

AROWHENUA MĀORI SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number: 3280

Principal: Bronwyn Te Koeti

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AROWHENUA MĀORI SCHOOL

Annual Report - For the year ended 31 December 2020

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Arowhenua Māori School

Statement of Responsibility

For the year ended 31 December 2020

The Commissioner 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 Commissioner) 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 Commissioner 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.

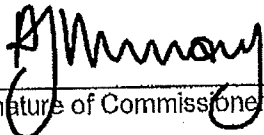
The School's 2020 financial statements are authorised for issue by the Commissioner.

Andrew James MURRAY

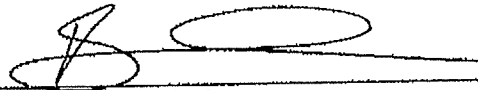
Full Name of the Commissioner

Bronwyn Te Koeti-James

Full Name of Principal



Signature of Commissioner



Signature of Principal

15/06/2021

Date:

15/06/2021

Date:

Arowhenua Māori School

Members of the Board of Trustees

For the year ended 31 December 2020

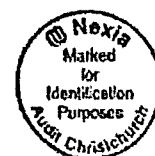
Name	Position	Term Expires
Andrew Murray	Commissioner	
Bronwyn Te Koeti	Principal	

Arowhenua Māori 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	751,000	664,611	580,517
Locally Raised Funds	3	13,485	12,735	11,209
Interest income		1,603	2,500	3,122
		<u>766,088</u>	<u>679,846</u>	<u>594,848</u>
Expenses				
Locally Raised Funds	3	3,341	1,000	13,391
Learning Resources	4	485,414	488,401	412,776
Administration	5	81,525	54,853	55,095
Finance		483	-	521
Property	6	114,677	112,098	99,211
Depreciation	7	11,082	11,000	13,771
		<u>696,522</u>	<u>667,352</u>	<u>594,765</u>
Net Surplus / (Deficit) for the year		69,566	12,494	83
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>69,566</u></u>	<u><u>12,494</u></u>	<u><u>83</u></u>



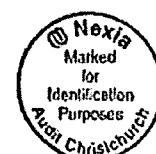
The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes which form part of these financial statements.

Arowhenua Māori 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	172,200	172,200	170,528
Total comprehensive revenue and expense for the year	69,566	12,494	83
Capital Contributions from the Ministry of Education			
School house land reversal	(5,100)	-	1,589
Equity at 31 December	236,666	184,694	172,200



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.

Arowhenua Māori 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	48,113	31,687	8,193
Accounts Receivable	9	61,857	35,985	35,985
Prepayments		4,709	4,274	4,274
Investments	10	110,000	90,000	90,000
		<u>224,679</u>	<u>161,946</u>	<u>138,452</u>
Current Liabilities				
GST Payable		12,905	4,687	4,687
Accounts Payable	12	41,657	39,811	39,811
Finance Lease Liability - Current Portion	14	3,084	3,753	3,753
		<u>57,646</u>	<u>48,251</u>	<u>48,251</u>
Working Capital Surplus/(Deficit)		167,033	113,695	90,201
Non-current Assets				
Property, Plant and Equipment	11	70,446	74,896	85,896
		<u>70,446</u>	<u>74,896</u>	<u>85,896</u>
Non-current Liabilities				
Finance Lease Liability	14	813	3,897	3,897
		<u>813</u>	<u>3,897</u>	<u>3,897</u>
Net Assets		<u>236,666</u>	<u>184,694</u>	<u>172,200</u>
Equity	20	<u>236,666</u>	<u>184,694</u>	<u>172,200</u>



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

Arowhenua Māori School

Statement of Cash Flows

For the year ended 31 December 2020

		2020	2020	2019
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		177,501	166,467	170,473
Locally Raised Funds		11,298	12,735	10,588
Goods and Services Tax (net)		8,218	-	55
Payments to Employees		(64,211)	(79,836)	(81,355)
Payments to Suppliers		(69,903)	(78,372)	(94,302)
Interest Paid		(483)	-	(521)
Interest Received		1,985	2,500	3,337
Net cash from/(to) Operating Activities		64,405	23,494	8,275
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(732)	-	(3,376)
Purchase of Investments		(20,000)	-	5,000
Net cash from/(to) Investing Activities		(20,732)	-	1,624
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	1,589
Finance Lease Payments		(3,753)	-	(5,975)
Net cash from/(to) Financing Activities		(3,753)	-	(4,386)
Net increase/(decrease) in cash and cash equivalents		39,920	23,494	5,513
Cash and cash equivalents at the beginning of the year	8	8,193	8,193	2,680
Cash and cash equivalents at the end of the year	8	48,113	31,687	8,193

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.

