



ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

School Directory

Ministry Number:	359
Principal:	Kenny Diamond
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MOUNTAINVIEW HIGH SCHOOL

Annual Report - For the year ended 31 December 2021

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Mountainview High School

Statement of Responsibility

For the year ended 31 December 2021

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

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

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

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

Damian Ross James
Full Name of Presiding Member

[Signature]
Signature of Presiding Member

08/02/2023
Date:

Kenny Diamond
Full Name of Principal

[Signature]
Signature of Principal

8/2/2023
Date:

Mountainview High School

Members of the Board

For the year ended 31 December 2021

Name	Position	How Position Gained	Term Expired/ Expires
Ross Christie	Presiding Member	Elected	Sep 2022
Kenny Diamond	Principal ex Officio		
Daniel Allison	Parent Representative	Elected	Sep 2022
Nikki Geddis	Parent Representative	Selected	Sep 2022
Vivienne Wood	Parent Representative	Elected	Sep 2022
Damian James	Parent Representative	Selected	Sep 2022
Kirsten Hullen	Staff Representative	Elected	Sep 2022
Emma Baird	Student Representative	Elected	Oct 2021
Lili Buchanan	Student Representative	Elected	Sep 2022
In Attendance			
Miles Winter	Board Secretary		

Mountainview High School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

		2021	2021	2020
	Notes	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
Revenue				
Government Grants	2	7,252,482	7,051,699	6,516,643
Locally Raised Funds	3	417,925	240,440	398,684
Interest Income		3,905	3,000	15,691
Gain on Sale of Property, Plant and Equipment		-	-	43
International Students	4	11,969	-	93,430
Alternative Education	5	402,762	-	351,111
		<u>8,089,043</u>	<u>7,295,139</u>	<u>7,375,602</u>
Expenses				
Locally Raised Funds	3	368,030	697,603	87,074
International Students	4	4,161	-	123,105
Learning Resources	6	4,824,379	4,496,498	4,576,949
Administration	7	291,792	232,833	240,178
Finance		7,366	3,080	3,635
Property	8	1,606,379	1,792,468	1,874,654
Depreciation	12	133,865	126,900	110,017
Loss on Disposal of Property, Plant and Equipment		29,815	-	-
Alternative Education	5	333,250	-	313,196
		<u>7,599,037</u>	<u>7,349,382</u>	<u>7,328,808</u>
Net Surplus / (Deficit) for the year		490,006	(54,243)	46,794
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>490,006</u>	<u>(54,243)</u>	<u>46,794</u>

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



Mountainview High School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Equity at 1 January		564,205	564,205	517,411
Total comprehensive revenue and expense for the year		490,006	(54,243)	46,794
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		19,135	-	-
Equity at 31 December		1,073,346	509,962	564,205
Retained Earnings		1,073,346	509,962	564,205
Equity at 31 December		1,073,346	509,962	564,205

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.



Mountainview High School

Statement of Financial Position

As at 31 December 2021

		2021	2021	2020
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	9	1,161,352	275,567	485,738
Accounts Receivable	10	318,944	289,690	289,690
GST Receivable		55,557	-	-
Prepayments		23,162	20,652	20,652
Investments	11	-	688,381	634,100
Funds owing for Capital Works Projects	18	158,398	-	-
		1,717,413	1,274,290	1,430,180
Current Liabilities				
GST Payable		-	2,067	2,067
Accounts Payable	13	565,342	522,439	522,439
Revenue Received in Advance	14	37,420	88,766	88,766
Provision for Cyclical Maintenance	15	69,599	70,000	215,444
Finance Lease Liability	16	32,360	16,709	16,709
Funds held in Trust	17	5,834	8,139	8,139
Funds held for Capital Works Projects	18	-	167,195	167,195
		710,555	875,315	1,020,759
Working Capital Surplus/(Deficit)		1,006,858	398,975	409,421
Non-current Assets				
Property, Plant and Equipment	12	597,131	468,961	512,758
		597,131	468,961	512,758
Non-current Liabilities				
Provision for Cyclical Maintenance	15	499,179	347,301	347,301
Finance Lease Liability	16	31,464	10,673	10,673
		530,643	357,974	357,974
Net Assets		1,073,346	509,962	564,205
Equity		1,073,346	509,962	564,205

