

# ROTHERHAM SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2018

Ministry Number: 3490

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#### Members of the Board of Trustees

Name	Position	How position on	Term expires
Guy Blomfield	Chairperson	Re-elected May 2016	May 2019
Alistair Kenyon	Parent Representative	Elected May 2016	May 2019
Alex Thompson	Parent Representative	Re-elected May 2016	May 2019
Renee Dampier-Crossley	Parent Representative	Elected May 2016	May 2019
Berry Neppelenbroek	Parent Representative	Elected May 2016	May 2019
Belinda Rutherford	Staff Representative	Re-elected May 2016	May 2019
Virginia Macfarlane	Principal		

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# ROTHERHAM SCHOOL

Financial Statements - For the year ended 31 December 2018

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## Rotherham 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.

*Guy Blomfield*

Full Name of Board Chairperson

*Virginia Macfarlane*

Full Name of Principal

*[Handwritten Signature]*

Signature of Board Chairperson

*[Handwritten Signature]*

Signature of Principal

*30 May 2019*

Date:

*30 May 2019*

Date:

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

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
<b>Revenue</b>				
Government Grants	2	395,822	396,619	423,837
Locally Raised Funds	3	65,143	10,000	82,549
Interest Received		3,929	1,200	556
Other Revenue		-	-	-
		<u>464,894</u>	<u>407,819</u>	<u>506,942</u>
<b>Expenses</b>				
Locally Raised Funds	3	10,504	6,600	16,151
Learning Resources	4	253,289	241,849	273,942
Administration	5	46,221	41,275	40,961
Finance Costs		487	-	-
Property	6	95,133	111,138	107,370
Depreciation	7	13,055	11,500	12,060
Loss on Disposal of Property, Plant and Equipment		-	-	-
		<u>418,689</u>	<u>412,362</u>	<u>450,484</u>
<b>Net Surplus / (Deficit)</b>		46,205	(4,543)	56,458
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>46,205</u>	<u>(4,543)</u>	<u>56,458</u>

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

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

For the year ended 31 December 2018

	Actual 2018 \$	Budget (Unaudited) 2018 \$	Actual 2017 \$
<b>Balance at 1 January</b>	<u>231,683</u>	<u>231,683</u>	<u>173,556</u>
Total comprehensive revenue and expense for the year	46,205	(4,543)	56,458
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	-	-	1,669
<b>Equity at 31 December</b>	<u>277,888</u>	<u>227,140</u>	<u>231,683</u>
Retained Earnings	277,888	227,140	231,683
Reserves			-
<b>Equity at 31 December</b>	<u>277,888</u>	<u>227,140</u>	<u>231,683</u>

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

**Rotherham School**  
**Statement of Financial Position**

As at 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	8	157,720	116,690	115,226
Accounts Receivable	9	22,978	15,864	21,113
GST Receivable		-	-	-
Prepayments		1,515	-	1,409
Investments	10	94,088	60,000	64,088
		<u>276,301</u>	<u>192,554</u>	<u>201,836</u>
<b>Current Liabilities</b>				
GST Payable		6,103	-	1,654
Accounts Payable	12	18,402	22,364	19,915
Provision for Cyclical Maintenance	13	-	13,050	-
Finance Lease Liability - Current Portion	14	3,492	-	1,221
Funds held for Capital Works Projects	15	72,050	40,000	41,221
		<u>100,047</u>	<u>75,414</u>	<u>64,011</u>
<b>Working Capital Surplus/(Deficit)</b>		176,254	117,140	137,825
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	113,106	115,000	112,285
		<u>113,106</u>	<u>115,000</u>	<u>112,285</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	13	6,600	5,000	16,800
Finance Lease Liability	14	4,872	-	1,627
		<u>11,472</u>	<u>5,000</u>	<u>18,427</u>
<b>Net Assets</b>		<u>277,888</u>	<u>227,140</u>	<u>231,683</u>
<b>Equity</b>		<u>277,888</u>	<u>227,140</u>	<u>231,683</u>

