

TE KOPUKU HIGH SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number: 872

Principal: Cath Rau

School Address: 70 Foreman Road, Hamilton 3200

School Postal Address: P O Box 10-238, Te Rapa 3200

School Phone: 07 282 0137

School Email: enquiries@tekopukuhigh.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expired/ Expires
Hemi Rau	Co-Chair Person	Appointed	
Robyn Hata-Gage	Co-Chair Person	Appointed	
Cath Rau	Principal	ex Officio	No known expiry date as it depends on
Pura Waters	Secretary/Treasurer	Appointed	when a new constitution is approved
Sharyn Harawira	Member	Appointed	
Milton Ngaruhe	Member	Appointed	
Neil Couch	Member	Co -opted	

Accountant / Service Provider: Granville & She Ltd

TE KOPUKU HIGH SCHOOL

Annual Report - For the year ended 31 December 2020

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Te Kopuku High 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.

Robyn Hata-Gage.
Full Name of Board Chairperson

Catherine Rawina Rau
Full Name of Principal

RHata-Gage.
Signature of Board Chairperson

C Rau
Signature of Principal

31/05/21.
Date:

31/05/21
Date:

Te Kopuku High School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	3,992,831	3,920,200	3,184,959
Locally Raised Funds	3	20,277	77,224	541,751
Interest income		3,835	6,000	20,546
		<u>4,016,943</u>	<u>4,003,424</u>	<u>3,747,256</u>
Expenses				
Locally Raised Funds	3	144,234	133,000	99,098
Learning Resources	4	2,411,920	2,299,619	1,689,177
Administration	5	221,752	277,362	226,281
Finance		2,133	-	-
Property	6	1,098,103	1,027,830	959,499
Depreciation	7	251,306	225,000	148,942
		<u>4,129,448</u>	<u>3,962,811</u>	<u>3,122,997</u>
Net Surplus / (Deficit) for the year		(112,505)	40,613	624,259
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(112,505)</u>	<u>40,613</u>	<u>624,259</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.

Te Kopuku High 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>1,659,819</u>	<u>1,659,819</u>	<u>1,035,560</u>
Total comprehensive revenue and expense for the year		(112,505)	40,613	624,259
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	-
Equity at 31 December	19	<u>1,547,314</u>	<u>1,700,432</u>	<u>1,659,819</u>
Retained Earnings		1,547,314	1,700,432	1,659,819
Reserves		-	-	-
Equity at 31 December		<u>1,547,314</u>	<u>1,700,432</u>	<u>1,659,819</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.

Te Kopuku High 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	399,990	335,432	673,693
Accounts Receivable	9	248,668	225,000	117,281
GST Receivable		33,861	30,000	128,219
Prepayments		19,136	15,000	43,265
		<u>701,655</u>	<u>605,432</u>	<u>962,458</u>
Current Liabilities				
Accounts Payable	11	284,249	183,000	265,362
Revenue Received in Advance	12	142,693	75,000	-
Finance Lease Liability - Current Portion	13	17,116	2,500	606
		<u>444,058</u>	<u>260,500</u>	<u>265,968</u>
Working Capital Surplus/(Deficit)		257,597	344,932	696,490
Non-current Assets				
Property, Plant and Equipment	10	1,293,716	1,356,000	968,352
		<u>1,293,716</u>	<u>1,356,000</u>	<u>968,352</u>
Non-current Liabilities				
Finance Lease Liability	13	3,999	500	5,023
		<u>3,999</u>	<u>500</u>	<u>5,023</u>
Net Assets		<u>1,547,314</u>	<u>1,700,432</u>	<u>1,659,819</u>
Equity	19	<u>1,547,314</u>	<u>1,700,432</u>	<u>1,659,819</u>