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



Mountainview High School

Statement of Cash Flows

For the year ended 31 December 2021

		2021	2021	2020
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		2,405,088	2,168,916	1,732,084
Locally Raised Funds		828,716	240,440	520,583
International Students		12,977	-	(3,060)
Goods and Services Tax (net)		(57,624)	-	56,682
Payments to Employees		(1,218,338)	(1,013,920)	(1,143,347)
Payments to Suppliers		(1,401,460)	(1,468,143)	(745,793)
Interest Received		5,501	3,000	19,415
Net cash from/(to) Operating Activities		574,860	(69,707)	436,564
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(177,246)	(83,103)	(159,753)
Purchase of Investments		634,100	(54,281)	(127,496)
Proceeds from Sale of Investments		-	-	100,676
Net cash from/(to) Investing Activities		456,854	(137,384)	(186,573)
Cash flows from Financing Activities				
Furniture and Equipment Grant		19,135	-	-
Finance Lease Payments		(29,595)	(3,080)	(14,955)
Funds Administered on Behalf of Third Parties		(345,640)	-	64,041
Net cash (to)/from Financing Activities		(356,100)	(3,080)	49,086
Net increase/(decrease) in cash and cash equivalents		675,614	(210,171)	299,077
Cash and cash equivalents at the beginning of the year	9	485,738	485,738	186,661
Cash and cash equivalents at the end of the year	9	1,161,352	275,567	485,738

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.



Mountainview High School

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

1.1. Reporting Entity

Mountainview High 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.

1.2. Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical Maintenance

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.



Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

1.3. Revenue Recognition

Government Grants

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

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

1.4. 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.

1.5. 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.

1.6. 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.

1.7. Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses (uncollectable debts). The School's 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.



1.8. 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.

1.9. Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

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

1.10. Impairment of property, plant and equipment and intangible assets

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

Non cash generating assets

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

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

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

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

1.11. 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.



1.12. Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows.

1.13. Revenue Received in Advance

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

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

1.14. 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 Revenue and Expense.

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

1.15. Shared Funds

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

1.16. Provision for Cyclical Maintenance

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

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

1.17. Financial Instruments

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

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

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

1.18. Borrowings

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

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



1.19. 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.

1.20. Budget Figures

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

1.21. Services received in-kind

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

2. Government Grants

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Operational Grants	1,419,285	1,260,554	1,333,447
Teachers' Salaries Grants	3,750,667	3,579,475	3,579,475
Use of Land and Buildings Grants	1,029,652	1,303,308	1,303,308
Other MoE Grants	988,354	846,582	237,512
Other Government Grants	64,524	61,780	62,901
	<u>7,252,482</u>	<u>7,051,699</u>	<u>6,516,643</u>

The School has opted in to the donations scheme for this year. Total amount received was \$74,250 (2020: \$64,050).

3. Locally Raised Funds

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue			
Donations & Bequests	51,870	18,000	40,430
Fees for Extra Curricular Activities	60,986	-	39,324
Trading	65	-	1,386
Fundraising & Community Grants	8,987	8,820	8,740
Other Revenue	286,174	207,620	308,804
Transport Revenue	9,843	6,000	-
	<u>417,925</u>	<u>240,440</u>	<u>398,684</u>
Expenses			
Extra Curricular Activities Costs	74,799	3,050	38,173
Trading	259,703	658,320	14,600
Fundraising & Community Grant Costs	-	-	235
Other Locally Raised Funds Expenditure	33,528	36,233	34,066
	<u>368,030</u>	<u>697,603</u>	<u>87,074</u>
<i>Surplus / (Deficit) for the year Locally raised funds</i>	<u>49,895</u>	<u>(457,163)</u>	<u>311,610</u>

4. International Student Revenue and Expenses

	2021 Actual Number	2021 Budget (Unaudited) Number	2020 Actual Number
International Student Roll	1	-	4
	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue			
International Student Fees	11,969	-	93,430
Expenses			
Student Recruitment	2,254	-	37,470
Employee Benefit - Salaries	-	-	76,427
Other Expenses	1,907	-	9,208
	<u>4,161</u>	<u>-</u>	<u>123,105</u>
<i>Surplus / (Deficit) for the year International Students</i>	<u>7,808</u>	<u>-</u>	<u>(29,675)</u>



