

KAIKORAI SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number:	3753
Principal:	Simon Clarke
School Address:	22 Tyne Street, Roslyn, Dunedin 9010
School Postal Address:	22 Tyne Street, Roslyn, Dunedin 9010
School Phone:	06 4640065
School Email:	secretary@kaikorai.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expired/ Expires
Dougall McGowan	Chair Person	Elected	May-22
Simon Clarke	Principal	ex Officio	
Sharon Fitzgerald	Secretary	non voting	
Katie Devereux	Treasurer	Elected	May-22
Malcolm Couling	Parent Rep	Elected	May-22
Ros Allison	Parent Rep	Elected	May-22
David Cooper	Parent Rep	Elected	May-22
Gene Ollerenshaw	Parent Rep	Co-opted	May-22
Felicia Ward	Staff Rep	Elected	May-22

Accountant / Service Provider: Moore Markhams Otago

KAIKORAI SCHOOL

Annual Report - For the year ended 31 December 2020

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Kaikorai School

Statement of Responsibility

For the year ended 31 December 2020


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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2020 fairly reflects the financial position and operations of the school.


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


Full Name of Board Chairperson


Full Name of Principal


Signature of Board Chairperson


Signature of Principal


Date:


Date:

Kaikorai School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue				
Government Grants	2	2,214,294	2,076,691	2,057,432
Locally Raised Funds	3	187,214	184,000	131,392
Interest income		17,012	10,000	26,173
		<u>2,418,520</u>	<u>2,270,691</u>	<u>2,214,997</u>
Expenses				
Locally Raised Funds	3	53,856	54,000	91,678
Learning Resources	4	1,817,291	1,664,800	1,615,025
Administration	5	87,972	81,540	85,880
Finance		1,411	-	1,877
Property	6	264,497	282,800	290,182
Depreciation	7	60,304	213,600	55,699
Loss on Disposal of Property, Plant and Equipment		-	-	1,352
		<u>2,285,331</u>	<u>2,296,740</u>	<u>2,141,693</u>
Net Surplus / (Deficit) for the year		133,189	(26,049)	73,304
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>133,189</u></u>	<u><u>(26,049)</u></u>	<u><u>73,304</u></u>

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

Kaikorai School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

	Notes	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
Balance at 1 January		<u>1,204,406</u>	<u>1,204,406</u>	<u>1,131,102</u>
Total comprehensive revenue and expense for the year		133,189	(26,049)	73,304
Capital Contributions from the Ministry of Education		-	-	-
Contribution - Furniture and Equipment Grant		-	-	-
Equity at 31 December	22	<u>1,337,595</u>	<u>1,178,357</u>	<u>1,204,406</u>
Retained Earnings		1,337,595	1,178,357	1,204,406
Equity at 31 December		<u>1,337,595</u>	<u>1,178,357</u>	<u>1,204,406</u>

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.

Kaikorai School

Statement of Financial Position

As at 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Assets				
Cash and Cash Equivalents	8	371,659	87,811	113,860
Accounts Receivable	9	107,348	103,738	103,738
GST Receivable		2,840	10,216	10,216
Prepayments		4,780	-	-
Inventories	10	3,509	2,626	2,626
Investments	11	585,703	869,634	869,634
		<u>1,075,839</u>	<u>1,074,025</u>	<u>1,100,074</u>
Current Liabilities				
Accounts Payable	13	131,473	115,779	115,779
Finance Lease Liability - Current Portion	14	8,888	9,219	9,219
Funds held in Trust	15	34,156	23,486	23,486
Funds held for Capital Works Projects	16	-	24,752	24,812
		<u>174,517</u>	<u>173,236</u>	<u>173,296</u>
Working Capital Surplus/(Deficit)		901,322	900,789	926,778
Non-current Assets				
Property, Plant and Equipment	12	450,242	278,959	278,959
		<u>450,242</u>	<u>278,959</u>	<u>278,959</u>
Non-current Liabilities				
Finance Lease Liability	14	13,969	1,391	1,391
		<u>13,969</u>	<u>1,391</u>	<u>1,391</u>
Net Assets		<u><u>1,337,595</u></u>	<u><u>1,178,357</u></u>	<u><u>1,204,346</u></u>
Equity	22	<u><u>1,337,595</u></u>	<u><u>1,178,357</u></u>	<u><u>1,204,406</u></u>