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

Te Kopuku High School

Statement of Cash Flows

For the year ended 31 December 2020

	2020	2020 Budget	2019
Note	Actual \$	(Unaudited) \$	Actual \$
Cash flows from Operating Activities			
Government Grants	1,361,121	814,449	889,073
Locally Raised Funds	(7,185)	32,724	41,723
Goods and Services Tax (net)	94,358	204,434	(19,479)
Payments to Employees	(669,913)	(565,141)	(240,882)
Payments to Suppliers	(492,602)	(457,912)	(313,802)
Interest Paid	(2,133)	-	
Interest Received	3,835	6,000	21,434
Net cash from/(to) Operating Activities	<u>287,481</u>	<u>34,554</u>	<u>378,067</u>
Cash flows from Investing Activities			
Purchase of Property Plant & Equipment (and Intangibles)	(559,743)	(709,592)	(451,068)
Purchase of Investments	-	-	500,000
Net cash from/(to) Investing Activities	<u>(559,743)</u>	<u>(709,592)</u>	<u>48,932</u>
Cash flows from Financing Activities			
Finance Lease Payments	(1,441)	600	(2,383)
Net cash from/(to) Financing Activities	<u>(1,441)</u>	<u>600</u>	<u>(2,383)</u>
Net increase/(decrease) in cash and cash equivalents	<u>(273,703)</u>	<u>(674,438)</u>	<u>424,616</u>
Cash and cash equivalents at the beginning of the year	8 673,693	1,009,870	249,077
Cash and cash equivalents at the end of the year	<u>8 399,990</u>	<u>335,432</u>	<u>673,693</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.

Te Kopuku High School

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

a) Reporting Entity

Te Kopuku 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 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.

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 10.

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 actual expense for using the land and buildings which are leased by the Ministry of Education from a third party.

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 leased. The lease payments are made by the Ministry of Education on behalf of the school. As such, a notional lease use of land and buildings grant has been recognised as income with the equivalent amount recognised as expense.

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) Property, Plant and Equipment

Land and buildings are leased by the Crown and 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 Landlord 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 property	Term of Lease
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Uniforms	2 years
Leased assets held under a Finance Lease	Term of Lease

j) 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.

k) 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.

l) 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.

m) 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.

n) Financial Instruments

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

The School's financial liabilities comprise accounts payable, borrowings 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.

o) 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.

p) 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.

q) Budget Figures

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

r) 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 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operational Grants	836,121	852,000	660,128
Teachers' Salaries Grants	1,826,872	1,815,000	1,451,961
Use of Land and Buildings Grants	920,000	920,000	841,644
Other MoE Grants	138,331	333,200	11,409
Transport grants	263,966	-	219,817
Other Government Grants	7,541	-	-
	<u>3,992,831</u>	<u>3,920,200</u>	<u>3,184,959</u>

3. Locally Raised Funds

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue			
Donations	-	-	490,110
Activities	17,323	17,500	47,111
Other Revenue	2,954	59,724	4,530
	<u>20,277</u>	<u>77,224</u>	<u>541,751</u>
Expenses			
Activities	35,225	37,000	37,736
Transport (Local)	109,009	96,000	61,362
	<u>144,234</u>	<u>133,000</u>	<u>99,098</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>(123,957)</u>	<u>(55,776)</u>	<u>442,653</u>

4. Learning Resources

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Curricular	44,093	22,000	29,251
Information and Communication Technology	21,680	30,000	12,907
Employee Benefits - Salaries	2,344,747	2,247,619	1,627,441
Staff Development	1,400	-	19,578
	<u>2,411,920</u>	<u>2,299,619</u>	<u>1,689,177</u>

5. Administration

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Audit Fee	11,240	11,000	8,000
Communication	1,135	1,000	747
Consumables	27,383	12,200	9,629
Operating Lease	634	70,704	65,687
Other	53,177	60,458	54,896
Employee Benefits - Salaries	116,193	108,000	76,875
Insurance	9,040	10,000	7,497
Service Providers, Contractors and Consultancy	2,950	4,000	2,950
	<u>221,752</u>	<u>277,362</u>	<u>226,281</u>

6. Property

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Caretaking and Cleaning Consumables	7,698	12,000	14,327
Consultancy and Contract Services	1,255	-	14,834
Grounds	5,820	2,000	3,879
Heat, Light and Water	16,249	-	24,000
Repairs and Maintenance	94,908	38,500	43,395
Use of Land and Buildings	920,000	920,000	841,644
Security	2,515	3,330	2,908
Employee Benefits - Salaries	49,658	52,000	14,512
	<u>1,098,103</u>	<u>1,027,830</u>	<u>959,499</u>

The use of land and buildings figure is based on rent paid by the Ministry of Education to an external party.

