

SCOTT POINT PRIMARY SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number:	725
Principal:	Pamela King
School Address:	11 Scott Road, Hobsonville Point, Auckland
School Postal Address:	11 Scott Road, Hobsonville Point, Auckland
School Phone:	09 5536810
School Email:	admin@scottpoint.school.nz

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Erica Wills	Presiding Member	Elected	2025
Pam King	Principal ex Officio		
Jane Wells	Parent Representative	Elected	2025
Christopher Walsh	Parent Representative	Elected	2025
Michelle Williams	Parent Representative	Elected	2025
Victor Li	Parent Representative	Elected	2025
Vivek Sambamurthi	Parent Representative	Elected	2025
Laura Parker	Staff Representative	Elected	2025
Alan Curtis	Governance Facilitator		Sep-22
Dianne Cook	Establishment Board Member		Sep-22
Daniel Birch	Establishment Board Member		Sep-22
Te Rongopai Morehu	Establishment Board Member		Sep-22
Lisa Whyte	Establishment Board Member		Sep-22

Accountant / Service Provider: Shore Chartered Accountants Limited

SCOTT POINT PRIMARY SCHOOL

Annual Report - For the year ended 31 December 2022

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Scott Point Primary School

Statement of Responsibility

For the year ended 31 December 2022

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2022 fairly reflects the financial position and operations of the school.

The School's 2022 financial statements are authorised for issue by the Board.

Erica Ruth Wills
Full Name of Presiding Member

Pamela Joy Hine King
Full Name of Principal


Signature of Presiding Member


Signature of Principal

31/5/2023
Date:

31/05/2023
Date:

Scott Point Primary School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	3,639,326	523,418	2,046,710
Locally Raised Funds	3	131,213	21,700	13,509
Interest Income		5,441	500	734
Total Revenue		3,775,980	545,618	2,060,953
Expenses				
Locally Raised Funds	3	13,439	11,100	10,728
Learning Resources	4	2,411,853	379,000	1,192,205
Administration	5	160,672	134,450	87,718
Finance		3,501	1,000	1,393
Property	6	1,167,932	103,000	651,979
		3,757,397	628,550	1,944,023
Net Surplus / (Deficit) for the year		18,583	(82,932)	116,930
Other Comprehensive Revenue and Expense		-	-	-
		18,583	(82,932)	116,930

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

Scott Point Primary School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		1,631,031	1,631,031	162,770
Total comprehensive revenue and expense for the year		18,583	(82,932)	116,930
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	1,351,331
Equity at 31 December		1,649,614	1,548,099	1,631,031
Accumulated comprehensive revenue and expense		1,649,614	1,548,099	1,631,031
Equity at 31 December		1,649,614	1,548,099	1,631,031

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

Scott Point Primary School

Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	7	731,127	1,285,902	1,316,676
Accounts Receivable	8	295,078	100,500	109,992
GST Receivable		47,237	12,000	11,751
Prepayments		23,231	5,000	6,728
Inventories	9	24,893	6,500	7,025
		1,121,566	1,409,902	1,452,172
Current Liabilities				
Accounts Payable	11	367,455	165,000	144,935
Finance Lease Liability	12	30,156	6,581	6,581
		397,611	171,581	151,516
Working Capital Surplus/(Deficit)		723,955	1,238,321	1,300,656
Property, Plant and Equipment				
	10	962,414	314,778	334,778
		962,414	314,778	334,778
Non-current Liabilities				
Finance Lease Liability	12	36,755	5,000	4,403
		36,755	5,000	4,403
Net Assets				
		1,649,614	1,548,099	1,631,031
Equity				
		1,649,614	1,548,099	1,631,031

