receivable	1,616	4,645	2,040
Teacher Salaries Grant Receivable	150,448	117,492	130,256
	<u>162,582</u>	<u>134,443</u>	<u>136,142</u>
Receivables from Exchange Transactions	7,741	5,449	5,886
Receivables from Non-Exchange Transactions	154,841	128,994	130,256
	<u>162,582</u>	<u>134,443</u>	<u>136,142</u>

9. Inventories

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Uniforms	11,309	12,250	12,850
Stationery	385	351	297
	<u>11,694</u>	<u>12,601</u>	<u>13,147</u>

10. Investments

The School's investment activities are classified as follows:

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Asset			
Short-term Bank Deposits	785,360	711,870	863,320
Total Investments	<u>785,360</u>	<u>711,870</u>	<u>863,320</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2021	\$	\$	\$	\$	\$	\$
Building Improvements	305,932	32,968	-	-	(25,762)	313,138
Furniture and Equipment	82,242	74,580	(217)	-	(18,229)	138,376
Information and Communication Technolog	96,218	8,954	-	-	(25,933)	51,813
Leased Assets	17,601	20,574	-	-	(23,084)	42,517
Library Resources	21,788	5,579	-	-	(3,409)	23,958
Balance at 31 December 2021	523,781	142,655	(217)	-	(96,417)	569,802

The net carrying value of equipment held under a finance lease is \$42,517 (2020: \$17,601)

	2021	2021	2021	2020	2020	2020
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	609,949	(296,811)	313,138	576,981	(271,049)	305,932
Furniture and Equipment	462,786	(324,410)	138,376	399,126	(316,884)	82,242
Information and Communication Technolog	315,298	(263,485)	51,813	356,303	(260,085)	96,218
Leased Assets	84,679	(42,162)	42,517	54,516	(36,915)	17,601
Library Resources	57,099	(33,141)	23,958	51,520	(29,732)	21,788
Balance at 31 December	1,529,811	(960,009)	569,802	1,438,446	(914,665)	523,781

12. Accounts Payable

	2021	2021 Budget	2020
	Actual	(Unaudited)	Actual
	\$	\$	\$
Creditors	11,584	14,957	14,328
Accruals	5,882	4,899	5,091
Employee Entitlements - Salaries	150,448	117,492	130,256
Employee Entitlements - Leave Accrual	14,322	8,936	12,138
	182,236	146,284	161,813
Payables for Exchange Transactions	182,236	146,284	161,813
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	182,236	146,284	161,813

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Income In Advance	2,047	1,602	658
Funds Held In Advance	(21)	-	(90)
	<u>2,026</u>	<u>1,602</u>	<u>568</u>

14. Provision for Cyclical Maintenance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Provision at the Start of the Year	64,853	20,624	56,259
Increase to the Provision During the Year	11,036	11,036	-
Adjustment to the Provision	(47,722)	-	13,134
Use of the Provision During the Year	2,443	-	(4,540)
Provision at the End of the Year	<u>30,610</u>	<u>31,660</u>	<u>64,853</u>
Cyclical Maintenance - Current	-	-	38,616
Cyclical Maintenance - Term	30,610	31,660	26,237
	<u>30,610</u>	<u>31,660</u>	<u>64,853</u>

15. Finance Lease Liability

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year	19,703	21,219	23,879
Later than One Year and no Later than Five Years	17,118	13,540	14,746
Future finance charges	(4,480)	-	(4,841)
	<u>32,341</u>	<u>34,759</u>	<u>33,784</u>
Represented by			
Finance lease liability - Current	16,908	21,219	20,547
Finance lease liability - Term	15,433	13,540	13,237
	<u>32,341</u>	<u>34,759</u>	<u>33,784</u>

16. Funds held in Trust

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	35,501	-	45,338
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<u>35,501</u>	<u>-</u>	<u>45,338</u>

