

ONERAHI SCHOOL

Annual Report - For the year ended 31 December 2018

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ONERAHI SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2018

School Directory

Ministry Number: 1062

Principal: Gerald Koberstein

School Address: Church Street, Onerahi, Whangarei 0110

School Postal Address: 2A Church Street, Onerahi, Whangarei 0110

School Phone: 09 4360521

School Email: office@onerahi.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained
Lana Jennings	Chair Person	Elected
Gerald Koberstein	Principal	ex Officio
Hayden Read	Parent Rep	Elected
Aaron Gray	Parent Rep	Elected
Adrienne Chubb	Parent Rep	Selected
Dean Wilson	Parent Rep	Elected
Donna Broughton	Staff Rep	Elected

Accountant / Service Provider:
Anne-Marie Wilson

ONERAHI SCHOOL

Statement of Responsibility

For the year ended 31 December 2018

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

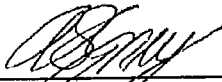
The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2018 fairly reflects the financial position and operations of the school.

The School's 2018 financial statements are authorised for issue by the Board.

Aaron Gray

Full Name of Board Chairperson



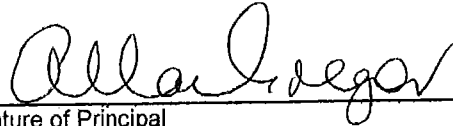
Signature of Board Chairperson

6-5-19

Date:

AnnMaree MacGregor

Full Name of Principal



Signature of Principal

6-5-19

Date:

Onerahi School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue				
Government Grants	2	3,885,986	1,197,463	3,757,458
Locally Raised Funds	3	47,458	25,600	53,972
Use of Land and Buildings Integrated		-	-	-
Interest Earned		18,429	13,000	10,790
Gain on Sale of Property, Plant and Equipment		-	-	43
		<hr/>	<hr/>	<hr/>
		3,951,873	1,236,063	3,822,264
Expenses				
Locally Raised Funds	3	19,683	4,600	30,217
Learning Resources	4	2,797,983	729,913	2,724,652
Administration	5	203,075	208,250	174,560
Finance		3,380	-	-
Property	6	769,814	208,300	675,127
Depreciation	7	98,333	85,000	85,604
		<hr/>	<hr/>	<hr/>
		3,892,268	1,236,063	3,690,161
Net Surplus / (Deficit) for the year		59,605	-	132,103
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
		59,605	-	132,103

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes.



Onerahi School
Statement of Changes in Net Assets/Equity
 For the year ended 31 December 2018

	Actual 2018 \$	Budget (Unaudited) 2018 \$	Actual 2017 \$
Balance at 1 January	1,251,419	1,119,316	1,119,316
Total comprehensive revenue and expense for the year	59,605	-	132,103
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	35,123	108,508	-
Equity at 31 December	1,346,147	1,227,824	1,251,419
Retained Earnings	1,346,147	1,227,824	1,251,419
Reserves	-	-	-
Equity at 31 December	1,346,147	1,227,824	1,251,419

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes.



Onerahi School
Statement of Financial Position
As at 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Assets				
Cash and Cash Equivalents	8	685,909	736,057	736,057
Accounts Receivable	9	191,547	-	383,938
GST Receivable		2,356	-	-
Prepayments		15,081	-	15,066
Inventories	10	-	-	186
Investments	11	189,530	183,896	183,896
		<u>1,084,423</u>	<u>919,953</u>	<u>1,319,143</u>
Current Liabilities				
GST Payable		-	-	52,200
Accounts Payable	13	207,047	-	163,458
Revenue Received in Advance	14	10,071	-	63
Provision for Cyclical Maintenance	15	101,350	128,948	128,948
Finance Lease Liability - Current Portion	16	14,540	12,531	12,531
Funds held in Trust	17	641	551	551
Funds held for Capital Works Projects	18	34	-	103,376
Funds held on behalf of ALLIS Cluster	19	117,202	236,400	236,400
		<u>450,886</u>	<u>378,430</u>	<u>697,527</u>
Working Capital Surplus/(Deficit)		633,536	541,523	621,617
Non-current Assets				
Investments	11	-	-	-
Property, Plant and Equipment	12	739,165	718,160	661,662
		<u>739,165</u>	<u>718,160</u>	<u>661,662</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	13,642	5,860	5,860
Finance Lease Liability	16	12,911	25,999	25,999
Funds held in Trust	17	-	-	-
		<u>26,553</u>	<u>31,859</u>	<u>31,859</u>
Net Assets		<u><u>1,346,147</u></u>	<u><u>1,227,824</u></u>	<u><u>1,251,420</u></u>
Equity		<u><u>1,346,147</u></u>	<u><u>1,227,824</u></u>	<u><u>1,251,419</u></u>