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

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

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		101,366	102,882	108,964
Locally Raised Funds		65,143	72,967	82,549
Goods and Services Tax (net)		4,449	-	2,841
Payments to Employees		(61,816)	(42,175)	(59,183)
Payments to Suppliers		(63,538)	(70,100)	(75,417)
Interest Paid		(487)	-	-
Interest Received		4,908	1,700	1,077
Net cash from / (to) the Operating Activities		50,025	65,274	60,831
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of PPE (and Intangibles)		-	-	-
Purchase of PPE (and Intangibles)		(6,601)	(24,500)	(17,294)
Purchase of Investments		(30,000)	(10,000)	(7,000)
Net cash from / (to) the Investing Activities		(36,601)	(34,500)	(24,294)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	1,669
Finance Lease Payments		(1,759)	-	(1,221)
Funds Administered on Behalf of Third Parties		30,829	40,000	46,757
Net cash from Financing Activities		29,070	40,000	47,205
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>42,494</b>	<b>70,774</b>	<b>83,742</b>
Cash and cash equivalents at the beginning of the year	8	115,226	45,916	31,484
Cash and cash equivalents at the end of the year	8	157,720	116,690	115,226

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 omitted.

The above Cash Flow Statement should be read in conjunction with the accompanying notes.

## Rotherham

### Notes to the Financial Statements

## 1 Statement of Accounting Policies

For the year ended 31 December 2018

#### a) Reporting Entity

Rotherham 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 any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders".

##### *PBE Accounting Standards Reduced Disclosure Regime*

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

##### *Measurement Base*

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

##### *Presentation Currency*

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

##### *Specific Accounting Policies*

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

##### *Critical Accounting Estimates And Assumptions*

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

##### *Useful lives of property, plant and equipment*

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

##### *Critical Judgements in applying accounting policies*

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

##### *Classification of leases*

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 14.

##### *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**

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.

After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

The School has met the requirements of Schedule 6, Part 3, section 28 of the Education Amendment Act 2017 in relation to the acquisition of 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 – Crown	40 years
Furniture and equipment	10 years
Information and communication technology	5 years
Leased assets held under a Finance Lease	4 years
Library resources	10 years

#### l) Intangible Assets

##### Software costs

Computer software acquired by the School is capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance or licensing of software are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software licences with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. It's fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

#### m) 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.

#### n) 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.

**o) 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.

*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

**p) Revenue Received in Advance**

Revenue received in advance relates to grants received where there are unfulfilled obligations for the School. The grant is recorded as revenue as the obligations are fulfilled.

**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 and finance lease liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

**s) 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.

**t) Budget Figures**

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

**u) 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	94,383	102,382	106,756
Teachers' salaries grants	208,949	208,949	222,286
Use of Land and Buildings grants	84,788	84,788	84,895
Other government grants	7,702	500	9,900
	<u>395,822</u>	<u>396,619</u>	<u>423,837</u>

## 3 Locally Raised Funds

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
<b>Revenue</b>			
Donations	20,612	-	19,353
Fundraising	18,410	-	13,277
Other revenue	15,000	-	39,308
Trading	839	-	357
Activities	10,282	10,000	10,254
	<u>65,143</u>	<u>10,000</u>	<u>82,549</u>
<b>Expenses</b>			
Activities	5,452	600	12,853
Trading	839	-	382
Fundraising (costs of raising funds)	-	-	240
Other Locally Raised Funds Expenditure	4,213	6,000	2,676
	<u>10,504</u>	<u>6,600</u>	<u>16,151</u>
<i>Surplus for the year Locally raised funds</i>	<u>54,639</u>	<u>3,400</u>	<u>66,398</u>

## 4 Learning Resources

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Curricular	12,038	17,400	20,764
Employee benefits - salaries	238,696	221,449	250,622
Staff development	2,555	3,000	2,556
	<u>253,289</u>	<u>241,849</u>	<u>273,942</u>

