

# Seatoun School

TE KURA O KIRIKIRI TATANGI

Annual Report to the Ministry of Education  
2022 Academic Year

2022 Variance Report  
List of Board of Trustees Members  
Financial Statements and Kiwisaver Funding  
Independent Auditor Report





## **2022 Variance Report**

**To Be the Best We Can Be**

**Ministry of Education I.D Number: 2987**

## **CONTENTS**

**3 Principal's Contextual Statement and Annual Plan Goals**

**5 Commentary on 2022 Whole School Achievement Data**

## 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 lens
- Implement the ERO agreed goals being
  - to evaluate how effectively the school interventions and programmes are enhancing and contributing to learners' hauora and learning for continuous and sustained improvement. The rationale for selecting this evaluation is:
  - to enable the school to evaluate, further strengthen, align and evaluate schoolwide hauora initiatives
  - to increase staff knowledge, understanding and capability in te reo me ngā tikanga Māori.
- Further develop staffs' effective communication skills
- Improve [identified] student achievement in literacy and numeracy
- 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 and in particular understand our new values (once determined)

- Meet the goals and objectives of the Motu Kairangi Kāhui Ako including the goal of equity and excellence in student achievement.

Parent surveys 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 2023:

- 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. A significant component of this will be all staff receiving 90 minutes of te ao Māori and te reo māori tuition per fortnight.
- Using teacher inquiry to improve teacher effectiveness and student achievement with a focus on understanding and incorporating the Revised Curriculum
- 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 and initiatives

For planning purposes, an end of year roll of 395 students has been predicted.

End of Term 1: 373

End of Term 2: 377

End of Term 3: 385

End of Term 4: 395

**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.

## Review of 2022 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 2022. We do acknowledge that for a small handful of our Year 0 and 1 students our data collection system is unable to identify them as being below according to their age but tracks them as being at according to their Year level. These students are identified within our school systems and our target setting but may not be captured in this data.

Although COVID has significantly affected New Zealand over the last 3 years, including requiring schools to implement distance learning and significant staffing shortages, many schools reported a reduction in student achievement for 2021 and 2022. 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 2022. 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 BYOD programme for Year 7&8 and Year 5&6 which allowed senior students to connect with an online if they were sick or isolating.

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 our mid-year surveying with Skodel.

Seatoun School has less than 7% of students achieving below the expected level

## 2022 Results were:

### Reading: 3.6% below in 2022

(Previous years: 3.5% 2021, 7.3% 2020, 7.3% in 2019, 7.5% in 2018, 8% in 2017),

### Writing: 7% below in 2022

(Previous years: 6% 2021, 9.4% 2020, 9.6% in 2019, 9 % in 2018, 11% in 2017),

### Maths: 5.8% below in 2022

(Previous years: 5.5% 2021, 7% in 2020, 11% in 2019, 8.7% in 2018, 10% in 2017)

Reading is the strongest area of achievement.

## Reading Achievement 2022

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%	4 10%	10 21%	7 18%	24 29%	27 63%	27 60%	11 30%	21 28%	132
At	33 97%	31 74%	37 79%	32 82%	23 47%	15 35%	17 38%	23 64%	22 50%	233
Below		5 12%			2 4%			1 3%		8
Well Below		2 5%				1 2%	1 2%	1 3%	1 2%	6
Totals	34	42	47	39	49	43	45	36	44	379

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% 2021, 2020, 93% 2019, 93% 2018, 92% in 2017, 93% in 2016, 91% in 2015, and 92% in 2014). 37% of our students are reading above the expected level.

There are 198 boys and 163 girls in the data. High percentages of girls (96%) and boys (96%) are achieving at or above in this area. 7 boys and 7 girls are below the expected level.

There are 24 Māori students, of which 92% are achieving at or above the expected level. Ten māori students (42%) are achieving above the expected level. All but one 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 2022

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			4 8%	3 8%	8 16%	9 21%	17 38%	4 11%	19 43%	64 17%
At	34 100%	31 74%	39 83%	36 92%	39 80%	30 70%	26 58%	30 83%	23 52%	288 76%
Below		11 26%	4 8%		3 4%	4 9%	2 4%	1 3%	2 5%	26 6%
Well Below								1 3%		1 0.2%
Totals	34	42	47	39	49	43	45	36	44	379

Results in writing are similar to previous years 2021 (92%), 2020 (91%), 2019 (90%), 2018 (91%) and 2017 (89%) with 93% of students achieving at or above the expected level.

There continue to be higher percentages of girls achieving above the expected level and fewer achieving below the expected level. The achievement of girls, at 96% at or above the expected level (2021 - 97%, 2020 - 95%, 2019 - 95%, 2018 - 92%, 2017 - 90%), is higher than boys, at 90% at or above expected level (2021 - 88%, 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 24 Māori students, 20 (83%) achieve at or above the expected level. All of the Pasifika students, except one, 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			6 13%	7 18%	16 33%	20 47%	25 55%	11 31%	18 41%	103 27%
At	34 100%	40 95%	39 83%	29 74%	32 65%	20 47%	17 38%	18 50%	24 54%	253 67%
Below		2 5%	2 4%	3 8%	1 2%	3 7%	2 4%	7 19%	1 2%	21 5.5%
Well Below							1 2%		1 2%	2 0.5%
Totals	34	42	47	39	49	43	45	36	44	379

Mathematics achievement is high with 94% of students achieving at or above the expected level. This is a the same achievement as 2021 and 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).

