

RIDGEVIEW SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

School Directory

Ministry Number: 1433

Principal: Rachael Kemball

School Address: Cutts Crescent, Paremoremo, Northshore

School Postal Address: 1 Cutts Crescent, Paremoremo, Auckland, 0632

School Phone: 09 413 9808

School Email: learn@ridgeview.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Occupation	Term Expires/ Expired
Tom Brennan	Chairperson	Elected	Construction Manager	May 2019
Angela Butt	Chairperson	Elected	Consultant	May 2022
Rachael Kemball	Principal	ex Officio		
Shannon Foster	Parent Rep	Elected	AUT Lecturer	May 2019
Christina Walker	Parent Rep	Co-opted	Administrator	May 2019
Joyce Smith	Parent Rep	Elected	Prison Guard	May 2019
Derek Morrow	Parent Rep	Elected	Retired	May 2022
Tina Baines	Parent Rep	Elected	Play Centre Co-ordinator	May 2022
Lisa McLachlan	Parent Rep	Elected	Actress	May 2022
Colin Meffan	Parent Rep	Elected	Managing Director	May 2022
Katrina Hart	Staff Rep	Elected	Teacher	May 2022

Accountant / Service Provider: Education Services Ltd

RIDGEVIEW SCHOOL

Annual Report - For the year ended 31 December 2019

Index

Page	Statement
------	-----------

Financial Statements	
-----------------------------	--

1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 11	Statement of Accounting Policies
12 - 19	Notes to the Financial Statements

Other Information	
--------------------------	--

20 - 25	Analysis of Variance
26	Kiwisport
27 - 29	Audit Report

Ridgeview School

Statement of Responsibility

For the year ended 31 December 2019


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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2019 fairly reflects the financial position and operations of the school.

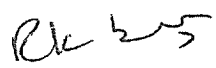
The School's 2019 financial statements are authorised for issue by the Board.

Angela Butt
Full Name of Board Chairperson


Signature of Board Chairperson

3.6.2020
Date:

Rachael Lesley Kemball
Full Name of Principal


Signature of Principal

3.6.2020
Date:

Ridgeview School**Statement of Comprehensive Revenue and Expense**

For the year ended 31 December 2019

		2019	2019	2018
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	781,114	847,128	834,521
Locally Raised Funds	3	40,956	30,780	26,937
Interest income		2,727	2,000	2,456
Other Revenue		957	-	-
		<hr/>	<hr/>	<hr/>
		825,754	879,908	863,914
Expenses				
Locally Raised Funds	3	18,149	13,880	13,665
Learning Resources	4	356,223	414,208	426,863
Administration	5	58,934	67,249	63,089
Finance		392	254	442
Property	6	346,740	382,794	361,714
Depreciation	7	9,593	9,471	12,273
Loss on Disposal of Property, Plant and Equipment		1,869	-	2,907
		<hr/>	<hr/>	<hr/>
		791,900	887,856	880,953
Net Surplus / (Deficit) for the year		33,854	(7,948)	(17,039)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<hr/>	<hr/>	<hr/>
		33,854	(7,948)	(17,039)

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

Ridgeview School**Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2019

	Notes	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
Balance at 1 January		<u>93,501</u>	<u>101,458</u>	<u>98,974</u>
Total comprehensive revenue and expense for the year		33,854	(7,948)	(17,039)
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	11,566
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9		-	-	-
Equity at 31 December	23	<u>127,355</u>	<u>93,510</u>	<u>93,501</u>
 Retained Earnings		 127,355	 93,510	 93,501
Equity at 31 December		<u>127,355</u>	<u>93,510</u>	<u>93,501</u>