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

Scott Point Primary School

Statement of Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash flows from Operating Activities				
Government Grants		870,688	523,417	426,189
Locally Raised Funds		85,616	21,456	13,502
Goods and Services Tax (net)		(35,484)	(249)	(10,297)
Payments to Employees		(374,068)	(377,486)	(103,145)
Payments to Suppliers		(399,543)	(191,428)	(202,249)
Interest Paid		(3,501)	(1,000)	(1,393)
Interest Received		5,441	500	734
Net cash from/(to) Operating Activities		149,149	(24,790)	123,341
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(709,308)	-	(347,742)
Net cash from/(to) Investing Activities		(709,308)	-	(347,742)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	1,351,331
Finance Lease Payments		(25,390)	(5,984)	(5,811)
Net cash from/(to) Financing Activities		(25,390)	(5,984)	1,345,520
Net increase/(decrease) in cash and cash equivalents		(585,549)	(30,774)	1,121,119
Cash and cash equivalents at the beginning of the year	7	1,316,676	1,316,676	195,557
Cash and cash equivalents at the end of the year	7	731,127	1,285,902	1,316,676

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.

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

Scott Point Primary School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expense 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 10.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 12.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period they relate to. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

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

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

Other Grants where conditions exist

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 recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

Interest Revenue

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

d) 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.

e) 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.

f) Accounts Receivable

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

g) Inventories

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

h) 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 (funded by the Board) to buildings owned by the Crown or directly by the board are recorded at cost, less accumulated depreciation and impairment losses.

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

Gains and losses on disposals (i.e. sold or given away) are determined by comparing the proceeds received with the carrying amounts (i.e. the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

Finance Leases

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the school will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

Depreciation

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

The estimated useful lives of the assets are:

Building improvements	10–75 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

i) Impairment of property, plant, and equipment

The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets

Property, plant, and equipment held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. 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. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

j) 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.

k) Employee Entitlements

Short-term employee entitlements

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

l) Financial Instruments

The School's financial assets comprise cash and cash equivalents, and accounts receivable. All of these financial assets are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

The School's financial liabilities comprise accounts payable, and finance lease liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

m) 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.

n) Budget Figures

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

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	870,688	523,418	452,652
Teachers' Salaries Grants	1,864,835	-	997,580
Use of Land and Buildings Grants	903,803	-	596,478
	<u>3,639,326</u>	<u>523,418</u>	<u>2,046,710</u>

The school has not opted in to the donations scheme for this year.

3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Donations & Bequests	46,657	17,500	10,321
Fees for Extra Curricular Activities	76,184	1,200	1,035
Trading	8,372	3,000	2,153
	<u>131,213</u>	<u>21,700</u>	<u>13,509</u>
Expenses			
Extra Curricular Activities Costs	9,251	2,000	963
Trading	3,551	8,100	9,765
Other Locally Raised Funds Expenditure	637	1,000	-
	<u>13,439</u>	<u>11,100</u>	<u>10,728</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>117,774</u>	<u>10,600</u>	<u>2,781</u>

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	152,439	30,000	52,533
Information and Communication Technology	28,538	23,500	34,534
Library Resources	690	2,500	-
Employee Benefits - Salaries	2,060,581	298,000	1,050,882
Staff Development	6,616	5,000	2,989
Depreciation	162,989	20,000	51,267
	<u>2,411,853</u>	<u>379,000</u>	<u>1,192,205</u>

5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	6,475	9,000	9,700
Board Fees	5,780	7,000	3,104
Board Expenses	3,601	3,500	3,712
Communication	1,296	6,200	711
Consumables	7,378	11,000	5,503
Other	16,907	11,000	7,406
Employee Benefits - Salaries	108,010	75,750	45,682
Insurance	2,830	1,000	-
Service Providers, Contractors and Consultancy	8,395	10,000	11,900
	<u>160,672</u>	<u>134,450</u>	<u>87,718</u>

6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	12,958	9,000	4,640
Consultancy and Contract Services	39,436	23,000	12,357
Grounds	1,923	5,500	2,191
Heat, Light and Water	106,673	25,000	4,985
Repairs and Maintenance	62,676	5,500	25,869
Use of Land and Buildings	903,803	-	596,478
Security	4,813	5,000	1,099
Employee Benefits - Salaries	35,650	30,000	4,360
	<u>1,167,932</u>	<u>103,000</u>	<u>651,979</u>

The use of land and buildings figure represents 5% 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. Cash and Cash Equivalents