## 5 Administration

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Audit Fee	3,036	2,600	2,617
Board of Trustees Fees	2,540	3,200	2,595
Board of Trustees Expenses	1,142	500	272
Communication	982	1,100	987
Consumables	4,183	3,900	2,154
Operating Lease	921	1,000	1,096
Other	9,834	8,300	8,564
Employee Benefits - Salaries	23,583	20,675	22,676
	<u>46,221</u>	<u>41,275</u>	<u>40,961</u>

**6 Property**

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Caretaking and Cleaning Consumables	1,077	1,000	1,380
Cyclical Maintenance Provision	(10,200)	1,250	1,100
Grounds	4,177	4,700	4,350
Heat, Light and Water	3,485	3,500	3,126
Rates	1,009	800	950
Repairs and Maintenance	2,311	6,100	3,398
Use of Land and Buildings - Non Integrated	84,788	84,788	84,895
Employee Benefits - Salaries	8,486	9,000	8,171
	<u>95,133</u>	<u>111,138</u>	<u>107,370</u>

The use of land and buildings figure represents 8% of the school's total property value. This is used as a 'proxy' for the market rental of the property. 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 of Property, Plant and Equipment**

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Building Improvements - Crown	1,508	2,000	1,508
Furniture and Equipment	5,592	5,000	5,161
Info and Comm Technology	3,793	4,000	3,835
Leased Assets	1,827	-	1,221
Library Resources	335	500	335
	<u>13,055</u>	<u>11,500</u>	<u>12,060</u>

**8 Cash and Cash Equivalents**

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash on Hand	17	-	17
Bank Current Account	157,703	116,690	115,209
Short-term Bank Deposits	-	-	-
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>157,720</u>	<u>116,690</u>	<u>115,226</u>

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

Of the \$157,720 Cash and Cash Equivalents, \$72,050 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2019 on Crown owned school buildings under the School's Five Year Property Plan.

**9 Accounts Receivable**

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Receivables	-	-	-
Receivables from the Ministry of Education	7,827	-	7,108
Interest Receivable	787	1,500	1,766
Teacher Salaries Grant Receivable	14,364	14,364	12,239
	<u>22,978</u>	<u>15,864</u>	<u>21,113</u>
Receivables from Exchange Transactions	787	1,500	1,766
Receivables from Non-Exchange Transactions	22,191	14,364	19,347
	<u>22,978</u>	<u>15,864</u>	<u>21,113</u>

### 10 Investments

The School's investment activities are classified as follows:

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Asset			
Short-term Bank Deposits	94,088	60,000	64,088
Non-current Asset			
Long-term Bank Deposits	-	-	-

The carrying value of long term deposits longer than 12 months approximates their fair value at 31 December 2018.

### 11 Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2018						
Land - School	20,000	-	-	-	-	20,000
Building Improvements - Crown	46,613	-	-	-	(1,508)	45,104
Furniture and Equipment	35,130	2,831	-	-	(5,592)	32,370
Info and Comm Technology	6,264	3,770	-	-	(3,793)	6,240
Leased Assets	2,848	7,275	-	-	(1,827)	8,297
Library Resources	1,430	-	-	-	(335)	1,095
<b>Balance at 31 December 2018</b>	<b>112,285</b>	<b>13,876</b>	<b>-</b>	<b>-</b>	<b>(13,055)</b>	<b>113,106</b>

#### Accumulated Depreciation

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2018			
Land - School	20,000	-	20,000
Building Improvements - Crown	60,226	(15,122)	45,104
Furniture and Equipment	120,632	(88,262)	32,370
Info and Comm Technology	52,450	(46,210)	6,240
Leased Assets	12,158	(3,861)	8,297
Library Resources	25,437	(24,342)	1,095
<b>Balance at 31 December 2018</b>	<b>290,903</b>	<b>(177,797)</b>	<b>113,106</b>