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

Ridgeview School
Statement of Financial Position
As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Assets				
Cash and Cash Equivalents	8	63,696	15,391	41,284
Accounts Receivable	9	17,287	27,336	17,896
Prepayments		1,573	1,492	1,176
Inventories	10	3,270	1,583	1,702
Investments	11	51,573	30,000	49,852
		<u>137,399</u>	<u>75,802</u>	<u>111,910</u>
Current Liabilities				
GST Payable		4,924	1,376	8,179
Accounts Payable	13	23,523	34,773	24,428
Revenue Received in Advance	14	68	-	22
Provision for Cyclical Maintenance	15	5,858	11,018	41,465
Finance Lease Liability - Current Portion	16	2,304	498	2,335
Funds held in Trust		-	1,299	-
Funds held for Capital Works Projects	17	5,691	-	12,371
		<u>42,368</u>	<u>48,964</u>	<u>88,800</u>
Working Capital Surplus/(Deficit)		95,031	26,838	23,110
Non-current Assets				
Property, Plant and Equipment	12	69,801	66,672	78,554
		<u>69,801</u>	<u>66,672</u>	<u>78,554</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	35,950	-	6,520
Finance Lease Liability	16	1,527	-	1,643
		<u>37,477</u>	<u>-</u>	<u>8,163</u>
Net Assets		<u>127,355</u>	<u>93,510</u>	<u>93,501</u>
Equity		<u>127,355</u>	<u>93,510</u>	<u>93,501</u>

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

Ridgeview School
Statement of Cash Flows
For the year ended 31 December 2019

	Note	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash flows from Operating Activities				
Government Grants		209,412	144,198	195,934
Locally Raised Funds		43,476	31,036	26,566
Goods and Services Tax (net)		(3,255)	-	6,803
Payments to Employees		(136,296)	(90,198)	(132,716)
Payments to Suppliers		(83,819)	(98,893)	(94,935)
Cyclical Maintenance Payments in the year		-	-	(589)
Interest Paid		(392)	(254)	(442)
Interest Received		3,063	2,000	2,524
Net cash from Operating Activities		32,189	(12,111)	3,145
Cash flows from Investing Activities				
Purchase of PPE		-	-	(11,800)
Purchase of Investments		(1,721)	-	(49,852)
Proceeds from Sale of Investments		-	-	49,000
Net cash from Investing Activities		(1,721)	-	(12,652)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	11,566
Finance Lease Payments		(1,376)	(2,335)	(1,402)
Funds Administered on Behalf of Third Parties		-	-	(1,581)
Funds Held for Capital Works Projects		(6,680)	-	12,371
Net cash from Financing Activities		(8,056)	(2,335)	20,954
Net increase/(decrease) in cash and cash equivalents		22,412	(14,446)	11,447
Cash and cash equivalents at the beginning of the year	8	41,284	29,837	29,837
Cash and cash equivalents at the end of the year	8	63,696	15,391	41,284

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 Cash Flow Statement should be read in conjunction with the accompanying notes which form part of these financial statements.

Ridgeview School

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

a) Reporting Entity

Ridgeview School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education Act 1989. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2019 to 31 December 2019 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 Act 1989 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".

Standard early adopted

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 27.

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

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

Cyclical Maintenance Provision

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

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 carryforward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

c) Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses. The school applies the simplified expected credit loss model of recognising lifetime expected credit losses for receivables. In measuring expected credit losses, short-term receivables have been assessed on a collective basis as they possess shared credit risk characteristics. They have been grouped based on the days past due. Short-term receivables are written off when there is no reasonable expectation of recovery. Indicators that there is no reasonable expectation of recovery include the debtor being in liquidation.

Prior Year Policy

Accounts Receivable represents items that the School has issued invoices for or accrued for, but has not received payment for at year end. Receivables are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A receivable is considered uncollectable where there is objective evidence the School will not be able to collect all amounts due. The amount that is uncollectable (the provision for uncollectibility) is the difference between the amount due and the present value of the amounts expected to be collected.

i) Inventories

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

j) Investments

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

Prior Year Policy

Bank term deposits for periods exceeding 90 days are classified as investments and are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

k) Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$1000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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 are depreciated over their estimated useful lives on a straight line 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	20 years
Furniture and Equipment	4-20 years
Information and Communication	5 years
Library Resources	8 years
Leased assets are depreciated over the life of the lease.	

l) Impairment of property, plant, and equipment

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 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.

m) 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.

n) 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, annual leave earned to but not yet taken at balance date.

o) Revenue Received in Advance

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

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

p) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

q) 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 for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

r) Financial Assets and Liabilities

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 "loans and receivables" 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.

Grants determined by the Minister of Education for operational activities includes all items (core components) included in the Operational Funding notice.

Borrowings include but not limited to bank overdrafts, operating leases and finance leases.

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 at the start of the year.