5. Aoraki Alternative Education Revenue and Expenses

	2021 Actual	2021 Budget	2020 Actual
	\$	\$	\$
Revenue			
Ministry of Education Grants	340,098	-	335,519
Other Income	61,842	-	13,043
Interest Earned	822	-	2,549
	402,762	-	351,111
Expenses			
Employee Benefits - Salaries	240,998	-	234,105
Learning Resources	15,280	-	13,169
Administration	30,905	-	29,424
Property	37,243	-	36,498
Other Expenses	8,824	-	7,573
	333,250	-	320,769
<i>Surplus for the year Aoraki Alternative Education</i>	69,512	-	30,342

6. Learning Resources

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Curricular	236,300	262,103	260,687
Equipment Repairs	930	2,500	4,163
Library Resources	4,985	11,500	5,840
Employee Benefits - Salaries	4,554,647	4,208,395	4,295,742
Staff Development	27,517	12,000	10,517
	4,824,379	4,496,498	4,576,949

7. Administration

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Audit Fee	9,053	5,916	5,656
Board Fees	5,225	6,900	5,865
Board Expenses	11,246	6,500	5,690
Communication	12,413	7,300	7,242
Consumables	96,883	75,300	86,014
Operating Lease	499	2,657	-
Other	94	180	20
Employee Benefits - Salaries	139,625	111,000	112,736
Insurance	12,344	13,000	12,885
Service Providers, Contractors and Consultancy	4,410	4,080	4,070
	291,792	232,833	240,178

8. Property

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	36,393	43,400	36,418
Cyclical Maintenance Provision	82,876	19,260	75,744
Grounds	11,207	13,000	11,630
Heat, Light and Water	107,671	94,500	86,790
Rates	8,700	9,000	8,514
Repairs and Maintenance	33,698	26,000	27,201
Use of Land and Buildings	1,029,652	1,303,308	1,303,308
Security	8,861	10,000	14,905
Employee Benefits - Salaries	287,321	274,000	310,144
	1,606,379	1,792,468	1,874,654

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



9. Cash and Cash Equivalents

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Bank Accounts	611,352	275,567	485,738
Short-term Bank Deposits	550,000	-	-
Cash and cash equivalents for Statement of Cash Flows	<u>1,161,352</u>	<u>275,567</u>	<u>485,738</u>

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

10. Accounts Receivable

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Receivables	1,725	8,782	8,782
Receivables from the Ministry of Education	1,613	-	-
Interest Receivable	86	1,682	1,682
Teacher Salaries Grant Receivable	<u>315,520</u>	<u>279,226</u>	<u>279,226</u>
	<u>318,944</u>	<u>289,690</u>	<u>289,690</u>
Receivables from Exchange Transactions	1,811	10,464	10,464
Receivables from Non-Exchange Transactions	<u>317,133</u>	<u>279,226</u>	<u>279,226</u>
	<u>318,944</u>	<u>289,690</u>	<u>289,690</u>

11. Investments

The School's investment activities are classified as follows:

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	-	688,381	634,100
Total Investments	<u>-</u>	<u>688,381</u>	<u>634,100</u>

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2021	\$	\$	\$	\$	\$	\$
Building Improvements	7,497	-	(2,317)	-	(888)	4,292
Furniture and Equipment	151,483	17,249	(8,739)	-	(21,736)	138,257
Information and Communication Technology	141,144	115,802	(16,835)	-	(59,701)	180,410
Motor Vehicles	108,760	-	-	-	(12,949)	95,811
Leased Assets	26,947	70,807	-	-	(33,760)	63,994
Library Resources	33,129	7,442	(1,924)	-	(4,831)	33,816
Alternative Education	43,798	45,577	-	-	(8,824)	80,551
Balance at 31 December 2021	<u>512,758</u>	<u>256,877</u>	<u>(29,815)</u>	<u>-</u>	<u>(142,689)</u>	<u>597,131</u>

The net carrying value of equipment held under a finance lease is \$63,994 (2020: \$26,947)