7. Depreciation

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Building Improvements	30,571	30,000	14,487
Furniture and Equipment	51,804	50,500	38,412
Information and Communication Technology	106,211	100,000	82,070
Motor Vehicles	44,133	40,000	10,263
Uniform	3,701	3,500	1,328
Leased Assets	14,886	1,000	2,382
	<u>251,306</u>	<u>225,000</u>	<u>148,942</u>

8. Cash and Cash Equivalents

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Bank Current Account	214,815	220,432	545,443
Bank Call Account	185,175	115,000	128,250
Cash and cash equivalents for Statement of Cash Flows	<u>399,990</u>	<u>335,432</u>	<u>673,693</u>

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

9. Accounts Receivable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Receivables	97,448	85,000	11,986
Banking Staffing Underuse	9,139	-	-
Teacher Salaries Grant Receivable	142,081	140,000	105,295
	<u>248,668</u>	<u>225,000</u>	<u>117,281</u>
Receivables from Exchange Transactions	97,448	85,000	11,986
Receivables from Non-Exchange Transactions	151,220	140,000	105,295
	<u>248,668</u>	<u>225,000</u>	<u>117,281</u>

10. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2020						
Building Improvements	165,524	152,628	-	-	(30,571)	287,581
Furniture and Equipment	404,283	141,973	-	-	(51,804)	494,452
Information and Communication Technology	264,487	120,220	-	-	(106,211)	278,496
Motor Vehicles	116,920	131,619	-	-	(44,133)	204,406
Uniforms	11,508	-	-	-	(3,701)	7,807
Leased Assets	5,630	30,230	-	-	(14,886)	20,974
Balance at 31 December 2020	<u>968,352</u>	<u>576,670</u>	<u>-</u>	<u>-</u>	<u>(251,306)</u>	<u>1,293,716</u>

The net carrying value of equipment held under a finance lease is \$20,974 (2019: \$5,630)

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2020			
Building Improvements	334,764	(46,007)	287,581
Furniture and Equipment	586,593	(92,141)	494,452
Information and Communication Technology	467,332	(188,836)	278,496
Motor Vehicles	258,802	(54,396)	204,406
Uniforms	12,836	(5,029)	7,807
Leased Assets	38,242	(17,968)	20,974
Balance at 31 December 2020	<u>1,698,569</u>	<u>(404,853)</u>	<u>1,293,716</u>

2019	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Building Improvements	40,244	130,746	-	-	(14,487)	156,503
Furniture and Equipment	111,991	330,704	-	-	(38,412)	404,283
Information and Communication Technology	8,336	338,221	-	-	(82,070)	264,487
Motor Vehicles	-	127,183	-	-	(10,263)	116,920
Uniforms	-	12,836	-	-	(1,328)	11,508
Leased Assets	-	8,012	-	-	(2,382)	5,630
Work in Progress	-	9,021	-	-	-	9,021
Balance at 31 December 2019	160,571	956,723	-	-	(148,942)	968,352

The net carrying value of equipment held under a finance lease is \$5,630 (2018: \$Nil)

2019	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Building Improvements	171,939	(15,436)	156,503
Furniture and Equipment	444,620	(40,337)	404,283
Information and Communication Technology	347,113	(82,626)	264,487
Motor Vehicles	127,183	(10,263)	116,920
Uniforms	12,836	(1,328)	11,508
Leased Assets	8,012	(2,382)	5,630
Work in Progress	9,021	-	9,021
Balance at 31 December 2019	1,120,724	(152,372)	968,352

11. Accounts Payable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operating Creditors	42,253	20,000	118,678
Accruals	11,190	11,000	10,950
Employee Entitlements - Salaries	216,938	140,000	130,824
Employee Entitlements - Leave Accrual	13,868	12,000	4,910
	284,249	183,000	265,362
Payables for Exchange Transactions	284,249	183,000	265,362
	284,249	183,000	265,362

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Grants in Advance - Ministry of Education	84,693	45,000	-
Other	58,000	30,000	-
	<u>142,693</u>	<u>75,000</u>	<u>-</u>

13. 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	17,116	2,500	606
Later than One Year and no Later than Five Years	3,999	500	5,023
	<u>21,115</u>	<u>3,000</u>	<u>5,629</u>

14. 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.

The Chairperson, Hemi Rau, is married to the Principal, Cath Rau. Checks have been put in place at operational level. Erana Rau and Wikamaua Hiakita were employed by Te Kopuku high School eBOT as teachers in December 2020. Erana Rau is a daughter of Cath Rau (Principal) and Hemi Rau (Trustee). Wikamaua Hiakita is the partner of Erana Rau.