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

17. Funds Held (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.

2021	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
	Heating & Cooling System	4,619	71,482	(99,448)	-	(23,347)
	SIP Classroom & Toilet Refurbishment	38,595	205,464	(492)	-	243,567
	Fire System Upgrade	-	63,582	-	-	63,582
	Fencing Project	-	-	(985)	-	(985)
Totals		43,214	340,528	(100,925)	-	282,817

Represented by:

Funds Held on Behalf of the Ministry of Education	307,149
Funds Due from the Ministry of Education	(24,332)
	<u>282,817</u>

2020	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
	Street Lighting	(9,261)	-	9,261	-	-
	Heating & Cooling System	(17,145)	28,000	(6,236)	-	4,619
	Rm 13 Internal Leak	(3,224)	-	3,224	-	-
	SIP Classroom & Toilet Refurbishment	-	38,595	-	-	38,595
Totals		(29,630)	66,595	6,249	-	43,214

18. Related Party Transactions

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

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

19. Remuneration

Key management personnel compensation

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

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration		
<i>Leadership Team</i>		
Remuneration	601,271	487,760
Full-time equivalent members	5.00	4.19
Total key management personnel remuneration	<u>601,271</u>	<u>487,760</u>

There are 7 members of the Board excluding the Principal. The Board had held 7 full meetings of the Board in the year. The Board also has Finance (7 members) and Property (2 members) that met 7 and 25 times respectively. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	170 - 180
Benefits and Other Emoluments	4 - 5	4 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2021 FTE Number	2020 FTE Number
100 - 110	2.00	1.00
110 - 120	2.00	1.00
	<u>4.00</u>	<u>2.00</u>

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

20. Compensation and Other Benefits Upon Leaving

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

	2021 Actual	2020 Actual
Total	-	-
Number of People	-	-

21. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

22. Commitments

(a) Capital Commitments

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

\$296,611 contract for the Heating & Cooling System as agent for the Ministry of Education. This project is fully funded by the Ministry and \$99,482 has been received of which \$122,829 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$287,791 contract for the SIP Classroom & Toilet Refurbishment as agent for the Ministry of Education. This project is fully funded by the Ministry and \$244,059 has been received of which \$492 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$72,749 contract for the Fire System Upgrade as agent for the Ministry of Education. This project is fully funded by the Ministry and \$63,582 has been received of which \$0 has been spent on the project to balance date. This project has been approved by the Ministry; and

(Capital commitments as at 31 December 2020:

\$296,611 contract for the Heating & Cooling System as agent for the Ministry of Education. This project is fully funded by the Ministry and \$28,000 has been received of which \$23,381 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$287,791 contract for the SIP Classroom & Toilet Refurbishment as agent for the Ministry of Education. This project is fully funded by the Ministry and \$38,595 has been received of which \$0 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 2021 (Operating commitments at 31 December 2020: nil).

23. Financial Instruments

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

Financial assets measured at amortised cost

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash and Cash Equivalents	354,396	157,297	92,711
Receivables	162,582	134,443	136,142
Investments - Term Deposits	785,360	711,870	863,320

Total Financial assets measured at amortised cost	1,302,338	1,003,610	1,092,173
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Financial liabilities measured at amortised cost

Payables	182,236	146,284	161,813
Finance Leases	32,341	34,759	33,784

Total Financial Liabilities Measured at Amortised Cost	214,577	181,043	195,597
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24. Events After Balance Date

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

25. Comparatives

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

Seatoun School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Charlotte Brook	Presiding Member	Elected	Sep 2022
John Western	Principal		
Melanie Matthews	Parent Representative	Elected	Sep 2022
Justine Crawford	Parent Representative	Elected	Sep 2022
Lloyd Davies	Parent Representative	Elected	Sep 2022
Nick Conn	Parent Representative	Elected	Sep 2022
Catherine Miller	Staff Representative	Elected	Sep 2022
Justin Williams	Other	Co-opted	Sep 2022

Seatoun School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2021, the school received total Kiwisport funding of \$5,488 (excluding GST). The funding was spent on sporting endeavours.