	2021 Cost or Valuation	2021 Accumulated Depreciation	2021 Net Book Value	2020 Cost or Valuation	2020 Accumulated Depreciation	2020 Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	18,642	(14,350)	4,292	31,015	(23,518)	7,497
Furniture and Equipment	809,117	(670,860)	138,257	848,049	(696,566)	151,483
Information and Communication Technology	819,841	(639,431)	180,410	945,734	(804,590)	141,144
Motor Vehicles	161,869	(66,058)	95,811	165,869	(57,109)	108,760
Leased Assets	109,299	(45,305)	63,994	73,977	(47,030)	26,947
Library Resources	90,410	(56,594)	33,816	88,085	(54,956)	33,129
Alternative Education	116,445	(35,894)	80,551	70,868	(27,070)	43,798
Balance at 31 December	<u>2,125,623</u>	<u>(1,528,492)</u>	<u>597,131</u>	<u>2,223,597</u>	<u>(1,710,839)</u>	<u>512,758</u>



13. Accounts Payable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Creditors	99,519	117,203	117,203
Accruals	18,352	6,647	6,647
Employee Entitlements - Salaries	359,973	338,664	338,664
Employee Entitlements - Leave Accrual	87,498	59,925	59,925
	<u>565,342</u>	<u>522,439</u>	<u>522,439</u>
Payables for Exchange Transactions	565,342	522,439	522,439
	<u>565,342</u>	<u>522,439</u>	<u>522,439</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Grants in Advance - Ministry of Education	-	53,326	53,326
International Student Fees in Advance	14,463	13,455	13,455
Other Revenue in Advance	22,957	21,985	21,985
	<u>37,420</u>	<u>88,766</u>	<u>88,766</u>

15. Provision for Cyclical Maintenance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Provision at the Start of the Year	562,745	562,745	522,001
Increase/ (decrease) to the Provision During the Year	82,876	19,260	75,744
Use of the Provision During the Year	(76,843)	(164,704)	(35,000)
Provision at the End of the Year	<u>568,778</u>	<u>417,301</u>	<u>562,745</u>
Cyclical Maintenance - Current	69,599	70,000	215,444
Cyclical Maintenance - Term	499,179	347,301	347,301
	<u>568,778</u>	<u>417,301</u>	<u>562,745</u>

16. Finance Lease Liability

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year	37,344	18,580	18,580
Later than One Year and no Later than Five Years	33,616	11,297	11,297
Future Finance Charges	(7,136)	(2,495)	(2,495)
	<u>63,824</u>	<u>27,382</u>	<u>27,382</u>
Represented by:			
Finance lease liability - Current	32,360	16,709	16,709
Finance lease liability - Term	31,464	10,673	10,673
	<u>63,824</u>	<u>27,382</u>	<u>27,382</u>

17. Funds Held in Trust

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	5,834	8,139	8,139
	<u>5,834</u>	<u>8,139</u>	<u>8,139</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.



18. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects:

2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Boiler Refurbishment	232,357	750,000	(1,121,618)	-	(139,261)
Whenua Project	(78,674)	90,438	(11,764)	-	-
Special Education Fencing	13,512	-	(13,512)	-	-
SIP Maori Studies Wharehenui alterations	-	250,000	(269,137)	-	(19,137)
Totals	167,195	1,090,438	(1,416,031)	-	(158,398)

Represented by:

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

-
(158,398)
(158,398)

2020	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Boiler Refurbishment	(33,204)	377,800	(112,239)	-	232,357
Whenua Project	24,084	-	(102,758)	-	(78,674)
Special Education Fencing	-	137,751	(124,239)	-	13,512
Totals	(9,120)	515,551	(339,236)	-	167,195

19. Related Party Transactions

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

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

20. Remuneration

Key management personnel compensation

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

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration	5,225	5,865
<i>Leadership Team</i>		
Remuneration	523,752	563,839
Full-time equivalent members	4.00	5.00
Total key management personnel remuneration	<u>528,977</u>	<u>569,704</u>

There are 7 members of the Board excluding the Principal. The Board had held 11 full meetings of the Board in the year. The Board also has Finance and Property members that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	150 - 160
Benefits and Other Emoluments	0 - 10	1 - 5
Termination Benefits	0 - 0	0 - 0



Other Employees

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

Remuneration \$000	2021 FTE Number	2020 FTE Number
100 - 110	6.00	6.00
110 - 120	3.00	3.00
120 - 130	2.00	-
	<u>11.00</u>	<u>9.00</u>

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

21. Compensation and Other Benefits Upon Leaving

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

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

22. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

23. Commitments

(a) Capital Commitments

As at 31 December 2021 the Board has entered into the following contract agreements for capital works.