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

Kaikorai School

Statement of Cash Flows

For the year ended 31 December 2020

		2020	2020	2019
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		577,871	504,691	498,003
Locally Raised Funds		190,392	184,000	156,970
Goods and Services Tax (net)		7,376	-	764
Funds Administered on Behalf of Third Parties		10,670	-	18,864
Payments to Employees		(295,311)	(211,800)	(200,532)
Payments to Suppliers		(293,030)	(299,340)	(298,029)
Interest Paid		(1,411)	-	(1,439)
Interest Received		21,403	10,000	25,703
Net cash from/(to) Operating Activities		<u>217,960</u>	<u>187,551</u>	<u>200,304</u>
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	(1,352)
Purchase of Property Plant & Equipment (and Intangibles)		(257,913)	(213,600)	(8,311)
Purchase of Investments		-	-	(282,420)
Proceeds from Sale of Investments		283,931	-	-
Net cash from/(to) Investing Activities		<u>26,018</u>	<u>(213,600)</u>	<u>(292,083)</u>
Cash flows from Financing Activities				
Finance Lease Payments		38,573	-	(14,758)
Funds Held for Capital Works Projects		(24,752)	-	-
Net cash from/(to) Financing Activities		<u>13,821</u>	<u>-</u>	<u>(14,758)</u>
Net increase/(decrease) in cash and cash equivalents		<u><u>257,799</u></u>	<u><u>(26,049)</u></u>	<u><u>(106,537)</u></u>
Cash and cash equivalents at the beginning of the year	8	113,860	113,860	220,397
Cash and cash equivalents at the end of the year	8	<u><u>371,659</u></u>	<u><u>87,811</u></u>	<u><u>113,860</u></u>

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.

Kaikorai School

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Ministry.

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

i) Inventories

Inventories are consumable items held for sale and 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.

j) Investments

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

k) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

Property, plant and equipment 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	10–50 years
Furniture and equipment	10–25 years
Information and communication technology	5 years
Leased assets held under a Finance Lease	3-6 years
Library resources	10 years

l) Intangible Assets

Software costs

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance or licensing of software are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. Its fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

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.

m) 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.

n) 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.

o) 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 due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

- likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and
- the present value of the estimated future cash flows.

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 Revenue and Expense.

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

q) Financial Instruments

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

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

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

r) Borrowings

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

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

s) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

t) Budget Figures

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

u) Services received in-kind

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

2. Government Grants

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	447,938	448,971	421,549
Teachers' Salaries Grants	1,512,360	1,400,000	1,397,117
Use of Land and Buildings Grants	141,037	172,000	174,331
Other MoE Grants	81,268	45,000	56,662
Other Government Grants	31,691	10,720	7,773
	<u>2,214,294</u>	<u>2,076,691</u>	<u>2,057,432</u>

Other MOE Grants total includes additional COVID-19 funding totalling \$11,932 for the year ended 31 December 2020.

3. Locally Raised Funds

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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	131,942	135,000	44,493
Activities	49,755	44,000	77,781
Trading	5,517	5,000	9,118
	<u>187,214</u>	<u>184,000</u>	<u>131,392</u>
Expenses			
Activities	17,381	25,000	24,768
Trading	3,551	4,000	7,135
Other Locally Raised Funds Expenditure	32,924	25,000	59,775
	<u>53,856</u>	<u>54,000</u>	<u>91,678</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>133,358</u>	<u>130,000</u>	<u>39,714</u>

4. Learning Resources

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Curricular	34,346	43,000	29,570
Information and Communication Technology	9,428	31,000	12,898
Library Resources	805	-	288
Employee Benefits - Salaries	1,762,814	1,571,800	1,558,628
Staff Development	9,898	19,000	13,641
	<u>1,817,291</u>	<u>1,664,800</u>	<u>1,615,025</u>

5. Administration

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Audit Fee	3,137	3,000	4,636
Board of Trustees Fees	4,620	6,000	4,165
Board of Trustees Expenses	3,621	4,250	7,608
Communication	2,263	2,740	1,956
Consumables	5,690	5,000	10,333
Other	15,710	13,050	12,887
Employee Benefits - Salaries	44,857	40,000	39,021
Insurance	5,153	5,000	4,781
Service Providers, Contractors and Consultancy	2,921	2,500	493
	<u>87,972</u>	<u>81,540</u>	<u>85,880</u>

