

MERIVALE SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

School Directory

Ministry Number: 1825

Principal: Tom Paekau

School Address: 25 Kesteven Ave, Tauranga

School Postal Address: as above

School Phone: 07-578-6900

School Email: admin@merivale.school.nz

Members of the Board

Position	How Position Gained	Name	
Principal	ex Officio	Tom Paekau	
Chair Person	Appointed	Kellie Kioa	Sep-22
Parent Rep	elected	Tiria Maunder	Sep-22
Parent Rep	elected	Athony Campbell	Sep-22
Parent Rep	elected	Maria Anderson	Sep-22
Parent Rep	Co-Opted	Bryan Papalii	Sep-22
Staff Rep	elected	Darren Kiwi	Sep-22

Accountant / Service Provider: Davidson Dickson Ltd

MERIVALE SCHOOL

Annual Report - For the year ended 31 December 2021

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Kiwisport

Merivale School

Statement of Responsibility

For the year ended 31 December 2021

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

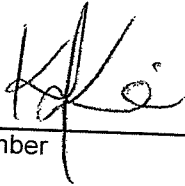
The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

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

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

Kellie Kida

Full Name of Presiding Member



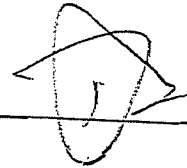
Signature of Presiding Member

2 June 2022

Date:

Tom Paekau

Full Name of Principal



Signature of Principal

2 June 2022

Date:

Merivale School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue				
Government Grants	2	2,285,334	2,231,426	2,151,078
Locally Raised Funds	3	151,664	46,000	41,436
Interest Income		254	350	391
		<u>2,437,252</u>	<u>2,277,776</u>	<u>2,192,905</u>
Expenses				
Locally Raised Funds	3	31,339	-	37,660
Learning Resources	4	1,745,279	1,658,694	1,468,618
Administration	5	139,413	121,910	117,542
Finance		2,429	900	2,883
Property	6	357,938	333,726	459,591
Depreciation		74,286	80,000	81,453
Impairment of Property, Plant and Equipment	10	52,945	-	-
Loss on Disposal of Property, Plant and Equipment		1,348	-	-
Transport		4,754	3,500	3,490
		<u>2,409,731</u>	<u>2,198,730</u>	<u>2,171,237</u>
Net Surplus / (Deficit) for the year		27,521	79,046	21,668
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>27,521</u></u>	<u><u>79,046</u></u>	<u><u>21,668</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.

Merivale School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Equity at 1 January		1,103,783	1,103,783	1,082,115
Total comprehensive revenue and expense for the year		27,521	79,046	21,668
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant		8,309	-	-
Equity at 31 December		1,139,613	1,182,829	1,103,783
Retained Earnings		1,139,613	1,182,829	1,103,783
Reserves		-	-	-
Equity at 31 December		1,139,613	1,182,829	1,103,783

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.

Merivale School

Statement of Financial Position

As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Assets				
Cash and Cash Equivalents	7	105,637	166,332	241,414
Accounts Receivable	8	102,506	80,000	90,103
GST Receivable		12,388	-	-
Prepayments		13,799	12,000	14,107
Inventories	9	22,659	7,750	8,650
Funds Due for Capital Works	14	4,613		16,332
		<u>261,602</u>	<u>266,082</u>	<u>370,606</u>
Current Liabilities				
GST Payable		-	-	6,463
Accounts Payable	11	159,296	122,879	138,636
Revenue Received in Advance	12	-	-	36,210
Provision for Cyclical Maintenance	13	54,996	-	-
Finance Lease Liability	14	17,639	15,000	15,745
Funds held for Capital Works Projects	15	5,917	-	99,250
		<u>237,848</u>	<u>137,879</u>	<u>296,304</u>
Working Capital Surplus/(Deficit)		23,754	128,203	74,302
Non-current Assets				
Property, Plant and Equipment	10	1,140,891	1,155,962	1,120,962
		<u>1,140,891</u>	<u>1,155,962</u>	<u>1,120,962</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	13	17,143	86,336	76,336
Finance Lease Liability	14	7,889	15,000	15,145
		<u>25,032</u>	<u>101,336</u>	<u>91,481</u>
Net Assets		<u>1,139,613</u>	<u>1,182,829</u>	<u>1,103,783</u>
Equity		<u>1,139,613</u>	<u>1,182,829</u>	<u>1,103,783</u>