A black and white photograph of a classroom where several students have their hands raised. The image is slightly blurred, focusing on the gesture of raising hands. The text is overlaid on the left side of the image.

SEATOUN SCHOOL

AUDIT COMPLETION REPORT

FOR THE YEAR ENDED

31 DECEMBER 2021



23 May 2022

Charlotte Brook
Chairperson
Seatoun School
59 Burnham Street
Seatoun
Wellington, 6022
cc: John Western
Principal

Dear Charlotte

We have pleasure in presenting our Audit Completion Report for our audit of Seatoun School's financial statements for the year ended December 2021.

We emphasise that our audit work involves the review of only those systems and controls in your School upon which we have relied. Our examination may not have identified, and should not be relied upon to identify, all control weaknesses.

We express our appreciation for the assistance and co-operation provided by the School and the School's Board. There is nothing we wish to raise solely with the Board.

Yours faithfully,
BDO WELLINGTON AUDIT LIMITED

A handwritten signature in black ink, appearing to read 'Geoff Potter', is written over a horizontal line.

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1. EXECUTIVE SUMMARY

STATUS OF THE AUDIT AND THE AUDIT OPINION

BDO Wellington Audit Limited ('BDO') is the Appointed Audit Firm of Seatoun School (the "School").

BDO's responsibilities include a requirement to express an opinion on the School's financial statements arising in accordance with the Auditor-General's Auditing Standards which incorporate International Standards on Auditing.

This report details the processes, findings and recommendations from our audit of the School in accordance with the Auditing Standards, and the terms of our engagement as set out in our audit engagement letter.

Our audit of the School's financial statements for the year ended 31 December 2021 is complete.

We have issued an unmodified audit opinion.

We welcome your feedback on the effectiveness of the audit process and we are available to discuss our preliminary findings.

AUDIT SCOPE AND OBJECTIVES

Our audit objectives are to:

- report on whether the financial statements give a true and fair view; and
- report to Management about control environment issues that should be addressed by the School.

A strong control environment would feature adequate segregation of duties over important financial processes. Where segregation of duties is not always practicable, compensating controls should be in place to ensure the duties to be separated.

We have documented, tested, and assessed the controls supporting the School's key transaction streams, and identified any weaknesses to report. Control weaknesses identified during the audit have been included in the Internal Control Report as part of this report.

AREAS OF SIGNIFICANT RISK AND AUDIT EMPHASIS

Our audit approach considered the inherent risks for the School, and their potential impact on the financial associated risk mitigations and controls in place. The significant matters arising from our audit work are:

- Locally raised funds
- Payroll controls
- Cyclical maintenance provision
- Management override of controls

We were able to obtain sufficient and appropriate audit evidence in respect to these items and we have no attention. Refer to Section 2 for our comments in respect of each significant risk and area of audit emphasis.

SUMMARY OF UNCORRECTED MISSTATEMENTS

There were no errors left uncorrected at the conclusion of our audit.

INTERNAL CONTROLS

Our audit approach requires us to obtain an understanding of the School's internal controls in order to assess in the financial statements whether due to fraud or error. However, is not designed to provide assurance on controls operating within the School.

We have not identified any material weaknesses in internal controls relating to the prevention and detection impacted on our ability to provide an opinion on the financial statements for the year ended 31 December 2020.

2. KEY FINANCIAL STATEMENT AUDIT RISKS AND AREAS OF AUD

Our audit procedures were focused on those areas of the School's activities that are considered to represent during the risk assessment process undertaken and communicated with you through our Audit Plan issued to audit. Below we present a summary of the identified key areas of risk and audit emphasis and our conclusions. We are satisfied that these areas have been satisfactorily addressed through our audit processes, unless stated

Locally Raised Funds	
Area of Audit Emphasis	Conclusion/Response
Due to the nature of locally raised funds (often being cash, or having limited segregation of duties), there is a risk of material misstatement around the completeness of locally raised funds.	We found no issues regarding the completeness recorded in the financial statements.