6. Property

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	7,802	4,500	4,654
Grounds	76,299	67,000	70,758
Heat, Light and Water	16,904	20,800	18,575
Rates	4,252	7,000	7,026
Repairs and Maintenance	16,937	10,000	13,558
Use of Land and Buildings	141,037	172,000	174,331
Security	1,266	1,500	1,280
	<u>264,497</u>	<u>282,800</u>	<u>290,182</u>

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

7. Depreciation

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Building Improvements - Crown	9,937	150,000	8,485
Furniture and Equipment	8,654	-	9,453
Information and Communication Technology	25,572	59,600	21,364
Leased Assets	12,984	-	13,307
Library Resources	3,157	4,000	3,090
	<u>60,304</u>	<u>213,600</u>	<u>55,699</u>

8. Cash and Cash Equivalents

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	30	73	73
Bank Current Account	371,335	87,444	113,493
Bank Call Account	294	294	294
Cash and cash equivalents for Statement of Cash Flows	<u>371,659</u>	<u>87,811</u>	<u>113,860</u>

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

Of the \$371,659 Cash and Cash Equivalents, \$34,156 is held by the School on behalf of the Hills cluster. See note 15 for details of how the funding received for the cluster has been spent in the year.

9. Accounts Receivable

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	-	3,178	3,178
Interest Receivable	1,281	5,672	5,672
Teacher Salaries Grant Receivable	106,067	94,888	94,888
	<u>107,348</u>	<u>103,738</u>	<u>103,738</u>
Receivables from Exchange Transactions	1,281	8,850	8,850
Receivables from Non-Exchange Transactions	106,067	94,888	94,888
	<u>107,348</u>	<u>103,738</u>	<u>103,738</u>

10. Inventories

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	1,261	315	315
School Uniforms	2,248	2,311	2,311
	<u>3,509</u>	<u>2,626</u>	<u>2,626</u>

11. Investments

The School's investment activities are classified as follows:

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	585,703	869,634	869,634
	<u>585,703</u>	<u>869,634</u>	<u>869,634</u>
Total Investments	<u>585,703</u>	<u>869,634</u>	<u>869,634</u>

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2020	\$	\$	\$	\$	\$	\$
Building Improvements	179,719	145,220	-	-	(9,937)	315,002
Furniture and Equipment	32,486	14,379	-	-	(8,654)	38,211
Information and Communication Technology	41,991	43,168	-	-	(25,572)	59,587
Leased Assets	9,952	24,864	-	-	(12,984)	21,832
Library Resources	14,811	3,956	-	-	(3,157)	15,610
Balance at 31 December 2020	278,959	231,587	-	-	(60,304)	450,242

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2020	\$	\$	\$
Building Improvements	431,739	(116,737)	315,002
Furniture and Equipment	375,733	(337,522)	38,211
Information and Communication Technology	213,381	(153,794)	59,587
Leased Assets	31,429	(9,597)	21,832
Library Resources	96,785	(81,175)	15,610
Balance at 31 December 2020	1,149,067	(698,825)	450,242

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Building Improvements	188,204	-	-	-	(8,485)	179,719
Furniture and Equipment	36,321	5,911	(293)	-	(9,453)	32,486
Information and Communication Technology	64,414	-	(1,059)	-	(21,364)	41,991
Leased Assets	21,763	1,496	-	-	(13,307)	9,952
Library Resources	13,999	3,902	-	-	(3,090)	14,811
Balance at 31 December 2019	324,701	11,309	(1,352)	-	(55,699)	278,959

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Building Improvements	286,519	(106,800)	179,719
Furniture and Equipment	369,172	(336,686)	32,486
Information and Communication Technology	172,856	(130,865)	41,991
Leased Assets	57,755	(47,803)	9,952
Library Resources	93,659	(78,848)	14,811
Balance at 31 December 2019	979,961	(701,002)	278,959

13. Accounts Payable

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Operating Creditors	3,647	16,106	16,106
Accruals	4,785	4,785	4,785
Banking Staffing Overuse	16,974	-	-
Employee Entitlements - Salaries	106,067	94,888	94,888
	<u>131,473</u>	<u>115,779</u>	<u>115,779</u>
Payables for Exchange Transactions	131,473	115,779	115,779
	<u>131,473</u>	<u>115,779</u>	<u>115,779</u>

The carrying value of payables approximates their fair value.