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2017						
Land - School	20,000	-	-	-	-	20,000
Building Improvements - Crown	48,121	-	-	-	(1,508)	46,613
Furniture and Equipment	36,104	4,186	-	-	(5,161)	35,129
Info and Comm Technology	10,099	-	-	-	(3,835)	6,264
Leased Assets	4,069	-	-	-	(1,221)	2,848
Library Resources	1,766	-	-	-	(335)	1,431
<b>Balance at 31 December 2017</b>	<b>120,159</b>	<b>4,186</b>	<b>-</b>	<b>-</b>	<b>(12,060)</b>	<b>112,285</b>

#### Accumulated Depreciation

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2017			
Land - School	20,000	-	20,000
Building Improvements - Crown	60,226	(13,613)	46,613
Furniture and Equipment	119,541	(84,411)	35,130
Info and Comm Technology	48,681	(42,417)	6,264
Leased Assets	4,883	(2,035)	2,848
Library Resources	23,697	(22,267)	1,430
<b>Balance at 31 December 2017</b>	<b>277,028</b>	<b>(164,743)</b>	<b>112,285</b>

**12 Accounts Payable**

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating creditors	652	4,000	4,659
Accruals	3,386	4,000	3,017
Capital accruals for PPE items	-	-	-
Banking staffing overuse	-	-	-
Employee Entitlements - salaries	14,364	14,364	12,239
Employee Entitlements - leave accrual	-	-	-
	<u>18,402</u>	<u>22,364</u>	<u>19,915</u>
Payables for Exchange Transactions	18,402	22,364	19,915
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>18,402</u>	<u>22,364</u>	<u>19,915</u>

The carrying value of payables approximates their fair value.

**13 Provision for Cyclical Maintenance**

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	16,800	16,800	15,700
Increase to the Provision During the Year	1,400	1,250	1,100
Adjustment to the Provision	(11,600)	-	-
Use of the Provision During the Year	-	-	-
Provision at the End of the Year	<u>6,600</u>	<u>18,050</u>	<u>16,800</u>
Cyclical Maintenance - Current	-	13,050	-
Cyclical Maintenance - Term	6,600	5,000	16,800
	<u>6,600</u>	<u>18,050</u>	<u>16,800</u>

**14 Finance Lease Liability**

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
No Later than One Year	3,492	-	1,221
Later than One Year and no Later than Five Years	4,872	-	1,627
Later than Five Years	-	-	-
	<u>8,364</u>	<u>-</u>	<u>2,848</u>

**15 Funds Held for Capital Works Projects**

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

	2018	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$	\$	\$
Block 1 ILE Upgrade	<i>in progress</i>	41,221	-	16,593	-	24,628
Shed Demolition	<i>in progress</i>	-	50,422	3,000	-	47,422
<b>Totals</b>		<b>41,221</b>	<b>50,422</b>	<b>19,593</b>	<b>-</b>	<b>72,050</b>

**Represented by:**

Funds Held on Behalf of the Ministry of Education	72,050
Funds Due from the Ministry of Education	
	<u>72,050</u>

	2017	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$	\$	\$
Block 1 ILE Upgrade	<i>in progress</i>	-	46,824	5,603	-	41,221
<b>Totals</b>		<b>-</b>	<b>46,824</b>	<b>5,603</b>	<b>-</b>	<b>41,221</b>

**16 Related Party Transactions**

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the school. The school enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.



## 17 Remuneration

### *Key management personnel compensation*

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

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	2,540	2,595
Full-time equivalent members	0.07	0.07
<i>Leadership Team</i>		
Remuneration	102,343	102,196
Full-time equivalent members	1.00	1.00
Total key management personnel remuneration	104,883	104,791
Total full-time equivalent personnel	1.07	1.07

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	100-110	100-110
Benefits and Other Emoluments		
Termination Benefits		

### *Other Employees*

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

Remuneration \$000	2018 FTE Number	2017 FTE Number
0	0.00	0.00
	0.00	0.00

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

## 18 Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be 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 \$0	2017 Actual \$0
Total	0	0
Number of People	0	0

## 19 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).

## 20 Commitments

### (a) Capital Commitments

As at 31 December 2018 the Board has not entered into any contract agreements for capital works.