The above Statement of Financial Position should be read in conjunction with the accompanying notes.



Onerahi School
Statement of Cash Flows
For the year ended 31 December 2018

	2018	2018	2017
Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities			
Government Grants	1,078,648	1,177,463	1,142,408
Locally Raised Funds	291,158	25,600	(210,245)
Hostel	-	-	-
International Students	-	-	-
Goods and Services Tax (net)	(54,556)	-	65,097
Payments to Employees	(525,160)	(509,000)	(547,167)
Payments to Suppliers	(435,926)	(602,063)	(461,444)
Cyclical Maintenance Payments in the year	(39,488)	(20,000)	(10,975)
Interest Paid	(3,380)	-	-
Interest Received	18,429	13,000	10,790
Net cash from / (to) the Operating Activities	329,726	85,000	(11,536)
Cash flows from Investing Activities			
Proceeds from Sale of PPE (and Intangibles)	5,000	(54)	43
Purchase of PPE (and Intangibles)	(176,345)	(84,946)	(84,784)
Purchase of Investments	(5,634)	-	(5,466)
Proceeds from Sale of Investments	-	-	-
Net cash from / (to) the Investing Activities	(176,978)	(85,000)	(90,207)
Cash flows from Financing Activities			
Furniture and Equipment Grant	35,123	-	-
Finance Lease Payments	(15,569)	-	1,326
Painting contract payments	-	-	-
Loans Received/ Repayment of Loans	-	-	-
Funds Administered on Behalf of Third Parties	(119,107)	-	186,405
Funds Held for Capital Works Projects	(103,342)	-	103,342
Net cash from Financing Activities	(202,895)	-	291,073
Net increase/(decrease) in cash and cash equivalents	(50,147)	-	189,330
Cash and cash equivalents at the beginning of the year	8 736,058	736,057	546,729
Cash and cash equivalents at the end of the year	8 685,911	736,057	736,059

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.



Onerahi School

Notes to the Financial Statements

For the year ended 31 December 2018

1. Statement of Accounting Policies

a) Reporting Entity

Onerahi 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 2018 to 31 December 2018 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 an equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders".

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 14.



Critical Judgements in applying accounting policies

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

Classification of leases

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 21.

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.

For Non-integrated schools only:

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



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 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.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards. Share investments are recognised initially by the School at fair value plus transaction costs. At balance date the School has assessed whether there is any evidence that an investment is impaired. Any impairment, gains or losses are recognised in the Statement of Comprehensive Revenue and Expense.

After initial recognition any investments categorised as available for sale are measured at their fair value without any deduction for transaction costs the school may incur on sale or other disposal.

The School has met the requirements of Schedule 6 para 28 of the Education Act 1989 in relation to the acquisition of investment securities.

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 \$1,000 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.

Leased Assets

Leases where the School assumes substantially all the risks and rewards of ownership are classified as finance leases. The assets acquired by way of finance lease are measured at an amount equal to the lower of their fair value and the present value of the minimum lease payments at inception of the lease, less accumulated depreciation and impairment losses. Leased assets and corresponding liability are recognised in the Statement of Financial Position and leased assets are depreciated over the period the School is expected to benefit from their use or over the term of the lease.

Depreciation

Property, plant and equipment except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement

of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	10–75 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	4 years
Library resources	12.5% Diminishing value

l) 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.

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.

Long-term employee entitlements

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

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

o) 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.



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) 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 school 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.

r) 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).

s) 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.

Investments that are shares are categorised as "available for sale" 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.