14. Finance Lease Liability

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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
No Later than One Year	10,475	-	9,720
Later than One Year and no Later than Five Years	17,564	-	1,481
	<u>28,039</u>	<u>-</u>	<u>11,201</u>

15. Funds held in Trust

	2020	2020	2019
	Actual	Budget	Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	34,156	23,486	23,486
	<u>34,156</u>	<u>23,486</u>	<u>23,486</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.

16. 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:

		Opening Balances	Receipts from MoE	Payments	trans historical bal/write off	Closing Balances
	2020	\$	\$	\$	\$	\$
Classroom Upgrade	<i>completed</i>	26,630	-	-	(26,630)	-
Rebuild	<i>completed</i>	(1,818)	-	-	1,818	-
Totals		24,812	-	-	(24,812)	-

		Opening Balances	Receipts from MoE	Payments	BOT Contributions	Closing Balances
	2019	\$	\$	\$	\$	\$
Classroom Upgrade	<i>in progress</i>	26,630	-	-	-	26,630
Rebuild	<i>in progress</i>	-	-	(1,878)	-	(1,818)
Totals		26,630	-	(1,878)	-	24,812

17. Related Party Transactions

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

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and 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.

18. Remuneration

Key management personnel compensation

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

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	4,620	4,165
Full-time equivalent members	0.05	0.06
<i>Leadership Team</i>		
Remuneration	431,292	352,507
Full-time equivalent members	4.00	3.56
Total key management personnel remuneration	<u>435,912</u>	<u>356,672</u>
Total full-time equivalent personnel	<u>4.05</u>	<u>3.62</u>

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

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

	2020 Actual \$000	2019 Actual \$000
<i>Salaries and Other Short-term Employee Benefits:</i>		
Salary and Other Payments	140 - 150	130 - 140
Benefits and Other Emoluments	0 - 4	3 - 4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2020 FTE Number	2019 FTE Number
110 - 120	-	-
100 - 110	1	-
	<u>1</u>	<u>-</u>

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

19. Compensation and Other Benefits Upon Leaving

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

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

20. Contingencies

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

The School has an obligation to the Ministry of Education to maintain in good order and repair at all times the land, buildings and other facilities on the School site. Construction under the Schools Rebuild Programme is currently in progress. As a result, the School cannot make a reliable estimate of the mainenance required on the School's buildings so no cyclical maintenance provision has been recognised.

Holidays Act Compliance – schools payroll

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

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

To the extent that any obligation cannot reasonably be quantified at 31 December 2020, a contingent liability for the school may exist.

21. Commitments

(a) Capital Commitments

As at 31 December 2020 the Board has not entered into any contract agreements for capital works.

(Capital commitments at 31 December 2019: Nil)

(b) Operating Commitments

As at 31 December 2020 the Board has not entered into any contracts.

22. Managing Capital

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

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash and Cash Equivalents	371,659	87,811	113,860
Receivables	107,348	103,738	103,738
Investments - Term Deposits	585,703	869,634	869,634
Total Financial assets measured at amortised cost	<u>1,064,710</u>	<u>1,061,183</u>	<u>1,087,232</u>

Financial liabilities measured at amortised cost

Payables	131,473	115,779	115,779
Finance Leases	22,857	10,610	10,610
Total Financial Liabilities Measured at Amortised Cost	<u>154,330</u>	<u>126,389</u>	<u>126,389</u>

24. Events After Balance Date

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

Analysis of Variance – 2020 Kaikorai School Expectations

Each year, the Kaikorai Primary School Board of Trustees set goals through the Charter that affect every aspect of the running of the school. These are reviewed annually in a variety of ways. Student achievement is the priority for the Kaikorai Primary School Board of Trustees and therefore greater importance is placed on its learning goals and these are reported on through the Analysis of Variance.

The Board sets measurable, but aspirational targets, as we wish to see all students achieve. We also recognise that academic achievement looks different for different students.