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

Merivale School

Statement of Cash Flows

For the year ended 31 December 2021

	Note	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash flows from Operating Activities				
Government Grants		826,734	808,894	765,543
Locally Raised Funds		126,314	46,000	70,006
Goods and Services Tax (net)		(18,850)	-	5,366
Payments to Employees		(509,115)	(428,601)	(459,145)
Payments to Suppliers		(331,511)	(288,187)	(253,682)
Interest Paid		(2,429)	(900)	(2,885)
Interest Received		254	350	391
Net cash from/(to) Operating Activities		91,397	137,556	125,594
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		(1,348)	-	
Purchase of Property Plant & Equipment (and Intangibles)		(167,235)	(133,428)	(41,470)
Net cash from/(to) Investing Activities		(168,583)	(133,428)	(41,470)
Cash flows from Financing Activities				
Furniture and Equipment Grant		8,309	-	-
Finance Lease Payments		14,713	(8,616)	(17,314)
Funds Administered on Behalf of Third Parties		(81,613)	-	37,314
Net cash from/(to) Financing Activities		(58,591)	(8,616)	20,000
Net increase/(decrease) in cash and cash equivalents		(135,777)	(4,488)	104,124
Cash and cash equivalents at the beginning of the year	7	241,414	170,820	137,290
Cash and cash equivalents at the end of the year	7	105,637	166,332	241,414

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.

Merivale School

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 13.

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.

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

Improvements 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	18-40 years
Furniture and equipment	5 -15 years
Information and communication technology	5 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

k) 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.

l) 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.

m) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

n) Revenue Received in Advance

Revenue received in advance relates to fees received from 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.

o) Funds Held in Trust

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

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

p) Shared Funds

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

q) Provision for Cyclical Maintenance

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

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

r) 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.

s) 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.

t) 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.

u) Budget Figures

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

v) Services received in-kind

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

2. Government Grants

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Operational Grants	636,248	643,350	531,251
Teachers' Salaries Grants	1,072,462	1,059,637	965,889
Use of Land and Buildings Grants	208,224	208,224	375,515
Other MoE Grants	368,400	320,215	263,608
Other Government Grants	-	-	14,815
	<u>2,285,334</u>	<u>2,231,426</u>	<u>2,151,078</u>

The school has opted in to the donations scheme for this year. Total amount received was \$27,000.

3. Locally Raised Funds

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue			
Donations & Bequests	5,622	1,500	6,689
Fees for Extra Curricular Activities	1,681	-	983
Trading	20,618	-	29,272
Fundraising & Community Grants	110,237	44,000	2,478
Other Revenue	13,506	500	2,014
	<u>151,664</u>	<u>46,000</u>	<u>41,436</u>
Expenses			
Extra Curricular Activities Costs	1,544	-	393
Trading	29,795	-	37,267
	<u>31,339</u>	<u>-</u>	<u>37,660</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>120,325</u>	<u>46,000</u>	<u>3,776</u>

4. Learning Resources

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Curricular	69,380	74,240	48,453
School Lunch Programme	164,216	164,216	45,004
Information and Communication Technology	9,603	7,500	9,253
Employee Benefits - Salaries	1,478,770	1,401,238	1,352,062
Staff Development	23,310	11,500	13,846
	<u>1,745,279</u>	<u>1,658,694</u>	<u>1,468,618</u>

5. Administration

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Audit Fee	5,747	6,000	5,901
Board Fees	3,290	3,000	3,975
Board Expenses	10,093	8,150	8,877
Communication	9,153	4,500	4,399
Consumables	19,355	10,450	6,878
Operating Lease	1,161	1,360	1,084
Other	9,073	7,450	8,165
Employee Benefits - Salaries	57,943	61,000	55,314
Insurance	15,598	12,000	14,949
Service Providers, Contractors and Consultancy	8,000	8,000	8,000
	<u>139,413</u>	<u>121,910</u>	<u>117,542</u>