Payroll Not Approved or Checked	
Area of Audit Emphasis	Conclusion/Response
Payroll is processed centrally for all schools. The accuracy of payroll processing is therefore dependent on appropriate approval of payroll changes and checking of the fortnightly SUE report at the School.	<p>Due to change to Edpay during the year, we rely on EdPay which is no longer available anymore which can be relied upon in the future. As a result we recommend to ensure controls ensure that:</p> <ul style="list-style-type: none">• there is segregation of duties between the approval and processing of payroll transactions;• access to EdPay is controlled;• payroll transactions are approved in line with the policy and approvals are appropriately documented. <p>We recommend that the Board ask management to ensure that controls are in place at the school over payroll processing and to update the updated guidance.</p>

Cyclical Maintenance Provision**Area of Audit Emphasis**

Cyclical Maintenance is an area of significant judgment and estimation which could lead to material misstatement in the financial statements if not considered properly by management. For Schools to be able to calculate the appropriate cyclical maintenance provision, a 10 Year Property Plan (10YPP) and cyclical maintenance calculation need to be prepared and/or reviewed by an expert.

Conclusion/Response

We found no issues regarding the provision for the financial statements.

Management Override**Area of Audit Emphasis**

There is a non-rebuttable presumption under the Auditing Standards that management override presents a significant risk of material misstatement to the financial statements.

Conclusion/Response

We have assessed the segregation of duties as part of our planning process and concluded that management override of controls primarily relies on journals. We have used a risk-based approach focused on any areas with a risk of cut-off or estimation. No issues with management override.

3. INTERNAL CONTROL AND OTHER AUDIT FINDINGS

This section of the report sets out the key findings we identified during the audit and highlights control deficiencies in internal control management. Our work has been limited to those controls relevant to the audit of your financial statements. Our objective in this section is not to provide assurance and therefore we may not necessarily disclose all matters that might be considered deficiencies that heighten the risk of a fraud being perpetrated.

The following key findings were identified during this year's audit:

Disposal of Library Books - Fixed Asset Register

Finding	Conclusion
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During the audit we noted that the school had not written off the cost of library books for books purchased on or before 2013, due to the amount being below our clearly trivial threshold, we did not raise an audit adjustment. However, our recommendation is raised as a reminder for this to be considered for future audits.	We recommend ensuring the fixed asset register is kept up to date and any library books that are more than 8 years old are written off using the diminishing value rather than straight line method.
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Evidence Of Review And Approval Of Reliever Timesheets

Finding	Conclusion
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The Office of the Auditor General have raised this issue as an area of audit focus. When we come out to carry out our interim audit procedures for next years' audit, we will look closely at the systems, procedures and controls you have in place for review and approval of payroll payments to relievers.	There should be clear evidence that all relievers time sheets have been reviewed and approved by an appropriate independent person. This could be through daily timesheet approval, or specific approval on each SUE report.
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4. REQUIRED COMMUNICATIONS WITH GOVERNANCE

Matter	How the matter was addressed
Auditors responsibility under generally accepted auditing standards	We are responsible for completing an audit in accordance with generally accepted auditing standards in New Zealand. The detailed terms of which are set out in our audit engagement letter.
Confirmation of Audit Independence	<p>In conducting our audit, we are required to comply with the independence requirements of the <i>Ethics for Assurance Practitioners</i> issued by the External Reporting Board.</p> <p>Our own internal policies and procedures are put in place to identify any threat to independence, and if relevant, appropriately deal with and, if relevant, mitigate those risks.</p> <p>For the comfort of the Board, we note that the following processes assist in maintaining independence:</p> <ul style="list-style-type: none">• No other work is permitted to be undertaken by any BDO office without the approval of the engagement partner or the OAG.• All services performed by any national BDO office will be reported to the governance committee. <p>There were no other services provided by BDO during the year.</p>
Management Judgements and Estimates	Under International Standards on Auditing (NZ), we have a responsibility to ensure the reliability of the process used by the School in formulating particularly sensitive accounting judgements. Overall, we note that the judgements and estimates made in the preparation of the financial statements for the year ended 31 December 2021 are appropriate. Any issues impacting on our audit have been raised in sections 2 and 3 of this report if applicable.