Situation at start of 2020	Target for 2020	Outcome Achieved	Reason for variations and Evaluation
<p style="text-align: center;">Reading</p> <p>Above = 29% At = 61% Below = 9% Well Below = 1%</p> <p style="text-align: center;">Planned actions taken to improve outcomes.</p> <ol style="list-style-type: none"> 1. The Year 5 and 6 students in the below category will receive support from the parent reading programme. 2. The Board employed an additional teacher aide post covid 19 to help junior students catch up the lost time. 	<p style="text-align: center;">Reading</p> <p>At or Above = 90% Below or Well Below = 10%</p>	<p style="text-align: center;">Reading</p> <p>Above = 36% At = 50% Below = 11% Well Below = 3%</p>	<p>The school did not reach its aspirational goal of 90% in reading.</p> <p>A year of interruptions due to Covid 19 had an impact on our reading programme especially our Year 1 and 2 students. These students who are learning to read were greatly affected by the 5 weeks of school and many are one section of the colour wheel away from being at the expectation. One stage in the colour wheel roughly aligns with 5 weeks of school.</p> <p>2015 = 85% At or Above 2016 = 86% At or Above (1% improvement) 2017 = 88% At or Above (2% improvement) 2018 = 89% At or Above (1% improvement) 2019 = 90% At or Above (1% improvement)</p>

<p>3. Widen the Quick 60 reading programme to include Middles students</p> <p>4. Continue reading recovery programme in Juniors.</p> <p>5. 2 Hours per week specialist teacher time for children who have not yet learnt phonetic blends etc</p>			<p>2020 = 86% At or Above (4% decline)</p> <p>What was extremely pleasing was the significant growth from At students to Above. (29%-36%). This again confirms that children who were able to read actually benefitted from Covid lockdown as they had more time to read and that they didn't need teacher instruction on how to read.</p>
<p>Recommendation for 2021 –Parent Reading Programme to continue with regular reporting to the Board on student performance. Kristen Ferguson will continue her leadership of the reading and support programmes meaning that she is responsible for and delivering all the literacy support and extension programmes. The Quick 60 programme will run from Year 1-4 for students deemed at risk and will be run by one teacher aide for consistency. Syndicate leaders will utilise “Teacher Sprints” to look at issues in their reading programme and make systematic changes based upon needs.</p>			
<p style="text-align: center;">Writing</p> <p>Above = 14%</p> <p>At = 70%</p> <p>Below = 15%</p> <p>Well Below = 1%</p>	<p style="text-align: center;">Writing</p> <p>At or Above = 90%</p> <p>Below or Well Below = 10%</p>	<p style="text-align: center;">Writing</p> <p>Above = 13%</p> <p>At = 67%</p> <p>Below = 17%</p> <p>Well Below = 3%</p>	<p>2016 = 76% At or Above</p> <p>2017 = 79% At or Above</p> <p>2018 = 79% At or Above</p> <p>2019 = 84% At or Above</p> <p>2020 = 80% At or Above</p> <p>Although 4% is a considerable drop in overall school achievement in writing it is still our second best result in five years.</p> <p>Covid may have had a small impact on this result and it is something we need to closely monitor in 2021.</p>
<p>Recommendation for 2021 –</p> <p>The small group of Maori students who received support in 2020 will continue to work with the Principal for 40 minutes a day to improve their writing. This will be done in conjunction with whanau.</p> <p>Syndicate leaders will utilise “Teacher Sprints” to look at issues in their writing programme and make systematic changes based upon needs.</p>			

Paula Fisher to investigate and evaluate whether Structured Literacy would benefit our students as it has done in the mathematics programme.

<p>Mathematics</p> <p>Above = 17% At = 69% Below = 13% Well Below = 1%</p> <p>Planned actions taken to improve outcomes.</p> <ol style="list-style-type: none"> 1. Teacher aide support in senior classroom 2. Specialist teacher intervention for children who need help with basic facts in seniors. 3. Run targeted math groups for children in the middle syndicate. 4. Rewrite the mathematics programme to reflect Prime Mathematics. 5. Provide 4 hours per week of extension mathematics programme 	<p>Mathematics</p> <p>At or Above = 90% Below or Well Below = 10%</p>	<p>Mathematics</p> <p>Above = 21% At = 64% Below = 13% Well Below = 2%</p>	<p>Prime Mathematics continues to be implemented across all senior and middle classrooms and some students in Year 2. EASSTLE results have continued to show an overall improvement over time and the consistency across classes remains the same. Motivation levels have also improved.</p> <p>The specialist teacher programme continues to develop support for families to help their child improve their basic facts knowledge and the teacher aides continue to do a wonderful job both in class support in the senior rooms and also through the running of their targeted math groups for the Year 3/4s.</p> <p>What was extremely pleasing was the significant growth from At students to Above. (17%-21%).</p>
<p>Recommendation for 2021 – Continue teacher aide support in senior classroom. The specialist teacher intervention will focus on Year 4 and year 5 students which were over represented as below or well below in mathematics. This will be for 1 hour per day four days per week and have a wider focus than just basic facts. We will also continue to run targeted math groups for children at risk, delivered by the teacher aides.</p>			

Consolidate the success of the PRIME Mathematics programme into all middle and senior classes with appropriate PD. Purchase the Prime Mathematics Interactive additions to compliment classroom programme and as a backup if we go into lock down again.