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operational Grants	115,177	101,418	107,964
Teachers' Salaries Grants	260,765	366,521	317,346
Use of Land and Buildings Grants	314,797	340,464	318,699
Resource Teachers Learning and Behaviour Grants	5,567	2,400	4,988
Other MoE Grants	65,914	36,325	85,524
Other Government Grants	18,894	-	-
	<u>781,114</u>	<u>847,128</u>	<u>834,521</u>

3. Locally Raised Funds

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue			
Donations	7,872	7,250	7,618
Bequests & Grants	3,000	-	-
Activities	5,927	5,930	4,312
Trading	5,568	2,700	2,068
Fundraising	1,837	7,700	5,049
After School Care	16,752	7,200	7,890
	<u>40,956</u>	<u>30,780</u>	<u>26,937</u>
Expenses			
Activities	4,278	5,580	2,643
Trading	1,729	2,000	2,279
Fundraising (Costs of Raising Funds)	527	-	956
After School Care	11,615	6,300	7,787
	<u>18,149</u>	<u>13,880</u>	<u>13,665</u>
Surplus for the year Locally raised funds	<u>22,807</u>	<u>16,900</u>	<u>13,272</u>

4. Learning Resources

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Curricular	7,682	5,450	20,325
Library Resources	519	650	232
Employee Benefits - Salaries	343,891	403,008	402,176
Staff Development	914	1,200	961
Minor Equipment/r&m	-	500	270
ICT	3,217	3,400	2,899
	<u>356,223</u>	<u>414,208</u>	<u>426,863</u>

5. Administration

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Audit Fee	4,831	4,831	4,690
Board of Trustees Fees	3,185	4,000	3,940
Board of Trustees Expenses	3,055	1,893	1,359
Communication	1,578	1,792	2,159
Consumables	2,695	4,200	4,417
Operating Lease	4,181	4,056	3,930
Other	7,306	6,233	4,098
Employee Benefits - Salaries	25,047	33,311	31,519
Insurance	1,488	1,089	1,409
Service Providers, Contractors and Consultancy	5,568	5,844	5,568
	<u>58,934</u>	<u>67,249</u>	<u>63,089</u>

6. Property

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Caretaking and Cleaning Consumables	4,612	3,430	3,262
Cyclical Maintenance Expense	(6,177)	3,500	529
Grounds	3,309	9,800	13,317
Heat, Light and Water	3,721	8,100	4,381
Repairs and Maintenance	1,844	900	2,493
Use of Land and Buildings	314,797	340,464	318,699
Security	2,413	1,600	2,270
Employee Benefits - Salaries	22,221	15,000	16,763
	<u>346,740</u>	<u>382,794</u>	<u>361,714</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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Building Improvements	391	483	626
Furniture and Equipment	5,263	4,078	5,285
Information and Communication Technology	1,096	2,689	3,484
Leased Assets	2,790	2,187	2,834
Library Resources	53	34	44
	<u>9,593</u>	<u>9,471</u>	<u>12,273</u>

8. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash on Hand	177	-	97
Bank Current Account	62,493	14,368	40,162
Bank Call Account	1,026	1,023	1,025
Cash and Cash equivalents for Cash Flow Statement	<u>63,696</u>	<u>15,391</u>	<u>41,284</u>

Of the \$63,696 Cash and Cash Equivalents, \$8,376 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2020 on Crown owned school buildings under the School's Five Year Property Plan.

9. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	-	1,292	1,844
Interest Receivable	183	587	519
Teacher Salaries Grant Receivable	17,104	25,457	15,533
	<u>17,287</u>	<u>27,336</u>	<u>17,896</u>
Receivables from Exchange Transactions	183	1,879	2,363
Receivables from Non-Exchange Transactions	17,104	25,457	15,533
	<u>17,287</u>	<u>27,336</u>	<u>17,896</u>

10. Inventories

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Stationery	132	289	239
Uniforms	3,138	1,294	1,463
	<u>3,270</u>	<u>1,583</u>	<u>1,702</u>

11. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	51,573	30,000	49,852
Total Investments	<u>51,573</u>	<u>30,000</u>	<u>49,852</u>

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2019						
Building Improvements	3,605	-	-	-	(391)	3,214
Furniture and Equipment	62,110	-	(1,381)	-	(5,263)	55,455
Information and Communication Technology	8,993	-	(478)	-	(1,096)	7,419
Leased Assets	3,568	2,710	-	-	(2,790)	3,488
Library Resources	278	-	-	-	(53)	225
Balance at 31 December 2019	78,554	2,710	(1,869)	-	(9,593)	69,801