(a) \$1,200,000 contract to upgrade the boiler as agent for the Ministry of Education. This project is to be fully funded by the Ministry and \$1,127,800 has been received and \$1,267,061 has been spent on the project to balance date.

(b) A School Investment Package project to carry out alterations to the Hiwi Block D Maori Studies Wharenuī as agent for the Ministry of Education. This project is to be fully funded by the Ministry and \$250,000 has been received and \$269,137 has been spent on the project to balance date.

(Capital commitments in relation to Ministry projects at 31 December 2020: \$167,195)

(b) Operating Commitments

As at 31 December 2021 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2020: nil)

24. Financial Instruments

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

Financial assets measured at amortised cost

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Cash and Cash Equivalents	1,161,352	275,567	485,738
Receivables	318,944	289,690	289,690
Investments - Term Deposits	-	688,381	634,100
Total Financial assets measured at amortised cost	<u>1,480,296</u>	<u>1,253,638</u>	<u>1,409,528</u>

Financial liabilities measured at amortised cost

Payables	565,342	522,439	522,439
Finance Leases	63,824	27,382	27,382
Total Financial liabilities measured at amortised Cost	<u>629,166</u>	<u>549,821</u>	<u>549,821</u>



25. Events After Balance Date

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

26. Comparatives

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

27. COVID 19 Pandemic on going implications

Impact of Covid-19

During 2021 the country moved between alert levels. During February and March 2021 Auckland was placed into alert levels 3 and 2 and other parts of the country moved into alert level 2.

Towards the end of June 2021, the Wellington region was placed into alert level 2 for one week.

Towards the end of August 2021, the entire country moved to alert level 4, with a move to alert level 3 and 2 for everyone outside the Auckland region three weeks later. While Auckland has remained in alert level 3 for a prolonged period of time the Northland and Waikato regions have also returned to alert level 3 restrictions during this period.

Impact on operations

Schools have been required to continue adapting to remote and online learning practices when physical attendance is unable to occur in alert level 4 and 3. Schools continue to receive funding from the Te Tāhuhu o te Mātauranga | Ministry to Education, even while closed.

However, the ongoing interruptions resulting from the moves in alert levels have impacted schools in various ways which potentially will negatively affect the operations and services of the school. We describe below the possible effects on the school that we have identified, resulting from the ongoing impacts of the COVID-19 alert level changes.

Reduction in locally raised funds

Under alert levels 4,3, and 2 the school's ability to undertake fund raising events in the community and/ or collect donations or other contributions from parents, may have been compromised. Costs already incurred arranging future events may not be recoverable.

Increased Remote learning additional costs

Under alert levels 4 and 3 ensuring that students have the ability to undertake remote or distance learning often incurs additional costs in the supply of materials and devices to students to enable alternative methods of curriculum delivery.

Reduction in International students

Under alert levels 4, 3, 2, and 1 International travel is heavily restricted. The school has been unable to welcome and enrol prospective international students which has resulted in a reduction in revenue from student fees & charges from International students and/or Board of Trustee operated boarding facilities.



MOUNTAINVIEW

— HIGH SCHOOL —

Analysis of Variance

School name:	Mountainview High School	School Number:	359
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Strategic Goal 1

Strategic Aim:	To create an environment where teachers have the capacity and confidence to use the MVHS Learning Taxonomies to raise student achievement.		
Baseline Data:	NCEA Level 1	NCEA Level 2	NCEA Level 3
	60.8%	70.4%	56.4%
Annual expected outcomes:	NCEA Level 1	NCEA Level 2	NCEA Level 3
	75%	80%	70%
Actual Outcome:	65.4%	75.3%	70.6%

Achievement Objectives	Actions and resources allocated	Success Criteria
We will invest in opportunities for staff to share experiences and problem solve issues using the Learning Taxonomies	<ul style="list-style-type: none"> Create a 3.10 club to allow a kanohi ki te kanohi sharing environment for staff to discuss what works and what doesn't in the classroom. Invest in a group of "experts" to create a kite of resources that can be used within and across learning areas. Create a Teams channel dedicated to sharing great ideas in the classroom. 	<ul style="list-style-type: none"> 90% of all teachers will have attended at least 2 sessions per term. A bank of resources will be available for all teachers to use within their learning areas. A teams channel with teaching ideas will be active and have at least 2 posts per week.
We will review our school curriculum to ensure it meets the needs of mana whenua and the wider community.	<ul style="list-style-type: none"> We will engage with Cognition Consulting around a PLD to develop a Localised Curriculum within our Kura. 	<ul style="list-style-type: none"> We will have a framework for a refreshed curriculum.