(a) \$56,024 contract for Shed demolition project to be completed in 2019, which will be fully funded by the Ministry of Education. \$50,422 has been received of which \$3,000 has been spent on the project to date.

(Capital commitments at 31 December 2017: \$52,027)

### (b) Operating Commitments

As at 31 December 2018 the Board has entered into the following contracts:

(a) operating lease for laptops

	2018 Actual \$	2017 Actual \$
No later than One Year	-	1,361
Later than One Year and No Later than Five Years	-	-
Later than Five Years	-	-
	-	1,361

## 21 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.

## 22 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	157,720	116,690	115,226
Receivables	22,978	15,864	21,113
Investments - Term Deposits	94,088	60,000	64,088
Total Loans and Receivables	274,786	192,554	200,427

### Financial liabilities measured at amortised cost

Payables	18,402	22,364	38,191
Finance Leases	8,364	-	2,848
Total Financial Liabilities Measured at Amortised Cost	26,766	22,364	41,039

## 23 Events After Balance Date

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

### Holidays Act Compliance - schools payroll

The Ministry of Education performs payroll processing and payments on behalf of school boards to 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.

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

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North Canterbury  
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23 May 2019

## **KIWI SPORT FUNDING REPORT**

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2018, the school received total Kiwisport funding of \$583.68 (excluding GST).

The funding was spent on PMP equipment.

The number of students that participated in organised sport was 42.

# ROTHERHAM SCHOOL ANNUAL PLANNING 2017

## STUDENT ACHIEVEMENT - Mathematics

**Goal:** To provide quality learning programmes to foster a high level of achievement in Mathematics reflective of the National Standards.

Target	Current Position	What are we going to do	Responsibility	Mid Year Position	End of Year Analysis/Evaluation
At the end of 2017- a group of Year 1 and Year 2 students working "below" the National Standard level in Mathematics will have made progress so that they are achieving "at" the expected National Standard – (Numeracy Stage 3 and Stage 4)	At the beginning of 2017 a group of Year 1 and Year 2 students of mixed gender are working "below" National Standard of after Year One –and 'after Year Two' (Numeracy Stage 3/4) There is a group of 6 students who have been identified as a target group. <ul style="list-style-type: none"> <li>Assessments at the beginning of the year showed:</li> <li>50% of the Year 1 and Year 2 were working 'at' National Standard</li> <li>50% of the Year 1 and Year 2 were working 'below' National Standard</li> </ul>	<ul style="list-style-type: none"> <li>Each student to receive numeracy instruction 3 -4 days a week / other strands 1x a week.</li> <li>Continue directed and structured teaching to have the opportunity to develop and reinforce their number knowledge and addition and subtraction</li> <li>Include parent information about Maths and how they can help at home.</li> <li>Introduce a regular and individual homework tasks for Term 3 and 4.</li> <li>Share with parent excellent websites to reinforce learning at home.</li> <li>Chn. have regular assessment on their anniversaries with a "jam" as well as Snapshots throughout the year.</li> <li>Focus good PD opportunities with PLD support and resources purchased to strengthen effective teaching. Attend maths symposium.</li> <li>Data analysed and reported to the Board of Trustees mid and end of year.</li> <li>Moderation days organized with Hurunui cluster group.</li> <li>Continue with Alim programme to involve students.</li> <li>Teacher planning and strategies to include 'deliberat' teaching and 'rich tasks'.</li> </ul>	Teacher  Teacher  Teacher  Teacher  Teacher  Teacher  Principal  All staff  Principal	<ul style="list-style-type: none"> <li>At the mid –year position – 5% of the students were working 'above' National standard ,54% of the students are working "at" National Standard and 45% are working "below" National Standard.</li> <li>Continued ALIM PD which supports Maths programme in classroom.</li> <li>Classroom teaching involving more deliberate teaching approaches and rich tasks in Maths programme.</li> <li>'growth mindset' introduced to develop positive attitude towards Mathematics.</li> <li>Continued monitoring and assessing with classroom tracking sheet and JAM assessment on students anniversary.</li> </ul>	<ul style="list-style-type: none"> <li>At the end of 2017 assessments showed that: <ul style="list-style-type: none"> <li>4/11 – 36% are "working below the expected National standard and 7/11- 63% are working "at" the expected National Standard.</li> </ul> </li> <li>A small improvement in a positive trend throughout the standards.</li> </ul>