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operational grants	772,679	805,343	737,493
Teachers' salaries grants	2,251,255	20,000	2,111,601
Use of Land and Buildings grants	532,639	-	503,450
Resource teachers learning and behaviour grants	-	-	-
Other MoE Grants	329,412	368,120	404,915
Transport grants	-	-	-
Other government grants	-	4,000	-
	<u>3,885,986</u>	<u>1,197,463</u>	<u>3,757,458</u>

3. Locally Raised Funds

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue			
Donations	13,585	9,000	12,250
Bequests & Grants	-	-	-
Activities	-	-	3,750
Trading	2,580	300	690
Fundraising	7,667	11,300	15,678
Other Revenue	23,626	5,000	21,604
	<u>47,458</u>	<u>25,600</u>	<u>53,972</u>
Expenses			
Activities	8,609	4,600	29,129
Trading	246	-	743
Fundraising costs	1,332	-	346
Transport (local)	-	-	-
Other Expenses	9,496	-	-
	<u>19,683</u>	<u>4,600</u>	<u>30,217</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>27,775</u>	<u>21,000</u>	<u>23,755</u>



4. Learning Resources

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Curricular	141,953	233,399	184,025
Equipment repairs	9,632	37,500	9,829
Information and communication technology	8,547	50,914	8,299
Extra-curricular activities	27,422	9,000	2,638
Library resources	2,785	10,500	3,806
Employee benefits - salaries	2,578,027	319,000	2,485,922
Staff development	14,794	69,600	30,133
Overseas Travel	14,823	-	-
	<u>2,797,983</u>	<u>729,913</u>	<u>2,724,652</u>

Overseas Travel - see separate note page

5. Administration

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Audit Fee	4,192	5,200	4,800
Board of Trustees Fees	5,025	5,000	5,025
Board of Trustees Expenses	6,534	7,900	9,259
Communication	2,110	8,550	3,030
Consumables	15,984	21,100	8,702
Operating Lease	847	5,500	4,713
Legal Fees	-	-	-
Other	3,578	-	9,248
Employee Benefits - Salaries	156,907	145,000	122,770
Insurance	7,898	10,000	7,012
Service Providers, Contractors and Consultancy	-	-	-
	<u>203,075</u>	<u>208,250</u>	<u>174,560</u>



6. Property

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Caretaking and Cleaning Consumables	11,650	-	12,492
Consultancy and Contract Services	45,173	59,100	42,507
Cyclical Maintenance Expense	19,672	20,000	20,000
Grounds	7,254	14,800	3,235
Heat, Light and Water	22,502	25,000	20,698
Rates	10,335	10,000	9,721
Repairs and Maintenance	60,175	13,000	4,116
Use of Land and Buildings	532,639	-	503,450
Security	1,120	1,400	1,240
Employee Benefits - Salaries	59,294	65,000	57,668
	<u>769,814</u>	<u>208,300</u>	<u>675,127</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

	2018 Actual \$	2018 Budget \$	2017 Actual \$
Buildings	12,437	11,646	11,091
Musical Equipment	851	1,000	995
Furniture and Equipment	12,933	12,000	12,808
Information and Communication Technology	40,062	36,000	36,481
Sports Equipment	55	54	54
Plant and Equipment	12,737	12,000	12,311
Leased Assets	17,304	10,500	10,050
Library Resources	1,954	1,800	1,814
	<u>98,333</u>	<u>85,000</u>	<u>85,604</u>

8. Cash and Cash Equivalents

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash on Hand	-	-	-
Bank Current Account	382,876	234,279	234,279
Bank Call Account	-	501,778	501,778
Short-term Bank Deposits	303,033	-	-
Bank Overdraft	-	-	-
Cash and cash equivalents for Cash Flow Statement	<u>685,909</u>	<u>736,057</u>	<u>736,057</u>

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

Of the \$685,909 Cash and Cash Equivalents, \$117,202 is held by the School on behalf of the ALLIS cluster. See note 25 for details of how the funding received for the cluster has been spent in the year.