The same percentage of boys ( 94%) and girls (94%) achieve at and above the expected level. However, 33% of boys achieve above the expected level compared to 20% of girls. This difference is especially prevalent in the Year 5 cohort and the Year 7 cohort.

Māori students achieve at slightly lower percentages as the whole school, with 87% achieving at or above the expected level. However, this is only three students below.

Similar percentages of Māori students (21%) achieve above the expected level, compared to the whole school (27%).

### Planned Actions for Lifting Achievement across reading, writing and mathematics

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

- Identify any needs or considerations specific to achieving our targets that fall beyond established interventions and focussed teaching
- 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
  - Close work with parents and students to identify learner strengths and next learning

- steps.
- 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 & assessment, review and evaluation – teacher & student
- Continue to moderate teacher judgements within and across teams.
  - Continued use of reading/writing/maths e-asTTle
  - Continuation of online PAT assessments
  - summative assessment & reporting
- Train a new Reading Recovery Teacher to support reading achievement in the Junior School
- Year 5 and 6 use the programme. "Writers Toolbox"

**Detailed information on priorities and interventions implemented are included in our 2023 Targets document.**

# Seatoun School

## Members of the Board of Trustees

For the year ended 31 December 2022

NAME	POSITION HELD	HOW POSITION WAS GAINED Elected/Co-opted	Occupation	Term Expires / Expired
John Western	Principal	Appointed	Principal	
Melanie Matthews	Parent Rep	Elected	Business Consultant	Sep-22
Justine Crawford	Parent Rep	Elected	Programme Manager	Sep-22
Charlotte Brook	Presiding Member of the Board	Elected	Lawyer / Crown Law	Sep-25
Lloyd Davies	Parent Rep	Elected	Lawyer	Sep-22
Nick Conn	Parent Rep	Elected	Physiotherapist	Sep-25
Catherine Miller	Staff Rep	Elected	Teacher	Sep-22
Justin Williams	Parent Rep	Elected	Stay at Home Dad	Sep-25
Leana Louw	Parent Rep	Elected	Doctor	Sep-25
Nolen Smith	Parent Rep	Elected	Stay at Home Dad	Sep-25
Jayne Carey	Staff Rep	Elected	Teacher	Sep-25

### Kiwisport Grant 2022

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received total Kiwisport funding of \$5,742.80. (excluding GST).  
The funding was spent on sporting endeavours.



# SEATOUN SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2022

#### 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 2022

## Index

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

<b>Financial Statements</b>	
-----------------------------	--

1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows

6 - 22	Notes to the Financial Statements
--------	-----------------------------------

<b>Other Information</b>	
--------------------------	--

Members of the Board	
----------------------	--

Kiwisport / Statement of Compliance with Employment Policy	
--	--

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

# Seatoun School

## Statement of Responsibility

For the year ended 31 December 2022

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

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

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

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

Charlotte Brook

Full Name of Presiding Member



Signature of Presiding Member

27 June 2023

Date:

John James Western

Full Name of Principal



Signature of Principal

27 June 2023

Date:

**Seatoun School**

**Statement of Comprehensive Revenue and Expense**

For the year ended 31 December 2022

		2022	2022	2021
	Notes	Actual	Budget	Restated
		\$	(Unaudited)	Actual
			\$	\$
<b>Revenue</b>				
Government Grants	2	3,717,452	3,932,433	3,666,326
Locally Raised Funds	3	383,542	280,629	552,656
Interest Income		19,912	10,000	8,699
Gain on Sale of Property, Plant and Equipment		1,220	-	-
		4,122,126	4,223,062	4,227,681
<b>Expenses</b>				
Locally Raised Funds	3	124,564	86,452	126,197
Learning Resources	4	2,394,642	2,264,779	2,490,318
Administration	5	198,926	184,757	159,525
Finance		4,845	4,000	3,869
Property	6	1,402,375	1,721,666	1,299,556
Loss on Disposal of Property, Plant and Equipment	11	-	-	217
		4,125,352	4,261,654	4,079,682
<b>Net Surplus / (Deficit) for the year</b>		(3,226)	(38,592)	147,999
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		(3,226)	(38,592)	147,999

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 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Restated Actual \$
<b>Equity at 1 January</b>		1,445,011	1,259,023	1,297,012
Total comprehensive revenue and expense for the year		(3,226)	(38,592)	147,999
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		10,844	-	-
<b>Equity at 31 December</b>		1,452,629	1,220,431	1,445,011
Accumulated comprehensive revenue and expense		1,452,629	1,220,431	1,445,011
<b>Equity at 31 December</b>		1,452,629	1,220,431	1,445,011