	<ul style="list-style-type: none"> We will enter into an extensive consultation process with staff, students, and whānau about the appropriateness of our curriculum. 	<ul style="list-style-type: none"> We will have a plan for implementation over the next 3 years.
We will develop a whole school collection and recording mechanism for assessing PaCT and the LPF.	<ul style="list-style-type: none"> We will establish a PaCT Co-ordinator within the school to lead a small group of teachers through the PaCT setup in their classes, so that they can make judgements on student progress using the tool. 	<ul style="list-style-type: none"> Each junior student will have at least 2 judgements made in the LPF by the end of the year.
We will produce a single, cohesive reporting experience to meet the needs of all our whānau.	<ul style="list-style-type: none"> We will task a PLG group to develop a cohesive and user friendly reporting experience for all our students from Year 9 to 13. 	<ul style="list-style-type: none"> We will have a reporting document that is clear and consistent for use in 2022.

Analysis of the Achievement Objectives		
Achievement Objectives	Outcome	Reason (for Success or Variance)
We will invest in opportunities for staff to share experiences and problem solve issues using the Learning Taxonomies	This worked well, especially in our junior school, with new teachers. It helped them create meaningful activities using our learning model which in turn led to an increase in our passion project days throughout the year.	Universal language of learning meant that teachers were able to plan more consistently and collaboratively. This also provides students with consistent messages as they develop new skills throughout the year.
We will review our school curriculum to ensure it meets the needs of mana whenua and the wider community.	After working extensively with Brent Ingram and Steve Saville, we were able to redevelop out junior curriculum so that our students have a clear pathway into the senior school.	No definitive data currently exists on these changes, but early indicators (enrollment information, SOY comments etc... indicate a more settled junior school in 2022)
We will develop a whole school collection and recording mechanism for assessing PaCT and the LPF.	This was hindered by the way in which the PaCT tool collects data. Our junior curriculum made the collection and recording of data difficult. As a result we paused this until we had developed our new curriculum model.	The tool was not fit for purpose in our current system. That being said, there is a belief that this tool will still be incredibly useful as we progress our curriculum.
We will produce a single, cohesive reporting experience to meet the needs of all our whānau.	Ako based reporting has meant that students get a holistic picture of their progress. This information is consistent across the Ako interviews that occur each term.	Results have trended up across the year, especially once the students results started to come in during Term 2 and 3. This has meant that Ako, whānau and students were able to better track student achievement in real time,

		leading to better results for students in the senior school.
What's next?		
<ul style="list-style-type: none"> • Development of a framework to ensure that expert pedagogical practice is visible throughout the school. • Coaching to support the development of teacher practice throughout the school, both academically and pastorally. • Build a consistent framework for student feedback and assessment throughout the school. 		

Strategic Goal 2

Strategic Aim:	To develop an extended whānau partnership that focusses on whakawhānaungatanga between learners, teachers, and community that allows all to feel safe, supported, and included.		
Baseline Data:	Retention Rates	Standdown	Suspension
	35	26	4
Expected outcome:	30	<15	<3
Actual outcome:	26	47	7
Achievement Objectives	Actions and resources allocated		Success Criteria
We will establish a school wide PB4L (Relationships for Learning) system.	<ul style="list-style-type: none"> • We will implement the R4L Framework including: <ul style="list-style-type: none"> • A living document for major and minor behaviours • A framework for what the values look like in various settings • A handbook for staff with a kete of tools to be used to promote positive behaviour. 		All teachers will understand the R4L behaviour management strategies and how to use them to acknowledge positive behaviour, and reteach undesirable behaviour in the classroom.
We will develop and implement the new school values "Te Awa"	<ul style="list-style-type: none"> • We will construct an implementation plan that introduces and celebrates these values at key points throughout the year. • We will rebrand our values with a range of student developed visual imagery. 		New school values will be present in at least 90% of the learning spaces by the end of Term 3. Teachers will have a high degree of fidelity in referring to these values during lesson observations.