Continue the extension programme.

<p style="text-align: center;">Maori Achievement Reading</p> <p style="text-align: center;">2018 – 2019 - 2020</p> <p>Above = 30% - 27%-25%</p> <p>At = 40%-45%-63%</p> <p>Below = 25%- 23%-6%</p> <p>Well Below= 5% - 5%-6%</p> <p style="text-align: center;">Planned actions taken to improve outcomes.</p> <p>1. The Principal to work with the small number of Maori students who are underperforming in writing</p>	<p style="text-align: center;">Maori Achievement Writing</p> <p style="text-align: center;">2018 – 2019 -2020</p> <p>Above = 25% - 18%-12%</p> <p>At = 45% - 41%-44%</p> <p>Below = 20% - 32%-38%</p> <p>Well Below= 10% - 9%-6%</p>	<p style="text-align: center;">Maori Achievement Mathematics</p> <p style="text-align: center;">2018 – 2019 - 2020</p> <p>Above = 20% - 18%-25%</p> <p>At = 50% -59%-50%</p> <p>Below = 25% - 18%- 19%</p> <p>Well Below = 5% - 5%-6%</p>	<p>EASTTLE results show that Maori students at Kaikorai have strong motivation in reading and mathematics. This along with high quality teaching and support has resulted in an excellent improvement in reading.</p> <p>Although not reflected in results here the Maori students who were Below in their writing have made more than a years worth of progress but not enough to get them out of the below category. Their output has improved from short sentences and paragraphs to multiple pages of work. We have only had one Maori student who has been with us from the start go back an expectation in one area. Due to the small number of Maori students one child coming or going can make a significant change to the percentages.</p>
<p>Recommendation for 2021 – The small group of Maori students who received support in 2020 will continue to work with the Principal for 40 minutes a day to improve their writing. This will be done in conjunction with whanau and be based upon a high interest writing programme.</p>			
<p style="text-align: center;">Year 4 Mathematics</p> <p>Above = 9%</p> <p>At = 67%</p> <p>Below = 24%</p> <p>Well Below = 0%</p>	<p style="text-align: center;">Year 4 Mathematics</p> <p>At or Above = 80%</p> <p>Below or Well Below = 20%</p>	<p style="text-align: center;">Year 4 Mathematics</p> <p>At or Above = 77%</p> <p>Below or Well Below = 23%</p>	<p>Although only a 1% improvement in the Below and Well Below group the teacher responsible for this group was able to show significant improvement and with support they were achieving at the expected level. It was only when they went back to class that the students</p>

<p>Planned actions taken to improve outcomes.</p> <ol style="list-style-type: none"> 1. 4 hour per week with a teacher employed by the school to target students needs, set goals, and support classroom teacher. 2. Regular monitoring and reporting to Board. 			<p>were not able to sustain what they knew from their small group work.</p> <p>What was especially pleasing was the improvement from 9% to 18% in the Above group.</p>
<p>Recommendation for 2021 – Continue to work with Year 5 students in 2021 but have their support teacher work in class with them to foster more independence in mathematics.</p>			



Kiwisport Statement

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2020, the school received total Kiwisport funding of \$4,628 (excluding GST).

The funding was spent on sports equipment, swimming lessons and a teacher aide to run a post Covid lunchtime programme to encourage movement and activity.

INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Kaikorai School (the School). The Auditor-General has appointed me, Philip Sinclair, using the staff and resources of Crowe, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 20, that comprise the Statement of Financial Position as at 31 December 2020, the Statement of Comprehensive Revenue and Expense, Statement of Changes in Net Assets/Equity and Cash Flow Statement for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2020; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 31 May 2021. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Analysis of Variance, Kivisport Report and Board of Trustees Listing, 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.



Philip Sinclair
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Dunedin, New Zealand