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2019			
Building Improvements	11,097	(7,883)	3,214
Furniture and Equipment	167,962	(112,507)	55,455
Information and Communication Technology	30,516	(23,097)	7,419
Leased Assets	8,384	(4,896)	3,488
Library Resources	22,014	(21,789)	225
Balance at 31 December 2019	239,973	(170,172)	69,801

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2018						
Building Improvements	6,767	-	(2,536)	-	(626)	3,605
Furniture and Equipment	57,605	9,791	-	-	(5,285)	62,111
Information and Communication Technology	10,988	1,860	(371)	-	(3,484)	8,993
Leased Assets	4,121	2,280	-	-	(2,834)	3,567
Library Resources	173	149	-	-	(44)	278
Balance at 31 December 2018	79,654	14,080	(2,907)	-	(12,273)	78,554

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2018			
Building Improvements	11,097	(7,492)	3,605
Furniture and Equipment	173,717	(111,606)	62,111
Information and Communication Technology	31,746	(22,753)	8,993
Leased Assets	8,914	(5,347)	3,567
Library Resources	22,014	(21,736)	278
Balance at 31 December 2018	247,488	(168,934)	78,554

13. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	1,834	5,193	3,293
Accruals	3,631	3,553	4,690
Employee Entitlements - Salaries	17,104	25,457	15,533
Employee Entitlements - Leave Accrual	954	570	912
	<u>23,523</u>	<u>34,773</u>	<u>24,428</u>

Payables for Exchange Transactions	23,523	34,773	24,428
------------------------------------	--------	--------	--------

	<u>23,523</u>	<u>34,773</u>	<u>24,428</u>
--	---------------	---------------	---------------

The carrying value of payables approximates their fair value.

14. Revenue Received In Advance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Other	68	-	22
	<u>68</u>	<u>-</u>	<u>22</u>

15. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	47,985	7,518	48,045
Increase/(decrease) to the Provision During the Year	(6,177)	3,500	529
Use of the Provision During the Year	-	-	(589)
Provision at the End of the Year	<u>41,808</u>	<u>11,018</u>	<u>47,985</u>

Cyclical Maintenance - Current	5,858	11,018	41,465
Cyclical Maintenance - Term	35,950	-	6,520
	<u>41,808</u>	<u>11,018</u>	<u>47,985</u>

16. Finance Lease Liability

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	2,304	498	2,335
Later than One Year and no Later than Five Years	1,527	-	1,643
	<u>3,831</u>	<u>498</u>	<u>3,978</u>

IBDO

BDO AUCKLAND

17. Funds Held (Owed) for Capital Works Projects

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

		2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Stormwater Drainage & Soak Hole Replacement	<i>completed</i>		12,371	(2,098)	10,273	-	-
Heating Upgrade	<i>in progress</i>		-	14,742	13,825	-	917
Block 1, Boiler Roofing	<i>completed</i>		-	108,535	108,535	-	-
Block 6 Pool Pump Filter	<i>in progress</i>		-	18,000	10,541	-	7,459
DQLS	<i>in progress</i>		-	-	2,685	-	(2,685)
Totals			12,371	139,179	145,859	-	5,691

Represented by:

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

8,376
(2,685)

5,691

		2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Stormwater Drainage & Soak Hole Replacement	<i>in progress</i>		-	12,371	-	-	12,371
Totals			-	12,371	-	-	12,371

18. 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.

19. Remuneration

Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	3,185	3,940
Full-time equivalent members	0.08	0.06
<i>Leadership Team</i>		
Remuneration	164,988	92,990
Full-time equivalent members	2.00	1.00
Total key management personnel remuneration	168,173	96,930
Total full-time equivalent personnel	2.08	1.06

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:

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Principal A		
Salary and Other Payments	90 - 100	60 - 70
Benefits and Other Emoluments	2 - 3	2 - 3
Termination Benefits	-	-
Principal B		
Salary and Other Payments	-	20 - 30
Benefits and Other Emoluments	-	0 - 1
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2019 FTE Number	2018 FTE Number
100 - 110	-	-
	<u>0.00</u>	<u>0.00</u>

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

20. Compensation and Other Benefits Upon Leaving

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

	2019 Actual	2018 Actual
Total	-	-
Number of People	-	-

21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2019 (Contingent liabilities and assets at 31 December 2018: nil).