Matter	How the matter was addressed
Matters requiring Board of Trustee input	<p>We have placed reliance on the Board's review and approval of the following matters:</p> <ul style="list-style-type: none">• Minutes of the Board meetings;• Implementation of such controls as is needed to ensure that financial statements are accurate;• Management accounts;• Annual budget;• 10 Year Property Plan/maintenance plan;• Notification of fraud; and• Financial statements.
Accounting policies	<p>Auditing standards require us to discuss with you the qualitative aspects of the accounting policies used in the financial reporting. We reviewed the financial statements of the School against the accounting policies and found no material departures from the requirements.</p>
Materiality and adjusted/ unadjusted differences	<p>Materiality means, in the context of an audit or review, if financial information is disclosed, it has the potential to affect the decisions of users of the financial statements. Materiality is initially calculated at the planning stage and influences the work performed by the auditors in making judgements on the amount of work to be performed, which includes evaluating the financial statements. Materiality is initially calculated at the planning stage and influences the work performed by the auditors in making judgements on the amount of work to be performed, which includes evaluating the financial statements. Materiality is initially calculated at the planning stage and influences the work performed by the auditors in making judgements on the amount of work to be performed, which includes evaluating the financial statements.</p> <p>Materiality is initially calculated at the planning stage and influences the work performed by the auditors in making judgements on the amount of work to be performed, which includes evaluating the financial statements. Materiality is initially calculated at the planning stage and influences the work performed by the auditors in making judgements on the amount of work to be performed, which includes evaluating the financial statements.</p> <p>All adjusted and unadjusted differences identified during our audit (if any) have been disclosed in this report.</p> <p>It should be noted that the auditing standards do not require us to communicate any misstatements that are considered "clearly trivial" and as such, if we identify such misstatements, we will not communicate them. We consider "clearly trivial" to be 5% or less of our planned materiality.</p>

Matter	How the matter was addressed
Going concern	<p>We have undertaken a review of the Board and management's assessment of the School as a going concern for at least 12 months from the date of signing the audit report. We have concluded that the going concern basis for the preparation of the financial statements is appropriate.</p> <p>We identified no issues or concerns that led us to conclude the going concern as inappropriate.</p>
Fraud	<p>During the audit, no matters relating to fraud, concerning either employees or management, came to our attention. It should be noted that our audit is not designed to detect fraud; however, if such matters come to our attention, we will report them to you.</p>
Compliance with laws and regulations	<p>We have made enquiries in relation to compliance with laws and regulations during the audit. We have not become aware of any instances of non-compliance with laws and regulations that have impacted the financial position or performance of the School.</p>
Significant findings from the audit	<p>Other than those documented in the executive summary and sections 2 and 3 of the audit report, there were no other significant matters arising from the audit.</p>
Disagreements with management	<p>There have been no disagreements with management over matters of significance during the audit.</p>
Difficulties encountered during the audit	<p>There have been no significant difficulties encountered during the audit.</p>
Consultations with other accountants and consultants	<p>We have considered the need for other accounting specialists during our work and have concluded that the engagement and experience and knowledge of the engagement team, that includes the current period, is sufficient.</p>
Management representation letter	<p>We have requested specific representation from management in addition to the standard representation letter.</p>

Matter	How the matter was addressed
Probity, waste and performance	We are required to consider whether any approved payments could be considered a lack of probity or financial prudence. We did not identify any issues of concern and performance.
Publishing Annual Report on the School's Website	<p>The Education and Training Act 2020 requires you to publish your Annual Report contains your audited annual financial statements including our audit opinion, a and Kiwisport statement.</p> <p>Making your Annual Report accessible to the school community is important for transparency. The expectation is that your Annual Report is published as soon as possible after your annual financial statements are approved. This good accountability lessens over time.</p> <p>We note that you have published your prior year Annual Report on the School's website.</p>