Alex Rau is the son of Catherine Rau (Principal) and Hemi Rau (BOT Co-chair), Hinemaia Mataira is the niece of Cath Rau (Principal), and Carlo Gage is the husband of Robyn Hata-Gage (BOT Co-chair). They are all employed by Te Kopuku High School eBOT.

During the year, the School was granted free usage of vehicle assets from Te Nikau Charitable Trust, previously leased to the school at the value of \$60,100 in 2019. The following individuals are trustees of both the school and Te Nikau Charitable Trust: Hemi Rau, Robyn Hata-Gage, Pura Waters and Sharyn Harawira.

15. 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	-	-
Full-time equivalent members	0.06	0.25
<i>Leadership Team</i>		
Remuneration	446,693	125,060
Full-time equivalent members	4	1
Total key management personnel remuneration	<u>446,693</u>	<u>125,060</u>
Total full-time equivalent personnel	<u>4.06</u>	<u>1.25</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.

Principal

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

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	120 - 130
Benefits and Other Emoluments	-	-
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2020 FTE Number	2019 FTE Number
100 - 110	3	0
	<u>3</u>	<u>0</u>

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

16. 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	-	-

17. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

18. Commitments

(a) Capital Commitments

As at 31 December 2020 the Board has no capital commitments

(Capital commitments at 31 December 2019: \$Nil)

(b) Operating Commitments

As at 31 December 2020 the Board has no operating commitments

(Operating commitments at 31 December 2019: \$Nil)

19. 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.

20. 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	399,990	335,432	673,693
Receivables	248,668	225,000	117,281
Total Financial assets measured at amortised cost	<u>648,658</u>	<u>560,432</u>	<u>790,974</u>

Financial liabilities measured at amortised cost

Payables	284,249	183,000	265,362
Finance Leases	21,115	3,000	5,629
Total Financial Liabilities Measured at Amortised Cost	<u>305,364</u>	<u>186,000</u>	<u>270,991</u>

21. Events After Balance Date

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



Analysis of Variance

Strategic Aim	What did the picture look like at baseline?	What did we do to achieve improvement?	What did it look like at the end of the year?
<p>Ngā Hua: Mokopuna achievement Aim: NZC: Literacy To accelerate the achievement levels of year 10 mokopuna in reading and writing</p> <p>Improvement means greater numbers and proportions of mokopuna are working at expected curriculum levels</p>	<p>At the end of 2018, 39.5% year 9 (now year 10) mokopuna were Manawa Toa (above) or Manawa Ora (at) curriculum expectations in reading and 36.4% in writing</p>	<p>Provide mokopuna with additional opportunities for literacy learning by specialist teachers</p>	<p>Half year achievement levels for year 10s. Year 10s need to be working at curriculum level 5</p> <p>Manawa Toa/Ora Level 6 n=2 Level 5- 6 n = 3 Level 5 n= 3 (35%)</p> <p>Manawa Aki Level 4-5 n= 4 Level 4 n=3 Level 3- 4 n= 7 Level <3 n= 1 (65%)</p> <p>Total = 23 End of year achievement levels for year 10s.</p>

			<p>Year 10s need to be working at curriculum level 5</p> <p>Manawa Toa/Ora Level 6 n=3 Level 5- 6 n = 3 Level 5 n= 5 (50%)</p> <p>Manawa Aki Level 4-5 n= 2 Level 4 n= 5 Level 3- 4 n= 4 (50%)</p> <p>Total = 22</p> <p>Increase in the numbers and proportions of mokopuna working at expected curriculum levels</p>
<p>Ngā Hua: Mokopuna achievement Aim: TMOA: Te Reo Matatini To accelerate the achievement levels of year 8 mokopuna in pānui, tuhituhi and korero</p> <p>Improvement means greater numbers and proportions of mokopuna are working at expected curriculum levels</p>	<p>At the end of 2018, 50% year 7 (now year 8) mokopuna were Manawa Toa (above) or Manawa Ora (at) curriculum expectations in pānui, 64.3% in tuhituhi and kōrero</p>	<p>Provide mokopuna with additional opportunities for literacy learning</p> <p>Support pouako (teachers) to take a multi-language approach to literacy learning with a focus on pānui tahi (shared reading)</p>	<p>Kōrero: In Term 4, 65% year 8 mokopuna were Manawa Toa (above) or Manawa Ora (at) curriculum expectations compared to 45% in term 3 .</p> <p>Increase in the numbers and proportions of mokopuna at Manawa Toa and Manawa Ora achievement levels</p> <p>Tuhituhi :In Term 4, 35% year 8 mokopuna were Manawa Toa (above) or Manawa Ora (at) curriculum expectations compared to 30% in term 3 (a slight reduction).</p> <p>Small increase in the numbers and proportions of mokopuna at Manawa Toa and Manawa Ora achievement levels</p>