Arowhenua Māori School

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

a) Reporting Entity

Arowhenua Māori 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 Commissioner 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. Cyclical maintenance is disclosed at note 18 Contingencies.

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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) Finance Lease Payments

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



f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) 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.

i) 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

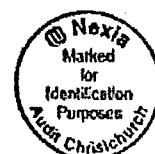
A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower 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	40-50 years
Furniture and equipment	10-20 years
Information and communication technology	5-10 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	10 years



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.

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.

m) 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.

n) 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.

o) Budget Figures

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

p) 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	158,017	147,982	142,838
Teachers' Salaries Grants	458,416	434,199	344,936
Use of Land and Buildings Grants	63,498	63,498	65,108
Other MoE Grants	71,069	18,932	27,635
	<u>751,000</u>	<u>664,611</u>	<u>580,517</u>

The school has opted in to the donations scheme for this year. Total amount received was \$7,650.

Other MOE Grants total includes additional COVID-19 funding totalling \$20,476 for the year ended 31 December 2020.

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	2,000	1,375	1,375
Activities	217	2,000	530
Trading	1,430	-	278
Fundraising	838	-	26
Other Revenue	9,000	9,360	9,000
	<u>13,485</u>	<u>12,735</u>	<u>11,209</u>
Expenses			
Trading	1,334	-	4,038
Fundraising (Costs of Raising Funds)	1,665	-	-
Other Locally Raised Funds Expenditure	342	1,000	9,353
	<u>3,341</u>	<u>1,000</u>	<u>13,391</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>10,144</u>	<u>11,735</u>	<u>(2,182)</u>

4. Learning Resources

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Curricular	16,109	21,400	21,075
Equipment Repairs	688	1,000	706
Library Resources	-	800	-
Employee Benefits - Salaries	465,784	462,201	383,962
Staff Development	2,833	3,000	7,033
	<u>485,414</u>	<u>488,401</u>	<u>412,776</u>



5. Administration

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Audit Fee	3,378	2,600	3,279
Board of Trustees Fees	-	-	3,005
Board of Trustees Expenses	-	-	6,090
Intervention Costs & Expenses	27,477	-	-
Communication	2,797	3,100	2,710
Consumables	6,104	6,600	3,288
Other	8,711	12,100	11,141
Employee Benefits - Salaries	27,819	26,953	22,069
Insurance	5,239	3,500	3,513
	<u>81,525</u>	<u>54,853</u>	<u>55,095</u>

6. Property

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Caretaking and Cleaning Consumables	1,661	2,200	3,013
Cyclical Maintenance Provision	-	-	(10,470)
Grounds	3,305	3,000	2,296
Heat, Light and Water	9,063	11,000	11,080
Rates	2,883	3,400	3,490
Repairs and Maintenance	3,124	2,000	2,130
Use of Land and Buildings	63,498	63,498	65,108
Employee Benefits - Salaries	31,143	27,000	22,564
	<u>114,677</u>	<u>112,098</u>	<u>99,211</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 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Building Improvements - Crown	1,632	2,000	1,632
Furniture and Equipment	2,514	2,000	2,598
Information and Communication Technology	2,094	3,000	2,667
Leased Assets	4,126	4,000	6,141
Library Resources	716	-	733
	<u>11,082</u>	<u>11,000</u>	<u>13,771</u>



8. Cash and Cash Equivalents

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash on Hand	200	200	200
Bank Current Account	47,913	31,487	7,993
Cash and cash equivalents for Statement of Cash Flows	<u>48,113</u>	<u>31,687</u>	<u>8,193</u>