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Bank Accounts	731,127	1,285,902	1,316,676
Cash and cash equivalents for Statement of Cash Flows	<u>731,127</u>	<u>1,285,902</u>	<u>1,316,676</u>

8. Accounts Receivable

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	45,853	500	256
Banking Staffing Underuse	68,920	-	26,463
Teacher Salaries Grant Receivable	180,305	100,000	83,273
	<u>295,078</u>	<u>100,500</u>	<u>109,992</u>
Receivables from Exchange Transactions	45,853	500	256
Receivables from Non-Exchange Transactions	249,225	100,000	109,736
	<u>295,078</u>	<u>100,500</u>	<u>109,992</u>

9. Inventories

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	21,950	5,000	5,561
School Uniforms	2,943	1,500	1,464
	<u>24,893</u>	<u>6,500</u>	<u>7,025</u>

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Building Improvements	94,673	178,996	-	-	(14,411)	259,258
Furniture and Equipment	169,723	390,421	-	-	(78,018)	482,126
Information and Communication Technology	52,936	126,836	-	-	(42,603)	137,169
Leased Assets	10,275	81,317	-	-	(25,429)	66,163
Library Resources	7,171	13,055	-	-	(2,528)	17,698
Balance at 31 December 2022	334,778	790,625	-	-	(162,989)	962,414

The net carrying value of assets held under a finance lease is \$66,163 (2021: \$10,275)

Restrictions

There are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2022	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	278,350	(19,092)	259,258	99,355	(4,682)	94,673
Furniture and Equipment	577,280	(95,154)	482,126	186,859	(17,136)	169,723
Information and Communication Technology	202,743	(65,574)	137,169	75,907	(22,971)	52,936
Leased Assets	100,435	(34,272)	66,163	19,118	(8,843)	10,275
Library Resources	21,485	(3,787)	17,698	8,430	(1,259)	7,171
Balance at 31 December	1,180,293	(217,879)	962,414	389,669	(54,891)	334,778

11. Accounts Payable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	168,754	50,000	48,163
Accruals	10,400	15,000	13,300
Employee Entitlements - Salaries	181,687	100,000	83,472
Employee Entitlements - Leave Accrual	6,614	-	-
	367,455	165,000	144,935
Payables for Exchange Transactions	367,455	165,000	144,935
	367,455	165,000	144,935

The carrying value of payables approximates their fair value.

12. Finance Lease Liability

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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
No Later than One Year	33,965	7,081	7,281
Later than One Year and no Later than Five Years	38,795	5,500	4,596
Future Finance Charges	(5,849)	(1,000)	(893)
	<u>66,911</u>	<u>11,581</u>	<u>10,984</u>
Represented by			
Finance lease liability - Current	30,156	6,581	6,581
Finance lease liability - Non current	36,755	5,000	4,403
	<u>66,911</u>	<u>11,581</u>	<u>10,984</u>

13. 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.

14. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i> Remuneration	5,780	3,104
<i>Leadership Team</i> Remuneration	379,247	351,245
Full-time equivalent members	3	3
Total key management personnel remuneration	385,027	354,349

There are 7 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has Finance 3 members and Property 3 members that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	130 - 140
Benefits and Other Emoluments	0 - 5	0 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 - 110	1	2
110 - 120	1	-
	2	2

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

15. Compensation and Other Benefits Upon Leaving

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

	2022 Actual	2021 Actual
Total	-	-
Number of People	-	-

16. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2022 (Contingent liabilities and assets at 31 December 2021: nil).

Holidays Act Compliance – schools payroll

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

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

To the extent that any obligation cannot reasonably be quantified at 31 December 2022, a contingent liability for the school may exist.

17. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board has not entered into contract agreements for capital works.