<p>Ngā Hua: Mokopuna achievement Aim: NZC: Mathematics. To accelerate the achievement levels of year 7- 9 mokopuna in geometry and algebra through the number strand.</p> <p>Improvement means greater numbers and proportions of year 8 mokopuna are working at expected curriculum levels</p>	<p>At the end of 2018, 50% year 7 (now year 8) mokopuna were Manawa Toa (above) or Manawa Ora (at) curriculum expectations for algebra. 36% of the same year group were Manawa Toa (above) or Manawa Ora (at) curriculum expectations for measurement and geometry. These particular strands appear to have had less coverage in their previous schools.</p>	<p>Attend specialised professional learning courses</p> <p>Participate in coaching by in-house specialists</p> <p>Regularly provide feedback, feedforward at mathematics/ pāngarau hui</p> <p>Purchase resources</p>	<p>Pānui: In Term 4, 65% year 8 mokopuna were Manawa Toa (above) or Manawa Ora (at) curriculum expectations, the same as for term 3.</p> <p>Levels maintained</p> <p>In Algebra (term 2), 42.4% mokopuna achieved Manawa Toa or Ora which is slightly less than the proportions for 2018.</p> <p>In Measurement (term 3), 54.8% year 8 mokopuna achieved Manawa Toa or Ora - a slight increase from 2018 for the same year level. Geometry was not covered in 2019.</p> <p>Levels maintained</p>
<p>Ngā Hua: Mokopuna achievement Aim: TMOA: Pāngarau To accelerate the achievement levels of year 7 - 9 mokopuna in taurangi (algebra) through tau (number)</p>	<p>At the end of 2018, 50% year 7 (now year 8) mokopuna were Manawa Toa (above) or Manawa Ora (at) curriculum expectations in taurangi (algebra). For year 8 (now year 9), these results were 52.9% and 47.1% for year 9 mokopuna (now year 10).</p>		<p>76.2% year 8s had achieved Manawa Toa or Manawa Ora by the end of the term 2 Taurangi (algebra) unit</p> <p>Increase in the numbers and proportions of mokopuna at Manawa Toa and Manawa Ora achievement levels</p>

<p>Improvement means greater numbers and proportions of mokopuna are working at expected curriculum levels</p>	<p>Taurangi (algebra) appeared to have less coverage in their previous schools.</p>		
<p>Te Kāhiwi: Mokopuna achievement Aim: To accelerate the bilinguality of mokopuna, by tracking the 2019 year 7 and 8 cohort.</p> <p>Improvement means Year 7 and 8 mokopuna who will be years 10 and 11 in 2021, will self-report higher levels of māori language usage and proficiency</p>	<p>The 2019 intake of new year 7 and 8 mokopuna were asked to self report the language(s) of the instructional programme at their previous school. The results are:</p> <p>34% (26/76) Māori 49% (37/76) English/Māori 17% (13/37) English</p> <p>They self-reported their reo Māori language capability as follows: 23% (17/76) are highly proficient speakers 13% (10/76) are proficient speakers 38% (29/76) can understand and say simple sentences 23% (17/76) can understand and say simple words 3% (2/76) can't speak any Māori at all</p> <p>They also reported the language(s) spoken at home as: 16% (12/76) English and Māori in equal amounts 62% (47/76) Mainly English, some Māori</p>	<p>Make improvements to the instructional programme based on mokopuna and staff feedback and evaluation</p>	<p>At the end of term 2, in a survey conducted with mokopuna learning Te Reo Māori through NZC:</p> <p>Ability to use basic sentence structures in te reo 74% reported they felt confident or highly confident</p> <p>26% reported they needed further practice to feel confident enough</p> <p>At the end of term 4 in a survey conducted with mokopuna learning Te Reo Māori through NZC:</p> <p>Enjoyment/satisfaction level 79% reported they enjoy learning te reo Māori</p> <p>Ability to use basic sentence structures in te reo 26% reported they could use simple sentences and a further 34% reported they could hold a simple conversation about everyday things</p> <p>Readiness to lead karakia or mihi at hui ā kura 74% reported they either already lead karakia or mihi or feel they are ready to</p>