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 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Restated Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	273,936	105,015	354,396
Accounts Receivable	8	160,123	136,142	162,582
GST Receivable		20,564	10,653	5,465
Prepayments		13,503	6,828	5,884
Inventories	9	8,905	13,147	11,694
Investments	10	776,210	863,320	785,360
Funds Receivable for Capital Works Projects	17	113,949	-	24,332
		1,367,190	1,135,105	1,349,713
<b>Current Liabilities</b>				
Accounts Payable	12	239,723	161,813	182,236
Revenue Received in Advance	13	632	568	2,026
Provision for Cyclical Maintenance	14	-	38,616	-
Finance Lease Liability	15	16,960	20,547	16,908
Funds held in Trust	16	12,409	45,338	35,501
Funds held for Capital Works Projects	17	275,938	-	307,149
		545,662	266,882	543,820
<b>Working Capital Surplus/(Deficit)</b>		821,528	868,223	805,893
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	699,241	413,006	685,161
		699,241	413,006	685,161
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	42,499	47,561	30,610
Finance Lease Liability	15	25,641	13,237	15,433
		68,140	60,798	46,043
<b>Net Assets</b>		1,452,629	1,220,431	1,445,011
<b>Equity</b>		1,452,629	1,220,431	1,445,011

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 2022

		2022	2022	2021
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		638,674	566,841	622,266
Locally Raised Funds		380,103	194,929	439,300
Goods and Services Tax (net)		(15,099)	-	5,188
Payments to Employees		(568,578)	(447,996)	(506,056)
Payments to Suppliers		(327,699)	(253,572)	(476,180)
Interest Paid		(4,845)	(4,000)	(3,869)
Interest Received		17,511	10,000	9,123
Net cash from/(to) Operating Activities		120,067	66,202	89,772
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(108,909)	(40,119)	(120,640)
Purchase of Investments		(264,247)	-	(203,428)
Proceeds from Sale of Investments		273,398	-	281,386
Net cash from/(to) Investing Activities		(99,758)	(40,119)	(42,682)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		10,844	-	-
Finance Lease Payments		(18,966)	(13,779)	(16,681)
Funds Administered on Behalf of Third Parties		(92,647)	-	231,276
Net cash from/(to) Financing Activities		(100,769)	(13,779)	214,595
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(80,460)</b>	<b>12,304</b>	<b>261,685</b>
Cash and cash equivalents at the beginning of the year	7	354,396	92,711	92,711
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>273,936</b>	<b>105,015</b>	<b>354,396</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.

# Seatoun School

## Notes to the Financial Statements

### For the year ended 31 December 2022

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

###### *Basis of Preparation*

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

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

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

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

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

###### *Measurement Base*

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

###### *Presentation Currency*

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

###### *Specific Accounting Policies*

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

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

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

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

###### *Cyclical maintenance*

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

#### *Useful lives of property, plant and equipment*

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

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

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

##### *Classification of leases*

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 22b.

##### *Recognition of grants*

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

#### **c) Revenue Recognition**

##### **Government Grants**

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

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

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

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

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

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

##### **Other Grants where conditions exist**

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

##### **Donations, Gifts and Bequests**

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

### **Interest Revenue**

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

### **d) Operating Lease Payments**

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

### **e) Finance Lease Payments**

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

### **f) Cash and Cash Equivalents**

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

### **g) Accounts Receivable**

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

### **h) Inventories**

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

### **i) Investments**

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

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

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

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

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

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

### **Finance Leases**

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

### **Depreciation**

Property, plant and equipment 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	5-10 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 and research expenditure are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

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

### **l) Impairment of property, plant, and equipment and intangible assets**

The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

#### *Non cash generating assets*

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

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

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

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

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

### **m) Accounts Payable**

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

**n) Employee Entitlements**

*Short-term employee entitlements*

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned, by non teaching staff, to but not yet taken at balance date.

*Long-term employee entitlements*

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in surplus or deficit in the period in which they arise.

**o) Revenue Received in Advance**

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

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

**p) Funds Held in Trust**

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

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

**q) Funds held for Capital works**

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

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

**r) Shared Funds**

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

**s) Provision for Cyclical Maintenance**

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

The schools carries out painting maintenance of the whole school over a 7 to 10 year period, the economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

**t) Financial Instruments**

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

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

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

**u) Borrowings**

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

**v) Goods and Services Tax (GST)**

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

**w) Budget Figures**

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

**x) Services received in-kind**

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

## 2. Government Grants

0

Government Grants - Ministry of Education  
Teachers' Salaries Grants  
Use of Land and Buildings Grants  
Other Government Grants

2022	2022	2021
Actual	Budget	Actual
\$	(Unaudited)	\$
643,801	566,841	655,347
1,853,814	1,803,819	1,872,008
1,219,837	1,561,773	1,136,634
-	-	2,337
<b>3,717,452</b>	<b>3,932,433</b>	<b>3,666,326</b>

## 3. Locally Raised Funds

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

### Revenue

Donations & Bequests  
Fees for Extra Curricular Activities  
Trading  
Fundraising & Community Grants  
After School Care  
Holiday Program

2022	2022	2021
Actual	Budget	Restated
\$	(Unaudited)	Actual
\$	\$	\$
251,954	193,600	392,427
34,377	1,329	53,989
4,720	2,700	4,122
1,297	-	14,498
58,622	51,000	56,145
32,572	32,000	31,475
<b>383,542</b>	<b>280,629</b>	<b>552,656</b>

### Expenses

Extra Curricular Activities Costs  
Trading  
After School Care  
Holiday Program

38,443	17,100	46,324
4,749	1,400	3,865
64,932	49,652	59,255
16,440	18,300	16,753
<b>124,564</b>	<b>86,452</b>	<b>126,197</b>