(Capital commitments at 31 December 2021: Nil)

(b) Operating Commitments

As at 31 December 2022 the Board has not entered into operational contracts. (2021:Nil)

18. Financial Instruments

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

Financial assets measured at amortised cost

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	731,127	1,285,902	1,316,676
Receivables	295,078	100,500	109,992
Total Financial assets measured at amortised cost	<u>1,026,205</u>	<u>1,386,402</u>	<u>1,426,668</u>

Financial liabilities measured at amortised cost

Payables	367,455	165,000	144,935
Finance Leases	66,911	11,581	10,984
Total Financial Liabilities Measured at Amortised Cost	<u>434,366</u>	<u>176,581</u>	<u>155,919</u>

19. Events After Balance Date

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

During February 2023 the North Island of New Zealand was struck by several extreme weather events which resulted in widespread flooding, road closures, slips, and prolonged power and water outages for many communities in the Northland, Auckland, Coromandel, Bay of Plenty, Gisborne, and Hawkes Bay/Tairāwhiti regions.

While many schools were able to reopen soon after the extreme weather events, some schools have remained closed for a prolonged period.

The damage caused by extreme weather events in Auckland and the full financial impact has not yet been determined, but it is not expected to be significant to the school. The school continued to receive funding from the Ministry of Education, even while closed.

20. Comparatives

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



Our Mission

Creativity, fun and uniqueness will be nurtured at Scott Point School

Our Moral Compass

Whanaungatanga, Orangatanga
Rangatiratanga, Kotahitanga

Scott Point School

Our Vision

“Ākongā equipped to navigate their own journey”

Analysis of Variance 2022

Board of Trustees Endorsement

Erica Wills (Chair)

22 February 2023

Analysis of Variance 2022

Goals	Aims	2022 Actions	Actual Outcomes	Where to Next?
<p>Goal 1: To provide a future focussed curriculum where teaching, learning and assessment meet the needs of today's learner to become tomorrow's, global citizen</p>	<p>1.1 The curriculum will be engaging, future-focused, challenging and relevant for all 1.2 All learners will be wonderers, explorers, navigators and seekers of their own learning 1.3 Learners will be competent users of experiential, problem-based, project-based and design based learning models 1.4 During uncertain times we will adapt our teaching and learning programmes and delivery in order to best meet the needs of all our learners</p>	<ul style="list-style-type: none"> • Learning models and the inquiry process will continue to be built upon to develop empathetic, passionate, creative, lifelong learners. • Experiences and tasks will be targeted towards learners needs and interests. • Different learning models will be a focus for each term to ensure learners have plenty of exposure to each. • Learners will have ownership over their own learning journey • To include the priorities of National Educational Learning Priorities (NELP) in all our planning so that learners are at the centre, there is barrier free access to learning, quality teaching and leadership, future of learning and work focus and an inclusive environment for all 	<ul style="list-style-type: none"> • Learning models have been implemented across the school, taking into the account the ability level of the learners and where the teachers are at in their journey with implementing each learning model. • An awareness of learners interests and passions have become more obvious during inquiry. • The four learning models have been included in plans, leading to greater understanding of each. • Increased learner agency is more evident throughout the school. • School wide approaches that are aimed at inclusivity and awareness of learner needs and experiences have been successful with an extensive ESOL, special needs register and subsequent individualised/group programmes in place. 	<ul style="list-style-type: none"> • Continue to review and improve our understanding of the process for each learning model. The induction programme will include an outline of each model and the process. • Explore ways of gathering data from learners to inform future long term planning. • Continue to use a different learning model each term. • Refine the 'Seek' part of the inquiry process as a focus for 2023. • Continue to refine and improve processes where the learner is at the centre of everything we do from enrolment through to graduation.

At Scott Point School learners will aim high to achieve their goals through perseverance.