<p>Te Kāhiwi: Engagement Aim: To improve access to the teaching and learning programme by mokopuna in year 11 with high incidences of absenteeism</p> <p>Improvement means mokopuna will have improved rates of presence at school</p>	<p>21% (16/76) English only 1% (1/76) Other</p> <p>2018 engagement data shows that 9/34 (now) year 11 mokopuna were absent for 15% or more of the 2018 school year. If this trend continues in 2019, it is likely to impact negatively on the achievement of these mokopuna in their first year of NCEA.</p>	<p>Work with the whānau to find solutions Implement flipped classroom approaches and maximise online resources like Seesaw and Hapara</p>	<p>Ability to recite their pepehā in front of an audience 74% reported they felt confident or highly confident</p> <p>26% reported they needed further practice to feel confident enough to present in front of an audience</p> <p>In a survey conducted with mokopuna learning Te Reo Māori through NZC in term 4:</p> <p>Different measures used between baseline and post. Indications are that mokopuna are increasing their proficiency levels in greater numbers and proportions</p>
			<p>The number of year 11 mokopuna absent 15% or from school in the first 6 months has reduced to 3.</p> <p>Mokopuna 1 74% No further action required.</p> <p>Mokopuna 2 45% (Attendance improved to 69% for term 2)</p> <p>Mokopuna 3 60% (Attendance was 15% higher in term 1)</p>

<p>and/or will engage in distance online learning to remain connected to the school's teaching and learning programme</p>	<p>Ngā Rawa Aim: To embed the senior school teaching and learning programme for mokopuna success with NCEA.</p> <p>Improvement means mokopuna are reporting high levels of satisfaction with the teaching and learning programme</p> <p>Mokopuna are achieving meaningful credits that contribute to their vocational pathway choices</p>	<p>2019 is the first year mokopuna can formally gain credits towards NCEA. The teaching and learning programme includes a project-based integrated approach as well as a subject-specific approach particularly for mathematics/ pāngarau and science/ pūtaiao to maximise opportunities to gain meaningful, vocation related credits.</p>	<p>Collaborative planning and team teaching</p> <p>Regular hui to address issues and opportunities as they arise</p>	<p>The number of year 11 mokopuna absent from kura 15% or more from school by the end of the year decreased</p> <p>Achieved</p>
<p>Ngā Rawa Aim: To build staff capability in the Digital Technology/ Hangarau Matihiko curriculum</p> <p>Improvement means pouako will have improved capability levels</p>	<p>At the start of 2019, staff are at the following levels of capability: Emerging = 15 Developing = 4 Integrated = 1</p>	<p>Submit an application to the Ministry for centrally funded PLD by 1 March</p> <p>Engage in regular scheduled PLD sessions with an external facilitator supported by a designated Digital Leader</p>	<p>We have been provided with 100 PLD hours for Hangarau Matihiko</p> <p>Two facilitated workshops have been held with the full staff and one staff member is in regular contact with the facilitator to support her with her term 2 Atuatanga project.</p> <p>Each week starting in term 3, pouako are asked to promote an app during kapaia/</p>	