We will develop a meaningful R4L student acknowledgement system.	<ul style="list-style-type: none"> Establish a student lead committee to develop a school wide acknowledgement system in line with our school values. 	Students will have a new student acknowledgement system ready to roll out for Term 1 2022.
We will create opportunities for our community to engage with and celebrate our students' achievement within and outside our school walls.	<ul style="list-style-type: none"> Engage our community in a series of Hui to discuss how they feel about the way we celebrate our student success. Liaise with local Iwi around establishing a Maori awards evening within our kura 	At least 2 celebration evenings will be set up and ready for development for 2022.
We will develop and implement a school wide Ako system.	<ul style="list-style-type: none"> Create a structured pastoral team who will lead the school through the implementation of Ako Review the implementation and make recommendations at the end of the year for 2022. 	Every student will have an Ako teacher responsible for helping them track their academic, cultural, and wellbeing throughout the year.

Analysis of the Achievement Objectives		
Achievement Objectives	Outcome	Reason (for Success or Variance)
We will establish a school wide PB4L (Relationships for Learning) system.	MVHS Behaviour mountain has been developed to assist teachers in dealing with behaviour. A set of classroom expectations has also been produced as well as a handbook that outlines how and when acknowledgements should be made.	We saw an increase in anti-social behaviours in 2021, but some of this can be attributed to staff recording minor as well as major behaviours. Due to inconsistent understanding of the MVHS mountain some incidents were incorrectly escalated above the necessary level.
We will develop and implement the new school values "Te Awa"	School values have been developed, but branding is still in development with students leading the project.	The designer was unable to develop something that we felt was appropriate to our school. As a result we are working with our students to develop something more authentic.
We will develop a meaningful R4L student acknowledgement system.	Not completed. Was scheduled for Term 3 but COVID-19 lockdown interrupted the process.	Delayed until 2022.
We will create opportunities for our community to engage with and celebrate our students' achievement within and outside our school walls.	We added additional hui project days in Terms 2 and 4 to celebrate student success. We upgraded our video production	This was a success with participation up close to 90% on these days. Our social media posts about the day in Term 4 also had many positive

	equipment to help live stream events when physical attendance was not possible	interactions with well over 1000 views of the posts.
We will develop and implement a school wide Ako system.	Ako implemented and running within the timetable. Cultural customs like shared kai are also occurring during this time. Academic tracking implemented in the senior school and increased achievement significantly in the 4th Term.	Shared Kai has proven to be popular and Ako sitting in its current place is popular with students and staff alike. Academic tracking, implemented in Term 3 (end) proved to be incredibly successful. Achievement rose sharply at level 2 and 3 during the fourth Term as students were monitored three times a week and plans were made to ensure that these students were meeting expectations.
What's next?		
<ul style="list-style-type: none"> • Wider scale academic tracking • Focus on restorative practice as a means of behaviour management. • Increasing the focus on whanau as a stable force in our students sense of whanaungatanga. 		



MOUNTAINVIEW

— HIGH SCHOOL —

31/12/2021

Kiwisport

Kiwisport is a government funding initiative to support student's participation in organised sport.

During the 2021 financial year we received total Kiwisport funding of \$12128.76. This funding was used to contribute the payment for our Sports Co-Ordinator Jackie Ryder.

Signed

Kenny Diamond
Principal

Signed

Ross Christie
BOT Chair

INDEPENDENT AUDITOR'S REPORT**TO THE READERS OF MOUNTAINVIEW HIGH SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2021**

The Auditor-General is the auditor of Mountainview High School (the School).
The Auditor-General has appointed me, Jane Jackman, using the staff and resources of Nexia Audit Christchurch, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 3 to 18, that comprise statement of financial position as at 31 December 2021, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2021; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with the Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 8 February 2023. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

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

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

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1: *International Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in the School.



Jane Jackman

Nexia Audit Christchurch
On behalf of the Auditor-General
Christchurch, New Zealand