9. Accounts Receivable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Receivables	10,142	7,955	7,955
Receivables from the Ministry of Education	-	2,187	2,187
Interest Receivable	271	653	653
Banking Staffing Underuse	24,176	-	-
Teacher Salaries Grant Receivable	27,268	25,190	25,190
	<u>61,857</u>	<u>35,985</u>	<u>35,985</u>
Receivables from Exchange Transactions	10,413	8,608	8,608
Receivables from Non-Exchange Transactions	51,444	27,377	27,377
	<u>61,857</u>	<u>35,985</u>	<u>35,985</u>

10. Investments

The School's investment activities are classified as follows:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Asset			
Short-term Bank Deposits	110,000	90,000	90,000
Total Investments	<u>110,000</u>	<u>90,000</u>	<u>90,000</u>



11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2020						
Land - School	5,100		(5,100)		-	-
Building Improvements - Crown	42,230				(1,632)	40,598
Furniture and Equipment	12,174				(2,514)	9,660
Information and Communication Technology	16,086				(2,094)	13,992
Leased Assets	7,755				(4,126)	3,629
Library Resources	2,551	732			(716)	2,567
Balance at 31 December 2020	85,896	732	(5,100)	-	(11,082)	70,446

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2020			
Building Improvements - Crown	65,489	(24,891)	40,598
Furniture and Equipment	85,011	(75,352)	9,659
Information and Communication Technology	60,427	(46,434)	13,993
Leased Assets	33,743	(30,115)	3,628
Library Resources	31,708	(29,140)	2,568
Balance at 31 December 2020	276,378	(205,932)	70,446



	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2019						5,100
Land - School	5,100				(1,632)	42,230
Building Improvements - Crown	43,862				(2,598)	12,174
Furniture and Equipment	13,624	1,148			(2,667)	16,086
Information and Communication Technology	17,323	1,430			(6,141)	7,755
Leased Assets	5,189	8,707			(733)	2,551
Library Resources	2,485	799				
Balance at 31 December 2019	87,583	12,084	-	-	(13,771)	85,896

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2019			5,100
Land - School	5,100	-	42,230
Building Improvements - Crown	65,489	(23,259)	12,174
Furniture and Equipment	85,011	(72,837)	16,086
Information and Communication Technology	60,427	(44,341)	7,755
Leased Assets	33,743	(25,988)	2,551
Library Resources	30,975	(28,424)	
Balance at 31 December 2019	280,745	(194,849)	85,896

12. Accounts Payable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operating Creditors	5,249	6,555	6,555
Accruals	6,103	5,029	5,029
Banking Staffing Overuse	2,119	2,119	2,119
Employee Entitlements - Salaries	27,268	25,190	25,190
Employee Entitlements - Leave Accrual	918	918	918
	41,657	39,811	39,811
Payables for Exchange Transactions	41,657	39,811	39,811
	41,657	39,811	39,811

The carrying value of payables approximates their fair value.



13. Provision for Cyclical Maintenance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Provision at the Start of the Year	-	-	10,470
Increase/ (decrease) to the Provision During the Year	-	-	(10,470)
Use of the Provision During the Year	-	-	-
Provision at the End of the Year	-	-	-

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 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
No Later than One Year	3,084	3,753	3,753
Later than One Year and no Later than Five Years	813	3,897	3,897
	<u>3,897</u>	<u>7,650</u>	<u>7,650</u>

15. 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:

	2020	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
New Build Cultural Input	<i>completed</i>	-	7,030	7,030	-	-
Totals		<u>-</u>	<u>7,030</u>	<u>7,030</u>	<u>-</u>	<u>-</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Due from the Ministry of Education	-
	<u>-</u>

16. 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.



17. 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>	-	3,005
Remuneration	-	0.10
Full-time equivalent members		
<i>Leadership Team</i>	117,258	109,458
Remuneration	1	1
Full-time equivalent members		
Total key management personnel remuneration	<u>117,258</u>	<u>112,463</u>
Total full-time equivalent personnel	<u>1.00</u>	<u>1.10</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:	110-120	100-110
Salary and Other Payments	-	-
Benefits and Other Emoluments	-	-
Termination Benefits		

Other Employees

No other employees received remuneration greater than \$100,000.