9. Accounts Receivable

	2018 Actual \$	2018 (Unaudited) \$	2017 Actual \$
Receivables	4,622	-	238,314
Receivables from the Ministry of Education	47,279	-	23,836
Provision for Uncollectibility	-	-	-
Interest Receivable	-	-	-
Teacher Salaries Grant Receivable	139,645	-	121,788
	<u>191,547</u>	<u>-</u>	<u>383,938</u>
Receivables from Exchange Transactions	4,622	-	238,314
Receivables from Non-Exchange Transactions	186,924	-	145,624
	<u>191,547</u>	<u>-</u>	<u>383,938</u>

10. Inventories

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Stationery	-	-	167
School Uniforms	-	-	19
	<u>-</u>	<u>-</u>	<u>186</u>

11. Investments

The School's investment activities are classified as follows:

	2018 Actual \$	2018 Budget \$	2017 Actual \$
Current Asset			
Short-term Bank Deposits	189,530	183,896	183,896
Non-current Asset			
Long-term Bank Deposits	-	-	-

12. Property, Plant and Equipment

2018	Opening \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Land	-	-	-	-	-	-
Buildings	318,229	74,830	-	-	(12,437)	380,623
Sports Equipment	5,568	-	-	-	(851)	4,717
Furniture and Equipment	119,193	40,776	-	-	(12,933)	147,035
Information and Communication Technology	91,552	36,766	-	-	(40,062)	88,255
Musical Equipment	177	-	-	-	(55)	123
Plant & Equipment	74,775	16,228	-	-	(12,737)	78,266
Leased Assets	41,886	4,491	-	-	(17,304)	29,073
Library Resources	10,281	3,271	(1,322)	795	(1,954)	11,071
Balance at 31 December 2018	<u>661,662</u>	<u>176,362</u>	<u>(1,322)</u>	<u>795</u>	<u>(98,333)</u>	<u>739,165</u>



2018	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Land	-	-	-
Buildings	533,000	(152,376)	380,623
Sports Equipment	32,495	(27,777)	4,718
Furniture and Equipment	343,655	(196,619)	147,036
Information and Communication Technology	390,178	(301,923)	88,255
Musical Equipment	9,761	(9,638)	123
Plant & Equipment	313,256	(234,990)	78,266
Leased Assets	58,593	(29,520)	29,073
Library Resources	27,802	(16,731)	11,071
Balance at 31 December 2018	1,708,741	(969,576)	739,165

2017	Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Buildings	318,844	10,476	-	-	(11,091)	318,229
Sports Equipment	6,563	-	-	-	(995)	5,568
Furniture and Equipment	113,887	18,114	-	-	(12,808)	119,193
Information and Communication Technology	99,912	28,121	-	-	(36,481)	91,552
Musical Equipment	232	-	-	-	(54)	178
Plant & Equipment	75,924	11,162	-	-	(12,311)	74,775
Leased Assets	38,641	13,296	-	-	(10,050)	41,887
Library Resources	10,104	3,061	(1,070)	-	(1,814)	10,281
Balance at 31 December 2017	664,107	84,230	(1,070)	-	(85,605)	661,662

The net carrying value of equipment held under a finance lease is \$27451.68 (2017: \$40661)



2017	Cost or \$	Accumulated \$	Net Book \$
Land	-	-	-
Buildings	458,169	(139,940)	318,229
Sports Equipment	32,495	(26,927)	5,568
Furniture and Equipment	302,879	(183,686)	119,193
Information and Communication Technology	353,413	(261,861)	91,552
Musical Equipment	9,761	(9,583)	177
Plant & Equipment	297,029	(222,253)	74,775
Leased Assets	54,102	(12,216)	41,886
Library Resources	25,853	(15,572)	10,281
Balance at 31 December 2017	1,533,700	(872,039)	661,662

13. Accounts Payable

	2018 Actual \$	2018 Budget \$	2017 Actual \$
Operating creditors	23,216	-	20,297
Accruals	5,000	-	-
Capital accruals for PPE items	-	-	-
Banking staffing overuse	-	-	-
Employee Entitlements - salaries	155,672	-	121,788
Employee Entitlements - leave accrual	23,159	-	21,373
	<u>207,047</u>	<u>-</u>	<u>163,458</u>
Payables for Exchange Transactions	207,047	-	163,458
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>207,047</u>	<u>-</u>	<u>163,458</u>

The carrying value of payables approximates their fair value.