Holidays Act Compliance – schools payroll

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

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance. The Ministry has recognised an estimated provision based on the analysis of sample data, which may not be wholly representative of the total dataset for Teacher and Support Staff Entitlements. A more accurate estimate will be possible after further analysis of non-compliance has been completed, and this work is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2019, a contingent liability for the school may exist.

22. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2019 (Capital commitments at 31 December 2018: nil).

(b) Operating Commitments

There are no operating commitments as at 31 December 2019 (Operating commitments at 31 December 2018: nil).

23. 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.

24. Financial Instruments

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

Financial assets measured at amortised cost (2018: Loans and receivables)

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	63,696	15,391	41,284
Receivables	17,287	27,336	17,896
Investments - Term Deposits	51,573	30,000	49,852
Total Financial assets measured at amortised cost	132,556	72,727	109,032

Financial liabilities measured at amortised cost

Payables	23,523	34,773	24,428
Finance Leases	3,831	498	3,978
Total Financial Liabilities Measured at Amortised Cost	27,354	35,271	28,406

25. Events After Balance Date

On March 11, 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, New Zealand increased its COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed. Subsequently all schools and kura reopened on the 18th of May 2020.

At the date of issuing the financial statements, the school has been able to absorb the majority of the impact from the nationwide lockdown as it was decided to start the annual Easter School holidays early. In the periods the school is open for tuition, the school has switched to alternative methods of delivering the curriculum, so students can learn remotely.

At this time the full financial impact of the COVID-19 pandemic is not able to be determined, but it is not expected to be significant to the school. The school will continue to receive funding from the Ministry of Education, even while closed.

26. Comparatives

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

27. Adoption of PBE IFRS 9 Financial Instruments

In accordance with the transitional provisions of PBE IFRS 9, the school has elected not to restate the information for previous years to comply with PBE IFRS 9. Adjustments arising from the adoption of PBE IFRS 9 are recognised in opening equity at 1 January 2019. Accounting policies have been updated to comply with PBE IFRS 9. The main updates are:

- Note 9 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.
- Note 11 Investments:
Term deposits: This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

Upon transition to PBE IFRS9 there were no material adjustments to these financial statements.

Analysis of Variance Reporting



School Name:	RidgeView School	School Number:	1433
Strategic Aim:	<p>Student achievement data and progress rates are carefully monitored and interventions planned to accelerate learning where required. The school has identified the following areas of current focus:</p> <ol style="list-style-type: none"> 1. Reducing the number of students achieving below age expectation across all year groups in reading. 2. Shifting the number of boys' writing below expectation to at expectation. 3. Shifting the number of students in one specific cohort from below to at expectation in all learning areas. 4. Shifts in writing and mathematics align with Kahui Ako goals in the same areas. 		
Annual Aim:	<p>Reduce student under-achievement through personalised programmes designed for all learners, which carefully incorporate identification of achievement, progress, needs, planned interventions and allocation of resources.</p>		
Target:	<ul style="list-style-type: none"> • Kahui Ako Target: Increase the number of Year 1 – 6 students At or Above expectations in Writing by a minimum of 5 in 2019. Increase the number of Year 1 – 6 students from at to above in writing by 1 or more in 2019. • School Targets • To increase reading achievement across the school so that all cohorts are achieving at 70% at or above curriculum expectations. • To increase achievement of the Year 4 cohort so that they are achieving at 70% at or above in reading, writing and mathematics. 		

Baseline Data:**Target # 1 – Kahui Ako Targets**

No of Students At or Above in Writing at the end of 2018	Target number at or above in Writing at the end of 2019
39/52 = 75%	Plus 5 children

No of Students At in Writing at the end of 2018	Target number above in Writing at the end of 2019
16/52 = 30.7%	Plus 1 child

**Target #2 – Whole School Reading
Reading Achievement**

	Below	At/Above
2018 Actual	40%	60%
2019 Target	30%	70%

Target #3 – Year 4 Overall Progress

	Below	At/Above
Reading 2018	50%	50%
2019 Target	30%	70%
Writing 2018	50%	50%
Target 2019	30%	70%
Mathematics 2018	83%	17%
Target 2019	30%	70%