<p>Ngā Rawa Aim: To make the premises fit for purpose in line with a STREAM curriculum and to cater for a growing roll to year 11</p> <p>Improvement means teaching and learning areas are operational and well-resourced</p>	<p>Fit for purpose, outfitted areas for science, engineering and technology as well as an additional art space are yet to be developed</p>	<p>Work with the MOE property and Waikato Council Resource Consent divisions to upgrade current amenities</p>	<p>poutaahu time and subsequently integrate them into class activities</p> <p>We used the newly released group reporting tool on Takatū Matihiko to determine pouako readiness at the end of the year. This provides more detailed information than the self-developed tool we used at baseline. This new tool shows growth in a range of key areas.</p> <p>Achieved</p>
<p>Te Kōpuku Aim: To build the mathematics/pāngarau capability of current staff to fill future vacancies in</p>	<p>We are currently well-resourced with specialist mathematics/pāngarau teachers for year 7 to 11 mokopuna, however as the school roll expands, this provision will be</p>	<p>Include in-house specialist mathematics coaches in the staffing entitlement for 2019 and 2020</p>	<p>After 9 months of consultancy reports to the MOE, a list of upgrades to bring the building up to code did NOT eventuate.</p> <p>Since an arrangement to split costs was made between the MOE and the landlord, with the landlord also being responsible for organising for the work to be completed, progress has been made. Novalab are currently drawing up plans for a dual purpose Science/Art area in the new block</p> <p>In progress</p>
<p>Te Kōpuku Aim: To build the mathematics/pāngarau capability of current staff to fill future vacancies in</p>	<p>We are currently well-resourced with specialist mathematics/pāngarau teachers for year 7 to 11 mokopuna, however as the school roll expands, this provision will be</p>	<p>Include in-house specialist mathematics coaches in the staffing entitlement for 2019 and 2020</p>	<p>For 2020, we have recruited one specialist NZC mathematics pouako, one TMOA specialist pāngarau pouako for kura teina, and one specialist NZC mathematics pouako for kura tuakana.</p>

<p>the school in line with mokopuna roll growth</p> <p>Improvement means one or more current staff members volunteers to increase their capability to teach mathematics/ pāngarau</p> <p>Junior school mathematics/ pāngarau teachers are confident and willing to teach the senior school mathematics/ pāngarau curriculum</p>	<p>stretched. The market is highly competitive so building internal capability is a way of future proofing</p>	<p>Schedule times for coaches to work with staff</p> <p>Attend non-centrally funded PLD workshops \$5000.00</p>	<p>Achieved</p>
<p>Te Nīkau Aim: To share information with Ngaati Maahanga (Manawa Whenua) about mokopuna with Ngaati Maahanga whakapapa in the school to contribute to their hapū database</p> <p>Improvement means results have been shared with Ngaati Maahanga and the school has facilitated a process to enable Ngaati Maahanga to contact hitherto unknown members</p>	<p>Mokopuna have been surveyed and asked to name their marae. While the results have already been collated for those identifying as Ngaati Maahanga, these will be reported to Manawa Whenua first before it is made public.</p>	<p>Collate enrolment information</p>	<p>19 mokopuna from 21 whaanau identified Ngaati Maahanga as a hapuu they affiliate to</p> <p>ERO acknowledged the meaningful relationship with Manawa Whenua in their verbal feedback to the whole school. This took place on 19 September 2019</p> <p>Achieved</p>
<p>Te Nīkau Aim: To contribute to the marae connectedness goal of Mana Mātauranga: Waikato/ Tainui Education Strategy</p>	<p>117/201 (58%) mokopuna claimed affiliation with a Waikato/ Tainui marae. Analysis of results for these mokopuna further revealed that: 42/117 (36%) mokopuna are actively involved and understand</p>	<p>Collate enrolment information</p>	<p>In term 1, senior management met with Waikato- Tainui staff and reported the marae engagement information. We are the first school to ever report back to them in relation to their tribal goals</p>

TE KŌPIKŪ HIGH

<p>Improvement means the kura is able to share evidence of the nature of participation in marae activities by mokopuna who affiliate with Waikato-Tainui</p>	<p>their role at their Waikato/Tainui marae 34/117 (29%) mokopuna often participate in activities at their Waikato/Tainui marae 41/117 (35%) mokopuna know their Waikato/Tainui marae but don't really participate in activities there 0/117 mokopuna reported they couldn't name their marae</p>		<p>Achieved</p>
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Te Kopuku High School

Kiwisport Report

For the year ended 31 December 2020

During the year the Board was the recipient of additional Government funding for specific purposes:

Kiwisport is a Government funded initiative to support students' participation in organised sport. In 2020 the school received total Kiwisport funding of \$5,970 (excluding GST). The funding was put towards a range of sports uniforms and equipment to resource the school to support and initiate student participation in a variety of sports.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF TE KOPUKU HIGH SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020

The Auditor-General is the auditor of Te Kopuku High School (the School). The Auditor-General has appointed me, Bernard Lamusse, using the staff and resources of PKF Hamilton Audit Ltd, 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 17, that comprise the statement of financial position as at 31 December 2020, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

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 of Trustees 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 pages 18 to 27, 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.



Bernard Lamusse
Director
PKF Hamilton Audit Ltd
On behalf of the Auditor-General
Hamilton, New Zealand