Surplus for the year Locally raised funds

<b>258,978</b>	<b>194,177</b>	<b>426,459</b>
----------------	----------------	----------------

## 4. Learning Resources

Curricular  
Library Resources  
Employee Benefits - Salaries  
Staff Development  
Depreciation  
Classroom Budgets

2022	2022	2021
Actual	Budget	Restated
\$	(Unaudited)	Actual
\$	\$	\$
130,976	88,590	147,970
2,679	2,900	2,235
2,138,671	2,058,069	2,216,831
13,676	31,600	24,762
107,957	82,000	97,986
683	1,620	534
<b>2,394,642</b>	<b>2,264,779</b>	<b>2,490,318</b>

## 5. Administration

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	7,603	7,603	7,382
Board Expenses	7,335	8,150	3,276
Communication	9,801	7,070	6,494
Consumables	2,569	4,400	3,362
Other	17,737	22,343	17,653
Employee Benefits - Salaries	133,557	118,041	101,474
Insurance	4,724	1,150	4,884
Service Providers, Contractors and Consultancy	15,600	16,000	15,000
	<u>198,926</u>	<u>184,757</u>	<u>159,525</u>

## 6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	15,400	15,100	15,928
Cyclical Maintenance Provision	11,889	10,288	10,752
Grounds	6,095	10,100	7,709
Heat, Light and Water	29,059	24,600	28,804
Rates	5,498	3,300	4,514
Repairs and Maintenance	33,638	15,000	12,470
Use of Land and Buildings	1,219,837	1,561,773	1,136,634
Security	1,598	2,800	1,457
Employee Benefits - Salaries	76,274	75,705	78,728
Contractor & Consultancy	3,087	3,000	2,560
	<u>1,402,375</u>	<u>1,721,666</u>	<u>1,299,556</u>

The use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

## 7. Cash and Cash Equivalents

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	203,936	105,015	154,396
Short-term Bank Deposits	70,000	-	200,000
Cash and cash equivalents for Statement of Cash Flows	<u>273,936</u>	<u>105,015</u>	<u>354,396</u>

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

Of the \$273,936 Cash and Cash Equivalents and \$776,210 of Investments \$275,938 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2023 on Crown owned school buildings.

## 8. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	3,739	3,846	1,732
Receivables from the Ministry of Education	38	-	8,786
Interest Receivable	4,017	2,040	1,616
Teacher Salaries Grant Receivable	152,329	130,256	150,448
	<u>160,123</u>	<u>136,142</u>	<u>162,582</u>

Receivables from Exchange Transactions	7,756	5,886	3,348
Receivables from Non-Exchange Transactions	152,367	130,256	159,234
	<u>160,123</u>	<u>136,142</u>	<u>162,582</u>

## 9. Inventories

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Uniforms	8,905	12,850	11,309
Stationery	-	297	385
	<u>8,905</u>	<u>13,147</u>	<u>11,694</u>

## 10. Investments

The School's investment activities are classified as follows:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Asset			
Short-term Bank Deposits	776,210	863,320	785,360
	<u>776,210</u>	<u>863,320</u>	<u>785,360</u>
Total Investments			

## 11. Property, Plant and Equipment

	Restated Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Building Improvements	428,497	-	(13,049)	-	(32,374)	<b>383,073</b>
Furniture and Equipment	138,376	49,725	(10,303)	-	(23,998)	<b>153,801</b>
Information and Communication Technology	51,813	57,367	-	-	(24,441)	<b>84,740</b>
Leased Assets	42,517	33,669	-	-	(23,476)	<b>52,709</b>
Library Resources	23,958	5,476	(848)	-	(3,668)	<b>24,918</b>
<b>Balance at 31 December 2022</b>	<b>685,161</b>	<b>146,237</b>	<b>(24,200)</b>	<b>-</b>	<b>(107,957)</b>	<b>699,241</b>

The net carrying value of equipment held under a finance lease is \$52,709 (2021: \$42,517)

### Restrictions

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

	2022	2022	2022	2021 Restated	2021 Restated	2021 Restated
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	713,045	(329,972)	<b>383,073</b>	726,877	(298,380)	<b>428,497</b>
Furniture and Equipment	498,516	(344,715)	<b>153,801</b>	462,785	(324,409)	<b>138,376</b>
Information and Communication Technology	368,996	(284,256)	<b>84,740</b>	315,298	(263,485)	<b>51,813</b>
Leased Assets	103,228	(50,519)	<b>52,709</b>	84,679	(42,162)	<b>42,517</b>
Library Resources	47,893	(22,975)	<b>24,918</b>	57,099	(33,141)	<b>23,958</b>
<b>Balance at 31 December</b>	<b>1,731,678</b>	<b>(372,493)</b>	<b>699,241</b>	<b>1,646,738</b>	<b>(961,577)</b>	<b>685,161</b>

### Building Improvements Restated

In 2021 the Friends of Seatoun School donated a Playground to the School to the value of \$116,928. The value has been presented in the above 2021 Building Improvements totals. The 2021 audited financial statements stated the net book value as \$313,138, this is now stated as \$428,497.