6. Property

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Caretaking and Cleaning Consumables	8,792	8,000	8,483
Consultancy and Contract Services	25,594	23,000	21,760
Cyclical Maintenance Provision	(4,197)	10,000	(17,476)
Grounds	14,193	7,000	7,427
Heat, Light and Water	14,388	12,795	13,860
Rates	11,237	9,000	9,370
Repairs and Maintenance	25,446	18,707	6,851
Use of Land and Buildings	208,224	208,224	375,515
Security	6,483	3,000	3,109
Employee Benefits - Salaries	47,778	34,000	30,692
	<u>357,938</u>	<u>333,726</u>	<u>459,591</u>

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

7. Cash and Cash Equivalents

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Main Account	82	-	82
02 Account	104,350	166,332	239,147
51 Saver Account	177	-	177
Saver Account	778	-	1,758
Cash on Hand	250	-	250
Cash and cash equivalents for Statement of Cash Flows	<u>105,637</u>	<u>166,332</u>	<u>241,414</u>

Of the \$105,637 Cash and Cash Equivalents, \$5,917 is held by the School on behalf of the Ministry of Education. These funds have been provided for the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2022 on Crown owned school buildings.

8. Accounts Receivable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Receivables	1,760	5,000	6,411
Receivables from the Ministry of Education	-	-	5,337
Banking Staffing Underuse	12,825	-	-
Teacher Salaries Grant Receivable	87,921	75,000	78,355
	<u>102,506</u>	<u>80,000</u>	<u>90,103</u>
Receivables from Exchange Transactions	1,760	5,000	6,411
Receivables from Non-Exchange Transactions	100,746	75,000	83,692
	<u>102,506</u>	<u>80,000</u>	<u>90,103</u>

9. Inventories

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Stationery	-	-	400
School Uniforms	22,659	7,750	8,250
	<u>22,659</u>	<u>7,750</u>	<u>8,650</u>

10. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2021						
Buildings	740,231	-	-	-	(28,272)	711,959
Furniture and Equipment	345,358	137,698	(3,551)	(52,945)	(25,140)	401,420
Information and Communication Technology	16,932	1,832	-	-	(5,617)	13,147
Leased Assets	12,409	11,181	-	-	(14,503)	9,087
Library Resources	6,032	-	-	-	(754)	5,278
Balance at 31 December 2021	<u>1,120,962</u>	<u>150,711</u>	<u>(3,551)</u>	<u>(52,945)</u>	<u>(74,286)</u>	<u>1,140,891</u>

	2021 Cost or Valuation \$	2021 Accumulated Depreciation \$	2021 Net Book Value \$	2020 Cost or Valuation \$	2020 Accumulated Depreciation \$	2020 Net Book Value \$
Buildings	1,138,865	(426,906)	711,959	1,138,865	(398,634)	740,231
Furniture and Equipment	845,991	(444,571)	401,420	783,254	(437,896)	345,358
Information and Communication T	418,246	(405,099)	13,147	416,414	(399,482)	16,932
Motor Vehicles	5,000	(5,000)	-	5,000	(5,000)	-
Leased Assets	63,286	(54,199)	9,087	83,361	(70,952)	12,409
Library Resources	43,483	(38,205)	5,278	43,483	(37,451)	6,032
Balance at 31 December	<u>2,514,871</u>	<u>(1,373,980)</u>	<u>1,140,891</u>	<u>2,470,377</u>	<u>(1,349,415)</u>	<u>1,120,962</u>

11. Accounts Payable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Creditors	30,606	9,879	21,622
Accruals	4,447	5,000	5,251
Employee Entitlements - Salaries	87,921	75,000	78,355
Employee Entitlements - Leave Accrual	36,322	33,000	33,408
	<u>159,296</u>	<u>122,879</u>	<u>138,636</u>
Payables for Exchange Transactions	159,296	122,879	138,636
	<u>159,296</u>	<u>122,879</u>	<u>138,636</u>

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Grants in Advance - Ministry of Education	-	-	6,210
Other revenue in Advance	-	-	30,000
	<u>-</u>	<u>-</u>	<u>36,210</u>

13. Provision for Cyclical Maintenance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Provision at the Start of the Year	76,336	76,336	93,812
Increase/ (decrease) to the Provision During the Year	(4,197)	10,000	(17,476)
Use of the Provision During the Year	-	-	-
Provision at the End of the Year	<u>72,139</u>	<u>86,336</u>	<u>76,336</u>
Cyclical Maintenance - Current	54,996	-	-
Cyclical Maintenance - Term	17,143	86,336	76,336
	<u>72,139</u>	<u>86,336</u>	<u>76,336</u>