14. Revenue Received in Advance

	2018 Actual \$	2018 (Unaudited) \$	2017 Actual \$
Grants in Advance - Ministry of Education	-	-	-
International Student Fees	-	-	-
Hostel Fees	-	-	-
Other	10,071	-	63
	10,071	-	63

15. Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget \$	2017 Actual \$
Provision at the Start of the Year	134,808	134,808	125,783
Increase/ (decrease) to the Provision During the Year	19,672	20,000	20,000
Use of the Provision During the Year	(39,488)		(10,976)
Provision at the End of the Year	114,992	154,808	134,808
Cyclical Maintenance - Current	101,350	128,948	128,948
Cyclical Maintenance - Term	13,642	5,860	5,860
	114,992	134,808	134,808

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:

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
No Later than One Year	11,160		12,531
Later than One Year and no Later than Five Years	12,911		25,999
Later than Five Years	-	-	-
	24,072	-	38,529

17. Funds held in Trust

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	641	551	551
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	641	551	551

These funds are held in trust for Royds Account children in need of items not afforded by their families



18. 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:

	2018	Opening Balances	Receipts from MoE	Payments	BOT Contributions	Closing Balances
		\$	\$	\$		\$
Block 4 toilets	<i>completed</i>	105,478	-	113,598	8,120	-
Block 1 upgrade	<i>completed</i>	34	-	-	2,136	-
School-wide drainage	<i>completed</i>	(2,136)	-	-	-	34
Block 1 upgrade	<i>completed</i>	-	74,141	74,141	-	-
Totals		103,376	74,141	187,739	10,256	34
Represented by:						
Funds Held on Behalf of the Ministry of Education						34
Funds Due from the Ministry of Education						-
						34

	2017	Opening Balances	Receipts from MoE	Payments	BOT Contributions	Closing Balances
		\$	\$	\$		\$
Block 4 toilets	<i>completed</i>	-	149,806	44,328	-	105,478
Block 1 upgrade	<i>in progress</i>	34	-	-	-	34
School-wide drainage	<i>completed</i>	-	-	2,136	-	(2,136)
Block 2 re-roof	<i>completed</i>	-	104,707	104,707	-	-
Lighting & Switchboard upgrade	<i>completed</i>	-	25,466	25,466	-	-
Totals		34	279,979	176,637	-	103,376

19. Funds Held on Behalf of ALLIS Cluster

Onerahi School is the lead school and holds funds on behalf of the ALLIS cluster, a group of schools funded by the Ministry of Education for Asian Language Literacy in Schools.

	2018 Actual	2018 Budget	2017 Actual
	\$	\$	\$
Funds Held at Beginning of the Year	236,400	-	50,015
Funds Received from Cluster Members	-	-	-
Funds Received from MoE	10,998	-	319,335
Funds Spent on Behalf of the Cluster	130,195	-	132,949
Funds Held at Year End	117,202	236,400	236,400

These assets and liabilities form part of the school's assets and liabilities and are presented on the school's statement of financial position.

Current Assets			
Cash at bank	117,202	-	236,400
Non Current Assets			
Property Plant and Equipment	-	-	-
Current Liabilities			
Operating Creditors	-	-	-
Non Current Liabilities			
Borrowings	-	-	-
Equity	117,202	-	236,400



20. 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.

21. Remuneration

Key management personnel compensation

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

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	5,025	5,025
Full-time equivalent members	0.08	0.07
<i>Leadership Team</i>		
Remuneration	984,836	693,343
Full-time equivalent members	11.00	7.40
Total key management personnel remuneration	989,861	698,368
Total full-time equivalent personnel	11.08	7.47

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:

	2018 Actual \$000	2017 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140 - 150	140 - 150
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2018 FTE Number	2017 FTE Number
100 - 110	-	-
110 - 120	-	-
	-	-

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



22. 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:

	2018 Actual	2017 Actual
Total	\$0	\$5,000
Number of People	-	1

23. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2018 (Contingent liabilities and assets at 31 December 2017: 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, however the potential impact on any specific school or individual and any associated historical liability will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2018, a contingent liability for the school may exist.

24. Commitments

(a) Capital Commitments

As at 31 December 2018 the Board has entered into no contract agreements for capital works

(Capital commitments at 31 December 2017: \$166450.95)

25. 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.