## 12. Accounts Payable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Creditors	66,624	14,328	11,584
Accruals	6,103	5,091	5,882
Employee Entitlements - Salaries	152,329	130,256	150,448
Employee Entitlements - Leave Accrual	14,667	12,138	14,322
	<u>239,723</u>	<u>161,813</u>	<u>182,236</u>

Payables for Exchange Transactions	239,723	161,813	182,236
	<u>239,723</u>	<u>161,813</u>	<u>182,236</u>

The carrying value of payables approximates their fair value.

## 13. Revenue Received in Advance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Income In Advance	1,286	568	2,047
Funds Held In Advance	(654)	-	(21)
	<u>632</u>	<u>568</u>	<u>2,026</u>

## 14. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	30,610	75,889	64,853
Increase to the Provision During the Year	11,874	10,288	11,036
Use of the Provision During the Year	-	-	2,443
Other Adjustments	15	-	(47,722)
Provision at the End of the Year	<u>42,499</u>	<u>86,177</u>	<u>30,610</u>
Cyclical Maintenance - Current	-	38,616	-
Cyclical Maintenance - Non current	42,499	47,561	30,610
	<u>42,499</u>	<u>86,177</u>	<u>30,610</u>

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2026. This plan is based on the schools 10 Year Property plan / painting quotes.

## 15. Finance Lease Liability

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	20,141	20,547	19,703
Later than One Year and no Later than Five Years	27,631	13,237	17,118
Future Finance Charges	(5,171)	-	(4,480)
	<u>42,601</u>	<u>33,784</u>	<u>32,341</u>

### Represented by

Finance lease liability - Current	16,960	20,547	16,908
Finance lease liability - Non current	25,641	13,237	15,433
	<u>42,601</u>	<u>33,784</u>	<u>32,341</u>

## 16. Funds held in Trust

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	12,409	45,338	35,501
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<u>12,409</u>	<u>45,338</u>	<u>35,501</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. The amount of cash held on behalf of the Ministry for capital works projects is included under cash and cash equivalents in note 7.

	2022	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Heating & Cooling System		211164	(23,347)	-	(80,064)	-	(103,411)
SIP Classroom & Toilet Refurbishment		220884	243,567	-	(37,575)	-	205,992
Fire System Upgrade		211166	63,582	-	(74,120)	-	(10,538)
Fencing Project		234749	(985)	128,260	(57,329)	-	69,946
Totals			282,817	128,260	(249,088)	-	161,989

### Represented by:

Funds Held on Behalf of the Ministry of Education	275,938
Funds Receivable from the Ministry of Education	(113,949)

	2021	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Heating & Cooling System		211164	4,619	71,482	(99,448)	-	(23,347)
SIP Classroom & Toilet Refurbishment		220884	38,595	205,464	(492)	-	243,567
Fire System Upgrade		211166	-	63,582	-	-	63,582
Fencing Project		234749	-	-	(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 Receivable from the Ministry of Education	(24,332)

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

## 19. Remuneration

### Key management personnel compensation

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

				2022 Actual \$	2021 Actual \$
Board Members	5	5	1		
Remuneration	8	8	21		
Leadership Team					
Remuneration				376,260	601,271
Full-time equivalent members				3.04	5.00
Total key management personnel remuneration				<u>376,260</u>	<u>601,271</u>

There are 5 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has Finance (5 members) and Property (1 members) that met 8 and 21 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:

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	150 - 160
Benefits and Other Emoluments	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	2022 FTE Number	2021 FTE Number
100 - 110	3.00	2.00
110 - 120	-	2.00
120 - 130	1.00	-
	<u>4.00</u>	<u>4.00</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:

	2022 Actual	2021 Actual
Total	-	-
Number of People	-	-

## **21. Contingencies**

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

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The school is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2022.

The Ministry is in the Process of determining the amount of the final wash up payment for the year ended 31 December 2022. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The school has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2023.

### **Holidays Act Compliance – schools payroll**

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

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

To the extent that any obligation cannot reasonably be quantified at 31 December 2022 a contingent liability for the school may exist.

## 22. Commitments

### (a) Capital Commitments

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

\$297,031 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 \$202,893 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 \$38,067 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 \$74,120 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$287,193 contract for the Fencing Project as agent for the Ministry of Education. This project is fully funded by the Ministry and \$128,260 has been received of which \$58,314 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments as at 31 December 2021:

\$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.

### (b) Operating Commitments

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	273,936	105,015	354,396
Receivables	160,123	136,142	162,582
Investments - Term Deposits	776,210	863,320	785,360
Total Financial assets measured at amortised cost	1,210,269	1,104,477	1,302,338

### Financial liabilities measured at amortised cost

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Payables	239,723	161,813	182,236
Finance Leases	42,601	33,784	32,341
Total Financial Liabilities Measured at Amortised Cost	282,324	195,597	214,577

## 24. Events After Balance Date

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

## 25. Comparatives

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

## 26. Prior Period Restatements

In 2021 financial year, Friends of Seatoun School donated a playground to the School, which was valued at \$116,928. However, this donated asset was erroneously not recognised in the fixed asset register of the School and neither was revenue from this transaction recognised. Therefore, a prior period adjustment was required to be processed to include the donated playground into the School's fixed asset register and to recognise the corresponding revenue in the 2021 reporting period.