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



18. 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. Following discussions with the Ministry of Education the schools 10 year plan has effectively been superseded by a significant redevelopment, the final scope of which is still to be confirmed. Until such time as the redevelopment is complete and a 10 year property plan has been developed and approved by the Ministry, the School cannot make a reliable estimate of the major future maintenance. Hence the cyclical maintenance provision was reversed during 2019.

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.

19. Commitments

(a) Capital Commitments

As at 31 December 2020 the Board has entered into no contract agreements for capital works .

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

20. 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.



21. 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	48,113	31,687	8,193
Receivables	61,857	35,985	35,985
Investments - Term Deposits	110,000	90,000	90,000
Total Financial assets measured at amortised cost	<u>219,970</u>	<u>157,672</u>	<u>134,178</u>

Financial liabilities measured at amortised cost

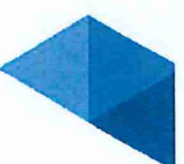
Payables	41,657	39,811	39,811
Finance Leases	3,897	7,650	7,650
Total Financial Liabilities Measured at Amortised Cost	<u>45,554</u>	<u>47,461</u>	<u>47,461</u>

22. Events After Balance Date

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



Analysis of Variance Reporting for 2020



School Name:

AROWHENUA MĀORI SCHOOL

School Number: 3280

Strategic Aim:

MANA

Arowhenua Māori School will be a hub for cultural revitalisation

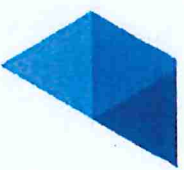
Annual Aim:

- A successful 125th Anniversary of the kura 2020
- Strong kura transitions between ECC and kura tuarua
- Working with similar Māori Medium Kura
- Strong links between whānau and kura

Target:

- A kura that is valued
- Hītori-ā-kura will be reflected within the Marau-ā-kura and throughout the school environment
 - The kura will be a school of choice and our ākongā will continue to thrive within kura tuarua
 - Our wider community will know of our kura and its kaupapa either through positive promotion such as regional events or publications
 - Whānau will be supportive and involved because of our kaupapa which can be measured through well attended hui and other kura events

Analysis of Variance Reporting for 2020



Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>SCHOOL ANNIVERSARY</p> <p>On Saturday 26 September, we held a one day celebration to acknowledge the 125th year our kura has operated. Originally it was planned to hold a traditional two-three day event. A committee was set up and funding through grants was talked about. This committee disbanded when the board dissolved in February 2020.</p>	<p>When decision was made to go ahead with this celebration post Covid lockdown March-May 2020, a little over a school term was left before the already set date of 25-27 September. The first and now defunct committee had set this date earlier during 2019.</p> <p>This was in-line with the South Canterbury Anniversary weekend and was considered a good way to encourage participation if people needed to travel.</p> <p>There were also no funds set aside within the school budget 2020. The earlier reasoning for this was grants and/or fund-raising were to be sought.</p> <p>A one-day event was easier to postpone should Covid levels change and restrict the event from happening at that time.</p> <p>Support was provided from Te Runanga o Arowhenua, free marae-hire and pork donation as well as admin support if required. This was generous as marquee hire would have been too expensive and the kura does not have sufficient premises.</p> <p>Advertising was created, and distributed, however the advert did not make it into the Runanga magazine or newsletter. This was some-what disappointing and I had to become pro-active and attend kaumatua hui to inform and encourage registrations.</p> <p>An article was published however after the day in Te Panui Runaka (October 2020)</p> <p>Newspaper was invited (see attached article).</p> <p>Staff hui were timetabled throughout second half of term and the team worked well to ensure actions were completed.</p> <p>The involvement of local Kaumatua became increasingly vital and somewhat time consuming (however it was one of the most enjoyable parts of the process) to the point whereby the last two weeks of term 3, I had to block out nearly each afternoon so as to listen to recollections and re-produce the many photos they shared.</p> <p>Food donations while delicious and thankfully received, were a little on the thin side and we ended up having to supplement. From verbal reports however the luncheon was complemented on and there was more than enough to provide for the approx. 62 who attended. We were expecting whānau to attend without registering and weren't surprised.</p>	<p>-Covid19</p> <p>-no Board of Trustees or original organising committee</p> <p>-no budget</p>	<p>Over-all it was a successful event and we are thankful we went ahead due to its' importance made more significant because of the pending re-development.</p> <p>The memories shared and captured will remain a valued resource within the kura for years to come. Going forward this could mean the further development of these resources and archiving.</p> <p>The celebration as well as preparation gave the kura some great opportunities to strengthen community relationships.</p>