# ROTHERHAM SCHOOL ANNUAL PLANNING 2017

## STUDENT ACHIEVEMENT : Writing

Goal: To provide quality learning programmes to foster a high level of achievement in Writing reflective of the National Standards.

Target	Current Position (Base-line Data)	What are we going to do (Action taken)	Responsibility	Mid Year Position	End of Year Analysis/Evaluation
At the end of 2017 a group of Year 1 and Year 2 students who are working "below" the expected National Standard in Writing will have made progress to be working "at or above" the expected National Standard - at Stage 1(ii)-(iii)	At the beginning of 2017 - a mixed gender group of Year 1 and Year 2 students are working at Level(i) in deeper features and surface features when measured against the National Standards. There is a group of 11 students who have been identified for a 'target' group.	<ul style="list-style-type: none"> <li>Each student is to receive writing instruction at least 4x a week.</li> <li>Planning and effective teaching which will involve shared, guided and independent writing with specific ability groups</li> <li>Closely monitor and assess progress with individual learning intentions, goal setting and reflection.</li> <li>Expose students to good examples of a variety of different writing.</li> <li>Monitor and update resources in Writing and Spelling.</li> <li>School-wide moderation and moderation with cluster schools.</li> <li>Continue to develop spelling and alphabet programmes and introduce 'Word lab' school-wide</li> <li>Continue teacher-aid support.</li> <li>Data to be analysed and reported to BOT mid and end of year.</li> <li>Assess and apply for funding for ESOL students and to have targeted teaching.</li> <li>Continue to develop Easstle for writing to help with OTJs.</li> <li>Language experience days to encourage language happens 1x a week.</li> <li>Smaller classes with BOT funded teacher and teacher aides.</li> <li>Working with the Tipu Maia COL for professional development.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher</li> <li>Staff</li> <li>Teacher</li> <li>Teacher</li> <li>Principal and Staff</li> <li>Principal</li> <li>Principal</li> <li>Teachers</li> <li>Teacher and teacher aide</li> <li>BOT</li> </ul>	<p>At the mid -year position 50% of the students are working "at" National Standard and 50% are working "below" National Standard.</p> <ul style="list-style-type: none"> <li>ESOL student (below) receives teacher aide support.</li> <li>Assessment and monitoring continues</li> <li>Involved with Professional Development with Jill Eggeiton and Murray Gadd courses on developing writers.</li> <li>Attended - Sheena Cameron "Oral language" PD</li> <li>Purchased good resources - i.e Jill Eggeiton kit</li> <li>Continued structured programme with whole class, group and independent with a variety of approaches- guided, shared, mirrored, etc</li> <li>Provides small class size which encourages student engagement and good progress.</li> <li>Part of Tipu Maia COL where Writing is an achievement goal for 2018</li> </ul>	<ul style="list-style-type: none"> <li>At the end of 2017 assessments showed that: <ul style="list-style-type: none"> <li>5/11 - 45.5% are working "below" the expected National standard</li> <li>and 5/11- 45.5% are working "at" the expected National standard and 1/11- 9% are working "above" the expected National Standard.</li> </ul> </li> <li>An improvement in a positive trend throughout the standards.</li> </ul>

# ROTHERHAM SCHOOL ANNUAL PLANNING 2017

## STUDENT ACHIEVEMENT : Reading

Goal: To provide quality learning programmes to foster a high level of achievement in Reading reflective of the National Standards.