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:

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year	16,165		13,316
Later than One Year and no Later than Five Years	7,464		13,268
Future Finance Charges	1,899		4,306
	<u>25,528</u>	-	<u>30,890</u>
Represented by			
Finance lease liability - Current	17,639		15,745
Finance lease liability - Term	7,889		15,145
	<u>25,528</u>	-	<u>30,890</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. The

	2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
5 yp projects Fencing and drainage		(3,322)	-	-		(3,322)
5 yp projects Roofing		(13,010)	23,809	(7,329)		3,470
Learning support property		-	-	(1,291)		(1,291)
SIP Funding		99,250	-	(96,803)		2,447
Totals		<u>82,918</u>	<u>23,809</u>	<u>(105,423)</u>	-	<u>1,304</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	5,917
Funds Due from the Ministry of Education	4,613
	<u>1,304</u>

	2020	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Fire Repairs		7,475	-	-	(7,475)	-
Fencing and drainage		48,618	-	(51,940)	-	(3,322)
Roofing		(10,489)	175,143	(177,664)	-	(13,010)
SIP Project			100,800	(1,550)	-	99,250
Totals		<u>45,604</u>	<u>275,943</u>	<u>(231,154)</u>	<u>(7,475)</u>	<u>82,918</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 Board members, Principal, Deputy Principals and Heads of Departments.

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration	3,290	3,975
<i>Leadership Team</i>		
Remuneration	351,420	318,066
Full-time equivalent members	3	3
Total key management personnel remuneration	354,710	322,041

There are 7 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year . As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments		
Benefits and Other Emoluments	140-150	140-150
Termination Benefits	0-5	0-5

Other Employees

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

Remuneration \$000	2021 FTE Number	2020 FTE Number
100-110	1.00	1.00
	1.00	1.00

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

18. Compensation and Other Benefits Upon Leaving

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

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

19. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

20. Commitments

(a) Capital Commitments

As at 31 December 2021 the Board has entered into contract agreements for capital works as follows:

(a) \$100,800 contract for various site works to be completed in 2022, which will be fully funded by the Ministry of Education. \$100,800 has been received of which \$89,888 has been spent on the project to date; and

(Capital commitments at 31 December 2020: \$210,290)

(b) Operating Commitments

As at 31 December 2021 the Board has entered into the following contracts:

(a) operating lease of a EFTPOS Machine;

	2021 Actual \$	2020 Actual \$
No later than One Year	270	585
Later than One Year and No Later than Five Years	-	270
Later than Five Years		
	<u>270</u>	<u>855</u>

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash and Cash Equivalents	105,637	166,332	241,414
Receivables	102,506	80,000	90,103
Total Financial assets measured at amortised cost	<u>208,143</u>	<u>246,332</u>	<u>331,517</u>

Financial liabilities measured at amortised cost

Payables	159,296	122,879	138,636
Finance Leases	25,528	30,000	30,890
Total Financial Liabilities Measured at Amortised Cost	<u>184,824</u>	<u>152,879</u>	<u>169,526</u>

22. Events After Balance Date

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

23. Comparatives

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

24. COVID 19 Pandemic on going implications

Impact of Covid-19

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

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

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

Impact on operations

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

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

Reduction in locally raised funds

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

Analysis of Variance Reporting



School Name:	Merivale School	School Number:	1825
Strategic Aim:	Improve outcomes for all students in literacy particularly Māori, Pasifika and children with Special Needs		
Annual Aim:	Raise student achievement in writing		
Target:	<p>At least 80% of Well Below, Below and insecure At students will achieve at least 18 months accelerated progress. All target students will be tracked on data walls and be a focus of teacher inquiries.</p> <p>100% of students who are securely At or Above will achieve at least one year's progress.</p>		

Tātaritanga raraunga

Baseline Data:

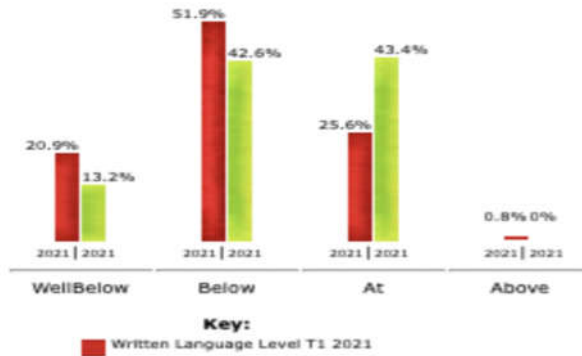
Merivale School
Students with Assessments in Both.