The restatement adjustment is disclosed below.

	As Reported \$	Adjusted \$	Restated Balance 31 December 2021 \$
<b><u>Impact on the Statement of Financial Position</u></b>			
Property, Plant and Equipment (Building Improvements)	569,802	115,358	685,160
Equity	1,329,652	115,358	1,445,010
<b><u>Impact on the Statement of Comprehensive Revenue and Expenses</u></b>			
Depreciation	96,417	1,570	97,987
Revenue	4,110,753	116,928	4,227,681
Total Comprehensive Revenue and Expense for the Year	32,640	115,358	147,998

## Seatoun School

### Members of the Board

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Charlotte Brook	Presiding Member	Elected	Sep 2025
John Western	Principal	ex Officio	
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 2025
Justin Williams	Parent Representative	Elected	Sep 2025
Leana Louw	Parent Representative	Elected	Sep 2025
Nolen Smith	Parent Representative	Elected	Sep 2025
Catherine Miller	Staff Representative	Elected	Sep 2022
Jayne Carey	Staff Representative	Elected	Sep 2025

## Seatoun School

### Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received total Kiwisport funding of \$5,177 (excluding GST). The funding was spent on sporting endeavours.

## Statement of Compliance with Employment Policy

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

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

The background of the cover is a photograph of three hands reaching out from the left side towards the right. The hands are positioned at different heights. The middle hand is wearing a red sleeve, while the top and bottom hands are wearing dark purple sleeves. The background is a green chalkboard with faint, illegible chalk markings. A dark grey horizontal band runs across the middle of the image, containing the title text.

# 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 31 December 2021.

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

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

Yours faithfully,  
BDO WELLINGTON AUDIT LIMITED

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

**Geoff Potter**  
Partner

Audit & Assurance Services

DDI: +64 4 498 3864

Email: [Geoff.potter@bdo.co.nz](mailto:Geoff.potter@bdo.co.nz)



---

## TABLE OF CONTENTS

1. EXECUTIVE SUMMARY .....	1
2. KEY FINANCIAL STATEMENT AUDIT RISKS AND AREAS OF AUDIT EMPHASIS .....	3
3. INTERNAL CONTROL AND OTHER AUDIT FINDINGS .....	5
4. REQUIRED COMMUNICATIONS WITH GOVERNANCE .....	6



## 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 from our audit conducted in accordance with the Auditor-General's Auditing Standards which incorporate International Standards on Auditing (NZ).

This report details the processes, findings and recommendations from our audit of the School in accordance with the Auditor General's 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 performance.

### 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, and independent reviews as compensating controls should it not always be practicable for the duties to be separated.

We have documented, tested, and assessed the controls supporting the School's key transaction streams, and there are no significant weaknesses to report. Control weaknesses identified during the audit have been included in the Internal Control and Other Findings section 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 statements, as well as the 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 significant findings to bring to your 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 the risk of material misstatement in the financial statements whether due to fraud or error. However, is not designed to provide assurance over the overall effectiveness of controls operating within the School.

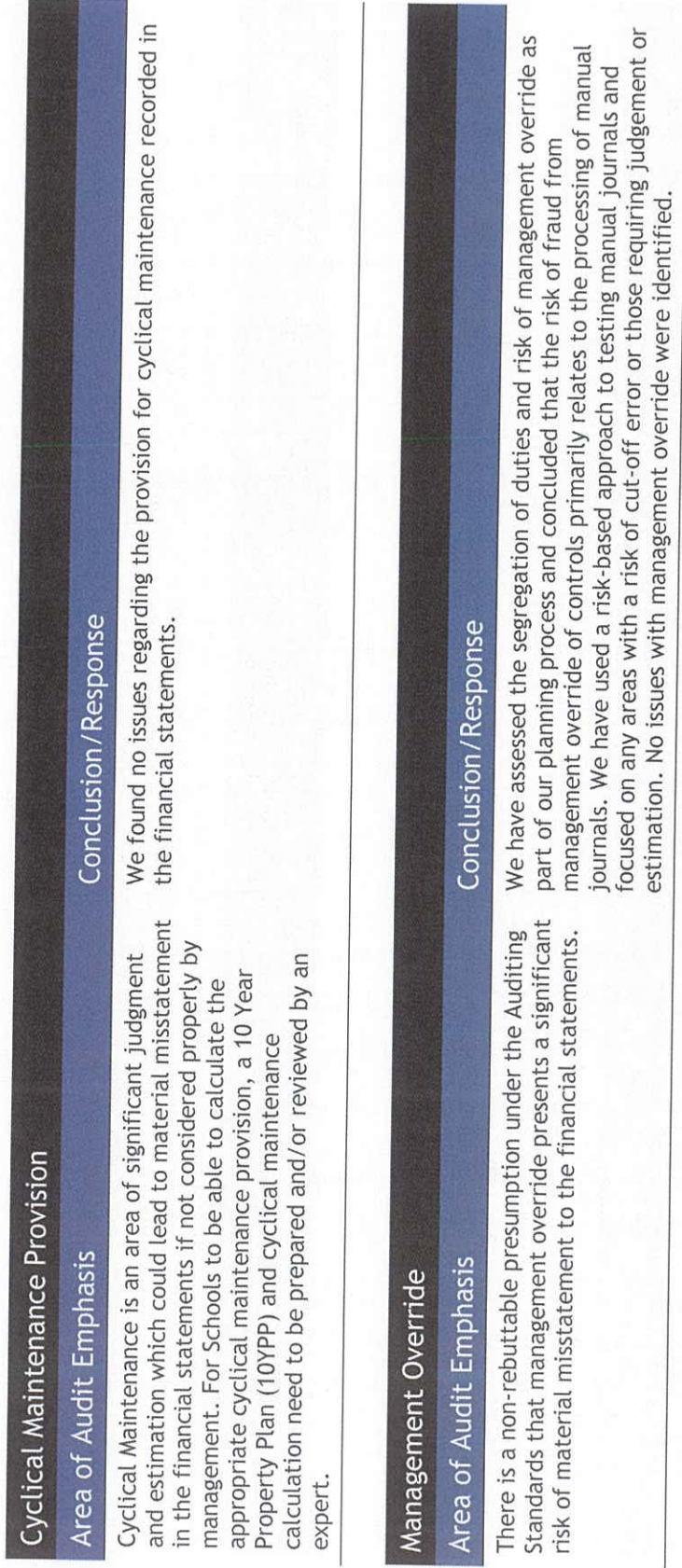
We have not identified any material weaknesses in internal controls relating to the prevention and detection of fraud and error that have impacted on our ability to provide an opinion on the financial statements for the year ended 31 December 2021.