Target	Current Position	What are we going to do	Responsibility	Mid Year Position	End of Year Analysis/Evaluation
<p><u>At the end of 2017</u>            a group of Year 1 and Year 2 students who are <u>working below</u> the expected National Standard in Reading will have made progress to be <u>working at or above</u> the National Standard {Green / Torquoise PM wheel} – and are reading for meaning and comprehension and will be able to respond and think critically about their reading.</p>	<p>At the beginning of 2017 a group of Year 2 and Year 1 students of mixed gender are working below the National Standard of after Year One – {Green PM wheel}.            There is a group of 5 students identified of mixed gender.            Through observation and questioning students are beginning to read fluently and for meaning.            Assessments at the beginning of 2017 showed:            42% were working 'at' the National Standard.            58% were working 'below' the National Standard.</p>	<ul style="list-style-type: none"> <li>○ Review assessment data and monitor running records each term.</li> <li>○ Ensure structured instructional reading is happening at least 4x a week.</li> <li>○ Closely monitor students that are below with 'Inquiry temple'.</li> <li>○ Planned questioning and ideas for discussion to expand thinking.</li> <li>○ Students to be ability grouped to allow areas of need and extension to be addressed.</li> <li>○ Focus on reading for meaning and reading comprehension – regular plays and readers theatre to encourage fluency.</li> <li>○ To have teacher aides to encourage 1-1 student engagement.</li> <li>○ BOT funded teacher to allow smaller class sizes for quality teaching.</li> <li>○ Reading Recovery and RtLit support for individual needs.</li> <li>○ Data analysed and reported to Board of Trustees.</li> <li>○ Parent meeting at the beginning of the year to reinforce strategies needed.</li> <li>○ Build and foster relationships with home and local pre-schools to develop Reading knowledge.</li> </ul>	<p>Teacher</p> <p>Teacher</p> <p>Teacher</p> <p>Teacher</p> <p>Teacher</p> <p>Principal</p> <p>Principal</p>	<ul style="list-style-type: none"> <li>• At the mid-year position 70% of the students are working "at/ above" National Standard and 30% are working "below" National Standard.</li> <li>• 1 student who is ESOL has a structured programme working with the teacher aide.</li> <li>• Continued structured instructional reading and a 'language experience' day to develop oral language.</li> <li>• Smaller class sizes as BOT funded teacher allows for more specific learning and one-to-one teaching.</li> <li>• Reading recovery programme for one student.</li> <li>• Phonics development with Yolanda Sorryl programme and Word-lab.</li> </ul>	<p>At the end of 2017 assessments showed that:</p> <ul style="list-style-type: none"> <li>• 4/11 – 36% are working "at" the expected National standard</li> <li>• 5/11- 45.5% are working "at" the expected National standard and 2/11 - 18% are working "above" the national Standard.</li> <li>• A good improvement in a positive trend throughout the standards.</li> </ul>

**INDEPENDENT AUDIT REPORT TO THE READERS OF  
ROTHERHAM SCHOOL  
FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2018**

The Auditor-General is the auditor of Rotherham School (the School). The Auditor-General has appointed me, Warren Johnstone, using the staff and resources of BDO Christchurch, to carry out the audit of the financial statements of the School on his behalf.

### **Opinion**

We have audited the financial statements of the School on pages 3 to 17 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:
  - financial position as at 31 December 2018; and
  - financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practices in New Zealand and have been prepared in accordance with Public Benefit Entity Standards with disclosure concessions.

Our audit was completed on the 30<sup>th</sup> of May. 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 of 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**

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, Kiwisport notice and Board of trustees listing, but does not include the financial statements, and our auditor's report thereon.

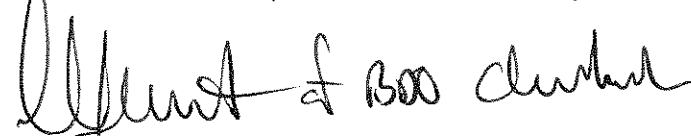
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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.



Warren Johnstone  
BDO Christchurch

On behalf of the Auditor-General  
Christchurch, New Zealand