Written Language Level T12021
Heather Langley Whole School 2021

4045	L1b	L1p	L1a	L2b	L2p	L2a	L3b	L3p	L3a	L4b	L4p	L4a	Well Below	Below	At	Above	Total
Y0																	0
Y1	95% (19)	5% (1)													95% (19)	5% (1)	20
Y2	89% (17)	11% (2)												89% (17)	11% (2)		19
Y3	23% (5)	55% (12)	23% (5)										23% (5)	55% (12)	23% (5)		22
Y4	14% (4)	3% (1)	41% (12)	31% (9)	10% (3)								17% (5)	72% (21)	10% (3)		29
Y5	5% (1)		15% (3)	40% (8)	20% (4)	20% (4)							20% (4)	60% (12)	20% (4)		20
Y6	11% (2)	6% (1)	11% (2)	22% (4)	22% (4)	11% (2)	17% (3)						72% (13)	28% (5)			18
Y7	100% (1)																1
Totals	38% 49	13.2% 17	17.1% 22	16.3% 21	8.5% 11	4.7% 6	2.3% 3						20.9% 27	51.9% 67	25.6% 33	0.8% 1	129

Written Language Level T42021
Heather Langley Whole School 2021

4048	L1b	L1p	L1a	L2b	L2p	L2a	L3b	L3p	L3a	L4b	L4p	L4a	Well Below	Below	At	Above	Total
Y0																	0
Y1	55% (11)	45% (9)													100% (20)		20
Y2	47% (9)	32% (6)	21% (4)											79% (15)	21% (4)		19
Y3	5% (1)	5% (1)	64% (14)	27% (6)									5% (1)	68% (15)	27% (6)		22
Y4		7% (2)	17% (5)	31% (9)	3% (1)	41% (12)							24% (7)	31% (9)	45% (13)		29
Y5	5% (1)			5% (1)	35% (7)	25% (5)	30% (6)						10% (2)	60% (12)	30% (6)		20
Y6	6% (1)	6% (1)	6% (1)	11% (2)	6% (1)	6% (1)	22% (4)	11% (2)	28% (5)				39% (7)	22% (4)	39% (7)		18
Y7	100% (1)																1
Totals	18.6% 24	14.7% 19	18.6% 24	14% 18	7% 9	14% 18	7.8% 10	1.6% 2	3.9% 5				13.2% 17	42.6% 55	43.4% 56		129



Focus: _____
Targets: _____
Outcomes: _____

[Update @ Risk](#)

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>A whole school focus on ‘growth mindset’ approaches to learning and learning from mistakes, resulted in an increase in students’ persistence when writing.</p> <p>Within classrooms, students were encouraged to take risks by sharing their ideas with their peers which, in turn, resulted in the development of student confidence and cooperation. Teachers provided students with time to struggle with a question, promoting risk taking and deep thinking, while encouraging curiosity and observation. Within this environment, students also accepted the possibility of failure in not meeting their own expectations. Increased resilience and perseverance was observed.</p> <p>Mixed ability grouping for writing also impacted on student learning by providing all students with the opportunity to participate in engaging and challenging learning experiences where ideas were discussed through rich language. Mixed ability grouping</p>	<p>The majority of students made accelerated progress that was less than expected from students over two terms.</p> <p>Writing levels and OTJs were used to track progress of students. At this time, Merivale School does not use PATs to inform student achievement.</p> <p>Due to COVID-19 and the impact it had globally, we anticipated that this would happen.</p>	<p>The ongoing impact of COVID-19 caused major disruption, not only to writing results, but to the school and community as a whole. There was some significant regression schoolwide.</p> <p>As a result, this deeply affected progress in general for all students in 2021. However we were able to glean a few positives which have been mentioned below.</p> <p>Student and teacher voice, obtained before and after assessment highlighted positive changes in attitude, confidence, motivation, and engagement.</p> <p>Positive impacts on student motivation, engagement and student agency are attributed to best practice being embedded into the existing school culture which functions under the umbrella of a Positive Behaviour for Learning School-Wide framework and Assessment for Learning.</p> <p>All classrooms inquired into practices with the purpose of increasing motivation and achievement in all curriculum</p>	<p>We will continue with what worked for this year and possibly look at an increase in PLD to enhance the writing programme.</p> <p>We have identified that learning assessment takes priority with a focus on localised curriculum as well. Next year we will collaborate with Merivale community members, staff and BOT to further strengthen this initiative to support writing schoolwide. This could involve the spending of extra funds in order to meet this. Next year’s budget will include this cost.</p> <p>Provided COVID-19 does not impact too heavily, we should see some real progress next year.</p>