<p>KURA TRANSITIONS</p> <p>Enrolment packs with school information began to be sent out to ECGs early Term One.</p> <p>Worked closely with Manu Hou (a bilingual ECG) meeting regularly with regards to a teeth cleaning pilot.</p> <p>We received a good amount of new (YO) enrolments and actively supported pre-school visits.</p>	<p>We were severely impacted by Covid19 restrictions in 2020. Throughout both Terms 1 and 2 we were operating mostly at levels 2-4. This meant school visits were out.</p> <p>We worked closely with other ECGs where we could, such as the teeth cleaning pilot, but due to other factors such as student and whānau well-being becoming more important, further attempts to establish strong connection were re-prioritized.</p>	<p>-Covid19 lockdown</p>	<p>This is something that will need to be re-prioritized going forward in 2021, although NE is our biggest area of growth due largely to the establishment of a strong "lead in" ECG (Te Manu Hou). It is clearly something we could work on further.</p> <p>Continue to work on better ways to grow stronger links with kura tuānua.</p>
<p>OTHER MĀORI MEDIUM KURA</p> <p>In Term 4, we hosted the bilingual unit from Hokitika Primary.</p> <p>FLAVA Festival (Kapa Haka) and Te Rangahi (Kapa Haka Regionals) with both cancelled.</p> <p>Māori Principals Conference was cancelled.</p> <p>Tūmuka worked with MOE development team to redesign/refine PACT tool from Te Wāhanga to He Tīwera Ako.</p>	<p>Once again Covid19 impacted on many initiatives to strengthen relationships with kura with a similar kaupapa.</p> <p>There were a lot of cancelled events. We were happy to spend whānaukātaka with the ōkonga from Hokitika Primary and there was talk of a reciprocal visit next year.</p> <p>Being part of a working party with curriculum design while for the most part has been on-line. I travelled to Wellington twice last year to meet with MOE and other Tūmuka.</p>	<p>-Covid19 lockdown</p> <p>-Cancelled events</p> <p>-HPS extra funding UR</p>	<p>Continue to support annual cultural events as they arise.</p> <p>Continue to work with MOE on He Tīwera Ako.</p> <p>Look for formal and informal ways to maintain communication with other Māori Medium kura.</p> <p>Possibility of a reciprocal school camp on the West Coast.</p>

WHĀNAU /KURA LINKS

A lot of business as usual communication links were maintained throughout the year despite Covid19, such as regular newsletters, website updates, whānau hui and end of year celebration.

Covid19 lockdown in March-May in-fact created further opportunities to connect with whānau. This was done through regular (daily) online connection whānau-Kaiako. Weekly phone ins from turnuaki, regular emails updating our whānau when the need arose. This included the introduction of a school commissioner one day into lock-down.

For the first half of the school year, there was a good deal of support and positivity amongst the school community. The first Whānau hui in February was well attended as were the parent interviews at end of term 2. During lockdown most whānau were supportive and understanding. The whānau seemed to take news of MoE intervention well. What we noticed though was by the end of term 2 stress levels were beginning to increase and some whānau became more reactionary, (shouting at staff and Turnuaki, adults threatening other students, outside rumbles, withdrawing students from the kura and drop in attendance).

This can be explained partly by referring to "Phases of Disaster Recovery" (Zunin & Meyers, 2000) where post disaster there is a period of disillusionment that can only be improved through deliberate attempts to improve emotional well-being.

-Covid19, lockdown

Look for ways to engage whānau directly with the kura and/or ākongā learning. URF funded, also look for other funding pools to support this. Positive/deliberate communication to promote the kura. Engage and utilize with outside support agencies where-ever possible.

Planning for next year: Maintain the positive: The strong links that have been created with Kaumatua through the 125th Anniversary need to be encouraged and valued. We will look for deliberate ways to keep this going. Even though there has been a decrease in whānau engagement, what worked well last year was direct communication between kura and home. Kanohi ki te kanohi.