## 2. KEY FINANCIAL STATEMENT AUDIT RISKS AND AREAS OF AUDIT EMPHASIS

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

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 of locally raised funds balances 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 note there is no pay changes report available anymore which can be relied upon for audit purposes.</p> <p>As a result we recommend to ensure controls are effective schools also need to ensure that:</p> <ul style="list-style-type: none"><li>• there is segregation of duties between the processing and approval of payroll transactions;</li><li>• access to EdPay is controlled;</li><li>• payroll transactions are approved in line with delegations; and</li></ul> <p>approvals are appropriately documented.</p> <p>We recommend that the Board ask management for assurance that appropriate controls are in place at the school over payroll transactions, consistent with the updated guidance.</p>





### 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 requiring attention from management. Our work has been limited to those controls relevant to the audit of your financial statements. The purpose of our audit work on controls is not to provide assurance and therefore we may not necessarily disclose all matters that might be significant deficiencies or 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

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 the this to be considered for future audits.

##### Conclusion

We recommend ensuring the fixed asset register is kept up to date, with the suggestion to remove any library books that are more than 8 years old due to them being depreciated by diminishing value rather than straight line method.

#### Evidence Of Review And Approval Of Reliever Timesheets

##### Finding

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.

##### Conclusion

There should be clear evidence that all relievers time included on the payroll system, has been reviewed and approved by an appropriate independent person (usually the Principal). This could be through daily timesheet approval, or specific reliever payments review and approval on each SUE report.

## 4. REQUIRED COMMUNICATIONS WITH GOVERNANCE

Matter	How the matter was addressed
Auditors responsibility under generally accepted auditing standards	<p>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.</p>
Confirmation of Audit Independence	<p>In conducting our audit, we are required to comply with the independence requirements of AG PES-1 <i>Code of 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 threats to our independence, and to 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 our independence:</p> <ul style="list-style-type: none"><li>• No other work is permitted to be undertaken by any BDO office without the express approval of the audit engagement partner or the OAG.</li><li>• All services performed by any national BDO office will be reported to the governing body.</li></ul> <p>There were no other services provided by BDO during the year.</p>
Management Judgements and Estimates	<p>Under International Standards on Auditing (NZ), we have a responsibility to ensure that you have been informed about the process used by the School in formulating particularly sensitive accounting estimates, assumptions, or valuation judgements. Overall, we note that the judgements and estimates made by management in the preparation of the financial statements for the year ended 31 December 2021 appear reasonable. Key matters impacting on our audit have been raised in sections 2 and 3 of this report if applicable.</p>