Tātaritanga raraunga

had a dual effect. It allowed low-achieving students to hear the justification of thinking from higher achieving students instead of remedial group teaching that aimed to 'fill the gaps'. Questions posed by lower-ability students encouraged higher achieving students to clarify their thinking so as to be understood by their peers.

Teachers use of challenging multi step problems exposed students to written language of higher order thinking. These types of rich tasks offered opportunities for all learners to attempt problems as they allowed for different approaches and different representations.

areas across the school with a particular focus on writing.

Writing expectations and group norms sat within the school PB4L mnemonic 'the VALE Way'.

Budget \$8000.

Expenditure \$8000.

Planning for next year:

The BOT will review the journey to improve on Writing as a strategic target schoolwide.

- We will endeavour to anticipate the impact of COVID-19
- Introduce ways parents can help at home. Many supporting elements like cards, games list of ICT applications, Maori Dictionary and maths manipulatives etc are placed in a kete for the parents to take home.

Tātaritanga raraunga

- We have set up Data Walls to track progress. Photos of students are placed on a board identifying their progress and achievement. At meetings, teachers will collaboratively analyse the progress of students, reviewing the programmes and practices in class and supporting each other with ideas and feedback from previous years.
- To improve Boys writing, we will source support from experts to find ways to better motivate and engage learners.
- Our professional growth cycles is based on our target students and form the first agenda item of every team meeting.
- We will moderate with a wider range of schools so we can ensure that our O.T.J's are accurate. We will also discuss assessment and the teaching of writing with our peers from other schools.
- We will explore implementing a school wide spelling programme to ensure a consistent quality regimen from NE to Year 6.
- We will upskill and grow our understanding of the "Smart Words Spelling" programme so it can be successfully implemented across the school.
- As part of the C.O.L we will appoint an in-school teacher to work with staff on culturally responsive practice
- As part of the professional growth cycle we will ensure the calendar is not too cluttered so we can complete our planned observation and feedback sessions.
- Use learning progressions in "student friendly" language so pupils can easily identify what they can do and their next learning steps. This will help them develop student agency, assessment literacy. Literature is consistent that this should motivate and engage the learners.
- Continue to use Sunshine online in the Junior School and Google Classroom in Senior Class to support and enhance writing programmes.
- Introduce SeeSaw as an online learning tool to engage students and whanau



KIWISPORT 2021

Kiwisport is a Government funding initiative to support students participation in organised sport.

In 2021, Merivale School Board of Trustees spent the Kiwisport Funding of \$2189 excl gst on additional sports co-ordinators hours to transport students to sport & new sporting equipment.

Independent Auditor's Report

To the Readers of Merivale School's Financial Statements

For the Year Ended 31 December 2021

The Auditor-General is the auditor of Merivale School (the School). The Auditor-General has appointed me, Richard Dey, using the staff and resources of William Buck Audit (NZ) Limited, 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 19, that comprise the statement of financial position as at 31 December 2021, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 3 June 2022. 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.

ACCOUNTANTS & ADVISORS

The Collective
145 Seventeenth Avenue
Tauranga 3112, New Zealand
Telephone: +64 7 927 1234
williambuck.com

William Buck Audit (NZ) Limited

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 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 school 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 page 1 and pages 20 to 25, 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.



Richard Dey
William Buck Audit (NZ) Limited
On behalf of the Auditor-General
Tauranga, New Zealand