Reflect on improvement: Prioritize strategies for kura transitions both ECC and kura tuarua. Create an informal level of communication with specific kura with a similar kaupapa. Continue to support annual cultural events as they arise. Continue to work with MoE on He Tiwera Ako.

Strategize for the uncontrollable: Look for ways to engage whānau directly with the kura and/or ākongā learning. URF funded, also look for other funding pools to support this. Positive/deliberate communication to promote the kura. Engage and utilize with outside support agencies where-ever possible

School Name:

AROWHENUA MĀORI SCHOOL

School Number: 3280

AKO

Strategic Aim:

By us - for us. Arowhenua Māori School will be a place where teaching and learning are centred within Te Ao Māori

Annual Aim:

- Curriculum development (Marau-a-Kura) that is based on Te Marau o Aotearoa and specific to our kura.
- Develop a culturally inclusive learning support programme.
- Design and implement learning programmes that lead to student centered inquiry.

Target:

- Ākongā are learning and thriving within Te Ao Māori
- A Marau-a-Kura (localized curriculum) that is specific and relevant Te Ao Ākongā.
 - Individual learning needs of targeted ākongā will be met within Māori medium learning support.
 - Kaitako and Ākongā take a lead in their own learning (by them, with them).
 - Whānau will be well informed of their child's progress and learning pathway.

Analysis of Variance Reporting for 2020



Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>MARAU-Ā-KURA DEVELOPMENT</p> <p>The year started with a Teacher Only Day that focussed on using our Te Pūao (GP) and vision as basis for curriculum development.</p> <p>Hītori-ā-kura was collected during the school anniversary. Ākongā interviewed. Kaumatua (ex-pupis) of their time at kura.</p> <p>CULTURALLY INCLUSIVE LEARNING SUPPORT</p> <p>Classes were reduced to three, this was the result of a drop in roll due to a large cohort of Year 8 leaving at the end of 2019. The staffing component for 2020 remained the same and we saw this initially as an opportunity for turnuaki to begin a course of study around specific learning disorders which would then transfer into developing a culturally inclusive learning support programme. This continued until post lockdown in May.</p>	<p>Curriculum review was put on hold. This was due to factors that were beyond our control such as Covid19 creating new priorities around ākongā well-being, staff changes which meant we were in the position of inducting and reviewing staff capability around curriculum development.</p> <p>These narratives are currently stored electronically and have the potential to be utilized as a component of our marau-ā-kura.</p> <p>This was one other area that was impacted by Covid19 and lockdown. The extra workload of study on top of dealing with extra issues around staff and student well-being and scoping work necessary for the intervention that was put in place meant turnuaki had to withdraw from the study.</p> <p>During lockdown the identified ākongā were supported through individualized 1:1 learning where possible. We utilized the experience and skills of a new staff member who came from RTLB. Individualized learning programmes were set up and in-class support applications were created for the following year. We were successful in gaining 3 out of four applications. We also created a SENCO role (with 1X unit attached).</p>	<p>-Covid19</p> <p>-staff changes</p> <p>-extra work from intervention</p>	<p>Continue with a robust induction programme where all new staff (and team) have the opportunity to connect and explore local landscapes, whakapapa and hītori in order to understand the contexts these have within our marau.</p> <p>Continue to support a SENCO role within the kura.</p>

**DESIGN AND IMPLEMENT
LEARNING PROGRAMMES THAT
LEAD TO STUDENT CENTERED
INQUIRY LEARNING**

For the first part of Term 1 the tukana class Years 7-8 were working on an inquiry approach using the context of creating a school canteen.

Learning and teaching progressions for core subjects were continuing to be refined. These were also used as a reporting tool. Tumuaki's involvement with He Tiwera Ako was able to support this.

At the beginning of the year this initiative was on track and was looking positive. The ākongā were exploring different models of inquiry learning with support and they were in the early stages of using Google Docs. Upon reflection we feel the skills were not consolidated by the time Covid19 hit, then with a staff change, there was not a lot of progress from Term 3. The lack of suitable devices during lockdown also had a negative effect.