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>Target #1 – Kahui Ako targets</p> <p>Staff met and identified priority learners and areas for improvement.</p> <p>We identified students who were At curriculum expectations, but had the potential to move to Above.</p> <p>Cross-grouped students to allow for working at the most appropriate learning level.</p> <p>Whole staff professional development and consistent sharing of ideas in writing.</p> <p>Continued use of the school's transference model of teaching literacy.</p> <p>Monitoring of student achievement through the year.</p> <p>Robust moderation of writing samples by staff.</p> <p>Staff attended a course on using Asttle for assessment.</p>	<p>Target #1 – Kahui Ako targets</p> <p>At the end of 2018, 39/52 children were At or Above Curriculum Expectations in writing. This equates to 75% of our school. Our target was to increase this number by 5 children. We increased this number by 6, even though the number of students at the school dropped. So we had 37/46 which equates to 80% of the school working At or Above in writing.</p> <p>At the end of 2018, 16/52 students were working At curriculum expectations in writing. This equates to 30.7% of the school. Our target was to move one person from At to Above. We moved 5 children from At to Above.</p>	<p>Target #1 – Kahui Ako targets</p> <p>Overall, we are happy with our students' achievement in writing. Despite a smaller roll, we were able to move more than the requisite number of children.</p> <p>The staff have a good shared understanding of teaching writing and moderation is strong part of the teaching and learning process.</p> <p>Two RTLB group interventions for those below in writing.</p> <p>We have noted that our younger children are not as successful in writing. In 2019, we only had two learning areas and the Years 1 – 3 were together in one class. As a result, teaching and learning was not always as directed and specific as needed.</p>	<p>Target #1 – Kahui Ako targets</p> <p>We aim to continue our writing programme in the literacy context. One of the things that we learned from the asttle assessment PD is that we need to focus more on the deliberate teaching of surface and deeper features.</p> <p>We will have a shared session where those who went on the asttle assessment PD will share their learning.</p> <p>This year we have three learning areas, and have set up a Year 0/1 class where the teachers can focus on the fundamentals such as phonics, recognising high frequency words and sounding out words as they write. The class is smaller so the teacher has more time to dedicate to each child.</p>

<p>Target #2 – Whole School Reading</p> <p>The staff met and agreed reading as an area for improvement.</p> <p>Children were grouped and cross-grouped across the school so that they were learning at the level most appropriate for them.</p> <p>Priority students and groups were identified.</p> <p>The school funded a teacher aide to support a small group of those who needed phonics learning.</p> <p>The school made use of community volunteers to increase reading mileage, especially for those students who do not read at home.</p> <p>In order to try and decrease class and group sizes, the principal took an extension reading group that focused on novels with high interest and engagement.</p> <p>We had a whole school focus on answering questions/showing deeper comprehension of texts.</p>	<p>Target #2 – Whole School Reading</p> <p>It was our aim to shift the whole school to 70% At or Above in reading.</p> <p>At the end of 2019, our results were as follows:</p> <p>Year 1 – 26% Year 2 – 33% Year 3 – 50% Year 4 – 50% Year 5 – 100% Year 6 – 91%</p> <p>While we had success in the senior part of the school, we are concerned about our younger students.</p>	<p>Target #2 – Whole School Reading</p> <p>Our senior students were successful in reaching the reading target. The year 5 cohort is a strong group academically. The Year 5s and 6s had access to a targeted enrichment programme.</p> <p>We have a number of students with learning needs in the junior part of the school, including two ORS students. Having the Year 1 – 3s in one group meant that the teacher had a large group with divergent needs.</p> <p>We requested and received advice and support from Learning Support as our special needs children were causing a large amount of disruption in the class.</p> <p>Reading and the skills needed for reading must be a focus.</p>	<p>Target #2 – Whole School Reading</p> <p>Our senior students respond well to high interest fiction.</p> <p>Deliberate teaching on how to answer questions about different texts works well.</p> <p>We have separated the school into three learning areas: Y0/1 Y2/3 Y4 – 6</p> <p>Each area will focus on particular skills needed for reading such as sounding out words, using cues to make meaning, recognising high frequency words, fluency, understanding texts, deeper meaning etc.</p> <p>Staff will focus on upskilling in teaching reading. We will have PD, observe each others' reading lessons and ask experts to model lessons.</p> <p>We will meet regularly and track progress.</p> <p>Some students have been referred to RTLB and Learning Support.</p>
---	--	--	---