26. Financial Instruments

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

Loans and receivables

	2018 Actual	2018 Budget (Unaudited)	2017 Actual
	\$	\$	\$
Cash and Cash Equivalents	685,909	736,057	736,057
Receivables	191,547	-	383,938
Investments - Term Deposits	189,530	183,896	183,896
Total Loans and Receivables	1,066,986	919,953	1,303,891

Financial liabilities measured at amortised cost

Payables	207,047	-	163,458
Finance Leases	27,452	38,530	38,529
Total Financial Liabilities Measured at Amortised Cost	234,499	38,530	201,987



27. Events After Balance Date

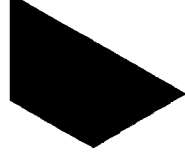
There were no significant events after the balance date that impact these financial statements.

28. Comparatives

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



Analysis of Variance Reporting



School Name:	Onerahi School	School Number: 1062
Strategic Aim:	Increase engagement within the mathematics curriculum through developing student ownership through their learning pathways, teacher capabilities and collaboration with the community.	
Annual Aim:	<ul style="list-style-type: none"> -Accelerate priority learners -Students make expected progress 	
Target:	<p>By the end of 2018 88% of all year 1-6 children will be achieving at or above their expected level in mathematics</p> <p>Priority learners within mathematics make more than one year of progress within 15 weeks.</p>	
Baseline Data:	<p>2016 – 80.3% of students achieved at or above their expected level</p> <p>2017 -87.3% of students achieved at or above their expected level</p> <p>2018 – 80.7% of students achieved at or above their expected level</p>	

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>Capabilities: MST – One teacher participated in the MST programme and work with tier 2 students.</p> <p>ALiM – To develop and grow ALiM within the school. Previous ALiM teachers are supported new teachers in the ALiM programme. Goal to have all teachers Year 2 and up participating. School Wide – Investigate the impact and value of targeted problem solving.</p>	<p>Data is for the 15 week intervention. Curriculum 80.2% made more than one year's progress within 15 weeks.</p> <p>19 staff members over two years have now participated in ALiM. Through ALiM -There is a growing understanding of effective maths teaching building capabilities of staff. -The key principles of ALiM are continually being developed across</p>	<p>This was the second year of MST. There was limited tier 2 (as in CaAP Plan) students, so tier 3 students participated in the programme. These students had other needs and the expected gains were not met, however they did make some gains. These students were referred to RLTB or other services. Most tier 2 students made expected gain.</p> <p>Intense intervention held within the classroom environment supported the students and their learning as well as classroom teachers.</p> <p>MST teacher pedagogy and practice improved from participating in the MST programme and shared this with classroom teachers.</p> <p>Staff professional development within school time placed value on ALiM and its impact. Maximum participation in ALiM is creating a common understanding of effective practice in mathematics.</p>	<p>The SIT team to continue to support the school and staff around what mathematics will look like throughout the school building capabilities of staff. The MST teacher is part of this.</p> <p>A data base of these students will be created to monitor and identify students that have participated in the programme.</p> <p>All staff members will participate in the ALiM programme, developing their capabilities and benefiting student outcomes.</p>

<p>Assessment is based on OTJ's --Many tools and strategies to collect this data are used.</p>	<p>the school - use of rich tasks, mixed-ability grouping, explicitly making links to the real world, focusing on developing student dispositions in Maths, teaching for success at the expected level.</p>	<p>Challenging thinking and developing new pedagogy through professional development, practice and seeing engagement from students.</p>	<p>Staff to investigate the Mathematics Learning Progressions and varied mathematics assessment tools.</p>
<p>Staff professional development around expectations of students. School assessment guidelines reinforcing assessment is varied to develop an OTJ. Moderation in some team areas.</p>	<p>Staff professional development around expectations of students. School assessment guidelines reinforcing assessment is varied to develop an OTJ. Moderation in some team areas.</p>	<p>Some staff had misconceptions around student achievement and where their students would sit. Expectations are high. Overall school wide data was higher when an outside expert supported staff in making OJT'S in 2017. There was a range of understanding of the curriculum levels with new staff having some different ideas.</p>	<p>Staff to investigate the Mathematics Learning Progressions and varied mathematics assessment tools.</p>
<p>Dispositional data was collected for MST data, highlighting the importance of these for learning.</p>	<p>There was disposition movement overall in the data for MST students.</p>	<p>With dispositions of learning being a focus for MST students, the key was the learning they did in Mathematics would transfer to their overall learning confidence.</p>	<p>To use mathematics as a context to explore dispositions of learning that can be transferred across the curriculum.</p>

Ownership

Supports in place to assist students in owning their learning and being able to confidently articulate what they so well and their next steps.