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"><li>• Minutes of the Board meetings;</li><li>• Implementation of such controls as is needed to ensure that financial statements are presented fairly;</li><li>• Management accounts;</li><li>• Annual budget;</li><li>• 10 Year Property Plan/maintenance plan;</li><li>• Notification of fraud; and</li><li>• Financial statements.</li></ul>
Accounting policies	<p>Auditing standards require us to discuss with you the qualitative aspects of the School's accounting practices and financial reporting. We reviewed the financial statements of the School against the Kiwi Park Model and noted 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 omitted, misstated, or not disclosed, it has the potential to affect the decisions of users of the financial statements. Materiality is used by auditors in making judgements on the amount of work to be performed, which balances require work and when evaluating the financial statements. Materiality is initially calculated at the planning stage of our audit and has an influence on the amount of work we do, as well as where we direct our efforts. Materiality is not only based on a numeric quantification but is assessed qualitatively for some balances and disclosures.</p> <p>All adjusted and unadjusted differences identified during our audit (if any) have been detailed in Appendix 1 of this report.</p> <p>It should be noted that the auditing standards do not require us to communicate misstatements that are considered "clearly trivial" and as such, if we identify such misstatements, we will not communicate these to you. 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 ability of the School to continue as a going concern for at least 12 months from the date of signing the audit report, and therefore whether 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 assumption could not be relied upon.</p>
Fraud	<p>During the audit, no matters relating to fraud, concerning either employees or management, have come to our attention. It should be noted that our audit is not designed to detect fraud; however, should instances of fraud 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 course of our audit. We have not become aware of any instances of non-compliance with laws and regulations which has materially 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 this report, there were no significant matters arising from the audit.</p>
Disagreements with management	<p>There have been no disagreements with management over matters of significance to 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 determined due to the nature of the engagement and experience and knowledge of the engagement team, that no specialists were necessary for the current period.</p>
Management representation letter	<p>We have requested specific representation from management in addition to those areas normally covered by our 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 extravagant or wasteful, or show a lack of probity or financial prudence. We did not identify any issues of concern with respect to probity, waste and performance.
Publishing Annual Report on the School's Website	<p>The Education and Training Act 2020 requires you to publish your Annual Report online. Your Annual Report contains your audited annual financial statements including our audit opinion, analysis of variance, list of trustees and Kiwisport statement.</p> <p>Making your Annual Report accessible to the school community is important for transparency and accountability. The expectation is that your Annual Report is published as soon as possible after your audit is completed, as the value of good accountability lessens over time.</p> <p>We note that you have published your prior year Annual Report on the School's website.</p>



23 June, 2023

Geoff Potter  
BDO Wellington Audit Limited  
50 Customhouse Quay  
Wellington 6011

## REPRESENTATION LETTER FOR THE YEAR ENDED 31 DECEMBER 2022

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

- present fairly, in all material respects:
    - the financial position as at 31 December 2022; and
    - the financial performance and cash flows for the year then ended; and
  - comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Teir 2 reporting.
- We understand that your audit was carried out in accordance with the Auditing Standards issued by the Auditor-General, which incorporate the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board.

### General representations

To the best of our knowledge and belief:

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

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

### Representations for the financial statements

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

- we have fulfilled our responsibilities for preparing and presenting the financial statements as required by section 87 of the Education Act 1989 and, in particular, that the financial statements:
  - present fairly, in all material respects:
    - the financial position as at 31 December 2022; and
    - the financial performance and cash flows for the year then ended; and
  - comply with generally accepted accounting practice in New Zealand in accordance with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Teir 2 reporting.
- we believe the methods, significant assumptions, and data used in making and supporting the accounting estimates and the related disclosures in the financial statements are appropriate to achieve recognition, measurement or disclosure that is in accordance with the applicable financial reporting framework;
- we have appropriately accounted for and disclosed the related party relationships and transactions in the financial statements; we have adjusted or disclosed all events subsequent to the date of the financial statements that require adjustment or disclosure; and
- we believe the effects of uncorrected misstatements are immaterial, both individually and in the aggregate, to the financial statements as a whole. A list of the uncorrected misstatements is attached to this representation letter.
- we have disclosed all known actual or possible litigation and claims whose effects should be considered when preparing the financial statements. Where applicable, such litigation and claims have been accounted for and disclosed in accordance with

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

- We have provided you with:  
all information, such as records and documentation, and other matters that are relevant to preparing and presenting the financial statements; and

- unrestricted access to persons within the entity from whom you determined it necessary to obtain audit evidence; as a result of fraud;

- We have disclosed to you all information in relation to fraud or suspected fraud that we are aware of and that affects the entity and involves:

- employees who have significant roles in internal control; or

- others where the fraud could have a material effect on the financial statements;

- We have disclosed to you all information in relation to allegations of fraud, or suspected fraud, affecting the entity's financial statements communicated by employees, former employees, analysts, regulators, or others;

- We have disclosed to you all known instances of non-compliance or suspected non-compliance with laws and regulations whose effects should be considered when preparing financial statements;

- We have disclosed the identity of the related parties, all of their relationships, and all of their transactions of which we are aware;

- We have provided you with all the other documents ("other information") which will accompany the financial statements which are consistent with the financial statements, and the other information does not contain any material misstatements; and

- we confirmed that FOSS didn't contribute any fixed asset to the school in 2022 financial year.

#### Representations about the provision of information

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

- We have provided you with:  
all information, such as records and documentation, and other matters that are relevant to preparing and presenting the financial statements; and

- unrestricted access to persons within the entity from whom you determined it necessary to obtain audit evidence; as a result of fraud;

- We have disclosed to you all information in relation to fraud or suspected fraud that we are aware of and that affects the entity and involves:

- employees who have significant roles in internal control; or

- others where the fraud could have a material effect on the financial statements;

- We have disclosed to you all information in relation to allegations of fraud, or suspected fraud, affecting the entity's financial statements communicated by employees, former employees, analysts, regulators, or others;

- We have disclosed to you all known instances of non-compliance or suspected non-compliance with laws and regulations whose effects should be considered when preparing financial statements;

- We have disclosed the identity of the related parties, all of their relationships, and all of their transactions of which we are aware;

- We have provided you with all the other documents ("other information") which will accompany the financial statements which are consistent with the financial statements, and the other information does not contain any material misstatements; and

- we confirmed that FOSS didn't contribute any fixed asset to the school in 2022 financial year.

#### Going concern basis of accounting

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

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

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

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

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

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

Yours faithfully



Presiding Member

Principal