<p>Creative ways to increase reading mileage will be investigated: community volunteers, buddy reading</p> <p>The Principal will work with some of the 6 year olds who have not made much progress in reading during Term 1 while she is still out of the classroom.</p>			
<p>Target #3 – Year 4 Overall Progress</p> <p>Staff met and agreed that this little cohort (4 students) was in need of support.</p> <p>Applied to RTLB for support in writing.</p> <p>Initiated strengthening families and then IWS for one student</p> <p>All four students are on priority learner list and given pastoral and academic support.</p> <p>Staff regularly brainstorm ideas to support these students.</p>	<p>Target #3 – Year 4 Overall Progress</p> <p>Our goal was for the group to make significant progress in all learning areas and achieve at 70% At or Above in reading, writing and maths.</p> <p>Reading 2018 – 57% At or Above 2019 – 50% At or Above 5 months average progress</p> <p>Writing 2018 – 32% At or Above 2019 – 75% At or Above 8 months average progress</p> <p>Mathematics 2018 – 17% At or Above 2019 – 0% At or Above 8 months average progress</p>	<p>Target #3 – Year 4 Overall Progress</p> <p>The one student in this cohort who was academically strong moved out of the area. Because the cohort is so small the percentages can be misleading.</p> <p>While some progress has been made, it is not the accelerated progress that we had hoped for.</p> <p>The best area of improvement was in writing which was an area funded by RTLB and a group run by a teacher aide.</p> <p>Two of our students who are below in mathematics are just below and should reach curriculum expectations with support.</p>	<p>Target #3 – Year 4 Overall Progress</p> <p>This cohort remains a priority for the school.</p> <p>Staff continue to work together to improve learning outcomes for this group.</p> <p>We have IWS intervention for one child and will work with other agencies to improve learning outcomes.</p> <p>One child has been referred to Learning Support for assessment of possible learning needs.</p> <p>All work is to be scaffolded and as 'hands-on' as possible.</p> <p>Learning tasks to differentiated.</p>

Planning for next year:

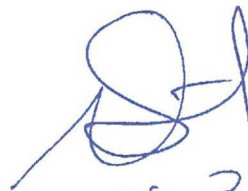
Whole school reading remains a target in the charter.

The Year 5 cohort (2020) remains a target group.

The Board intends to work with the MOE to maintain three learning spaces.

The Board will support the school as we develop a local curriculum that explores ways of teaching and learning, planning and assessing, and consulting and reporting that meet the needs of our diverse school community.

RK
26.2.2020


26.2.2020

Postal Address

Cutts Crescent
Paremoremo
NORTH SHORE CITY
0632

Telephone 09 413 9808
Facsimile 09 413 9526
learn@ridgeview.school.nz
www.ridgeview.school.nz

**RidgeView School**

Wednesday 4 December 2019

RidgeView School used their Kiwisport allocation to take the whole school for gymnastics sessions with North Harbour Gymnastics at Eventfinda Stadium.

Rachael Kemball
Principal

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF RIDGEVIEW SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019

The Auditor-General is the auditor of Ridgeview School (the School). The Auditor-General has appointed me, Wayne Monteith, using the staff and resources of BDO Auckland, 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 2019, 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 2019; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards Reduced Disclosure Regime as applicable to entities that qualify as tier 2.

Our audit was completed on 3 June 2020. 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 of Trustees and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Emphasis of Matter - COVID 19

Without modifying our opinion, we draw attention to the disclosures in note 25 on page 19 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

Other Matter - Failure to meet statutory reporting deadline

Without modifying our opinion, we draw attention to the fact that the Board of Trustees did not comply with section 87 of the Education Act 1989, which requires the Board to provide its audited financial statements to the Ministry of Education by 31 May. The disruption caused by the Covid-19 restrictions, including the closure of the school, meant that the audit could not progress as planned. This resulted in the school missing the statutory deadline.

Basis for our opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

The Board of Trustees 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 of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees 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 of Trustees' responsibilities arise from 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 of Trustees.

- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees 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 of Trustees 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 of Trustees is responsible for the other information. The other information comprises the Analysis of Variance, Board of Trustees Listing and Kiwisport Report, 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 (Revised): *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.



Wayne Monteith
BDO Auckland
On behalf of the Auditor-General
Auckland, New Zealand