All students had access to school wide and interschool competitions and activities.
Students that participated in ALiM and MST had a clear pathway to ensure they knew as well as their teacher their next learning steps.

Students who participated in these programmes had clear learning goals and a pathway constructed with and for them. Teachers developed an understanding of what need to be experienced next to develop big ideas in mathematics.
Transient students starting programmes and leaving.

All staff to explore the mathematics learning progressions and big ideas to support students in articulating their next learning steps.
Through exploring the learning progressions and curriculum levels in the PLD, more informed OTJ's are made.

Collaboration:

Teachers collaborate within the school community to moderate, gain ideas and support students

ALiM teachers met regularly to discuss content, ideas, strategies and students learning.
MST teacher supported some classroom teachers in moderation of students learning, team teaching and exploring ideas and concepts.

Allowing teachers to ownership of the process, they were motivated to engage in seeking opportunities to grow and learn.

All staff to participate in the ALiM programme and participate in school wide PLD.

Staff look outside of the school to collaborate around mathematical ideas and teaching.

MST teacher participated in a national mentoring programme and a Northland support group.
ALiM lead teachers participated in a Northland support group – being

The school has had some successes, different ideas and these are being asked to share at different group meetings.

Continue to look for ways to collaborate with others in a mathematical context and maintain relationships that are current.

called on to share and present ideas often.

A staff member participated in a Northland Mathematics leadership group, being asked to share ideas and what is happening within the school.

The acting principal and MST teacher participated in a principal's discussion group around what mathematics looks like school wide and in the community.

Staff seek opportunities to communicate with parents and Whanau.

Classroom teachers have the primary relationship with parents - connections are made through this.

-Using events within the school to promote maths and engage with the community. For example Maths Week

MST teacher being available for parents to talk to and have support. Families of MST students and non-MST students seeking advice, resources and support for their children.

Celebrating and building on what is working well – and collaborating with other schools about possible next steps and ideas gathering.

Collaboration with other sources allows discussion and group within a larger context.

A proactive SIT team looking for ways to engage with the community.

Continue to have a proactive SIT team.

Planning for next year:

PLD School wide that: (over two years)

-ensure staff have an understanding of effective pedagogy of Mathematics across all strands of the mathematics curriculum, across all school levels.

-explore the Mathematics Learning Progressions, developing an understanding of these and a practical application.

-develop varied approaches to teaching mathematics, such as mixed ability grouping, contexts for learning and progression of ideas.

-explore dispositions of learning, and how these can be used across all strand of the curriculum

-develop wide sources and an understanding to build student agency

-investigate the role of data to identify areas of growth, teaching and learning, and moderation.

The proactive SIT team continuing to explore and try new ideas to engage the community within mathematics (Students, staff, parents/whanau)

**INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF
ONERAHI SCHOOL'S
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2018**

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The Auditor-General is the auditor of Onerahi School (the School). The Auditor-General has appointed me, Steve Bennett, using the staff and resources of Bennett & Associates, 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 21 that comprise the statement of financial position as at 31 December 2018, 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 2018; 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 Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 15 May 2019. 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.

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 arises 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, the Kiwi Sport Statement, the List of Trustees and Statement of Responsibility which form part of the Annual Report, but does not include the financial statements, and our auditor's report thereon.

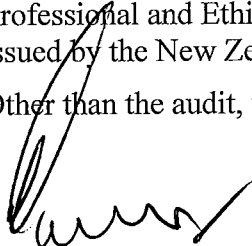
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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.



Steve Bennett

BENNETT & ASSOCIATES

On behalf of the Auditor-General
Whangarei, New Zealand