These progressions continued to be used for teaching and learning as well as reporting to whānau. In relation to overall student achievement, good progress was made in Pānui and Pāngarau (with exception of Year 1-2, where it is identified as an area of concern). These two areas were identified post covid19 lockdown as areas where during distance learning some progress was made.

Tuhitahi, we are unsure as yet why progress is low in some areas, particularly in the Years 5-8. This was also reflected upon post lockdown as an area that regressed.

The major concern is the low rates of Reo-ā-Waha (language acquisition). This will need to continue to be a focus for whole kura in 2021.

We were unsuccessful in obtaining PLD support and had to rely on internal PLD throughout the year.

- Covid19, lockdown
- staff changes
- student well-being
- lack of PLD support
- insufficient access to devices for distance learning

Apply for centrally funded PLD support in areas of need such as ICT and Matatini Reo.
Review curriculum design in light of impact from Covid19.
Continue to work with teaching and learning progressions for core subjects.

Planning for next year:

Maintain the positive: Continue with a robust induction programme where all new staff (and team) have the opportunity to connect and explore local landscapes, whakapapa and hitori in order to understand the contexts these have within our marau. Continue to support a SENCO role within the kura. Continue to work with teaching and learning progressions for core subjects.

Reflect on improvement: Apply for centrally funded PLD support in areas of need such as ICT and Matatini Reo. Review curriculum design in light of impact from Covid19.

Strategize for the uncontrollable: Through PLD ICT investigate robust distance learning tools and pedagogy.

School Name:

AROWHENUA MĀORI SCHOOL

School Number: 3280

Strategic Aim:

MAURI

Arowhenua Māori School will be a physical and spiritual learning environment that is the living embodiment of our beliefs and aspirations

Annual Aim:

- Co-create a new learning environment through a whole school redevelopment.

Target:

- A place to belong
- Our hāpori-a-kura will feel included
 - Ākongā will see themselves reflected within their learning environment
 - Ākongā will show responsibility for their environment
 - Staff will feel comfortable and be well-equipped to explore relevant pedagogy.
 - The Kura will be well resourced.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
REDEVELOPMENT Co-create a new learning environment.	<p>There has been a deliberate and planned strategy to involve all stake holders throughout the planning and development phases of this initiative. Whānau hui were carried out (where the MOE and architect were present). Local Runanga representation have been involved with every PCG monthly meeting. Kaumatua were informed through turnuaki attending their monthly meetings, ākongā voice has been included within the design stages. Because we were at design stage during Covid19 lockdown, we were able to continue working remotely via Google and there were no delays. All design stages were completed according to schedule and physical construction commenced with a whakawatea (Blessing/clearing) 23/12/2020.</p>		<p>This Initiative will be considered a minor priority for 2021</p> <p>Continue with scheduled hui and communications as "business as usual". However, there will need to be time to consider; unexpected delays and/or issues around construction, furniture and equipment, Health & Safety changes, space and noise issues, new kura opening.</p>
<p>Planning for next year: This Initiative will be considered a minor priority for 2021</p> <p>Continue with scheduled hui and communications as "business as usual". However, there will need to be time to consider; unexpected delays and/or issues around construction, furniture and equipment, Health & Safety changes, space and noise issues, new kura opening.</p>			

Arowhenua Māori School



Established 1895

KIWISPORT STATEMENT 2020

Arowhenua Māori School 3280

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

In 2020 the school received kiwisport funding of \$759.96 excluding GST in the operating grants.

The funding was spent towards Temuka Sports Group interschool sports events and part contribution towards swimming pool operating costs.

Kind regards,

A handwritten signature in black ink, appearing to read 'Bronwyn Te Koeti', written over a horizontal line.

Bronwyn Te Koeti (Principal)

INDEPENDENT AUDITOR'S REPORT

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

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

Opinion

We have audited the financial statements of the School on pages 3 to 19, that comprise 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 the Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 15 June 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 information included on Analysis of Variance and Kiwisport Statement but does not include the financial statements, and our auditor's report thereon.

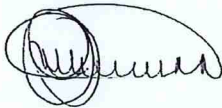
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

Independence

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

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

**Jane Jackman**

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