Analysis of Variance 2022

Goals	Aims	2022 Actions	Actual Outcomes	Where to Next?
<p>Goal 2: To promote holistic positive, health and wellbeing for all</p>	<p>2.1 To develop learners who are foodwise, plantwise, wastewise, and energywise to promote a sustainable environment</p> <p>2.2 To embed a sense of responsibility and care for the environment through real-life, hands-on contexts and activities</p> <p>2.3 The values within our moral compass will guide all decision making</p>	<ul style="list-style-type: none"> • Being a waste free school • A walk wise initiative will be promoted • Supporting water only school model • Setting up of spaces to ensure natural light is used • Healthy eating will be promoted and monitored • Well being of everybody is fostered through the building of relationships. • Our school vision is at the forefront of everything we do. This will allow our Akonga to be navigators of their own journey • Wellbeing will be a focus during relocation 	<ul style="list-style-type: none"> • There is a large uptake of learners who come to school with a waste free lunch. • Walkwise initiative successfully increased the number of walker. • An active sustainability squad are promoting sustainable practices across our school. • Due to continual roll growth with learners coming from multiple locations, relationship building, although has been fostered, it is still an area of focus. • The school vision continues to be the foundation of how we do things. • A successful relocation ensured that both staff and students felt a sense of belonging and ownership. 	<ul style="list-style-type: none"> • For each of the four areas of Get Wise there will be a team of teachers and learners who will be responsible for the implementation of sustainable practices and what is looks like at SPS. • Implementation of the resilience project with staff PLD in late 2022 through to 2023. • Components of the resilient project, gratitude, empathy and mindfulness will be a key focus across the school. Baseline and annual data will inform the next steps. • The induction of all staff and students must include the school vision and moral compass how this informs everything we do. • A school-wide programme to be developed using the moral compass that underpins the behaviour management policy.

Goals	Aims	2022 Actions	Actual Outcomes	Where to Next?
<p>Goal 3: To continually develop an innovative environment that is vibrant, sustainable and valued</p>	<p>3.1 To provide an environment where there is flexibility so that different learning styles are catered for 3.2 Maintain a collaborative culture for teaching and learning where improvement and innovation are what we do, especially when we relocate to larger spaces 3.3 Learning will be shared, celebrated and visible</p>	<ul style="list-style-type: none"> ● Opportunities to celebrate learning and successes ● Displays in learning spaces will celebrate learners ● Hero will be used to celebrate successes with the community ● Planning and teaching will provide hands on and digital activities ● If there are english second language learners (ESOL), their learning will be differentiated and scaffolded so that they can use both languages or translate using digital devices ● Comprehensive staff induction programme in place to ensure that any new staff are inducted into the culture of the school 	<ul style="list-style-type: none"> ● Introduction of formal school assemblies and celebrations of learning that include expectations around celebrating others success. ● Learning displays throughout the school recognise and celebrate learners work and achievements. ● HERO continues to be used as a platform for sharing learning and achievement. ● There is an active desire to provide hands on learning and digital activities across the school. ● Targeted professional development for all staff around the teaching and learning of ESOL students has fostered a better awareness with targeted programmes starting to be implemented. ● A more comprehensive induction process continues to be developed. 	<ul style="list-style-type: none"> ● Continually revising the way we do things to promote high expectations to meet the school whakataukī. “Whāia Ki Ngā Whetu” ● Environments that promote student agency, efficacy and success. ● Digital badges will be implemented as part of the Moral Compass programme. Continue to promote HERO as the main form of communication within and outside of the school. ● Promote innovative and creative digital pedagogy across the school. ● The teaching of ESOL programmes is established and embedded throughout the school. ● An initial intensive induction process for all new staff, followed by termly check ins as well as having expert leaders in key areas will be established in the school.

Goals	Aims	2022 Actions	Actual Outcomes	Where to Next?
<p>Goal 4: To recognise and celebrate the identities, language and culture of the Scott Point Community</p>	<p>4.1 The school is a place where everyone has a sense of belonging and relationships are fostered and valued 4.2 Our school is at the heart of the community 4.3 Develop a culture of empathy and understanding that fosters all learners to be proud of their heritage</p>	<ul style="list-style-type: none"> ● Teachers and learners will work collaboratively within the kāinga spaces. ● Celebrating the success of our learners will be varied according to circumstances. ● Learner interests will be valued and used to guide the learning programme. ● Ākonga & Whānau profiles will be completed at the beginning of the year and as new learners enrol. ● The school will use our website, HERO and Facebook to communicate with our local Scott Point Community. ● Active participants in Whiria te Tangata Kahui Ako digitally or face to face if it allows. ● Communication and consultation with Te Kawerau a Maki and Kaipara iwi. ● Acknowledging the cultural background of all our learners and celebrating the diversity that they bring to the classroom and school community. 	<ul style="list-style-type: none"> ● Collaborative practice is evident in all areas of the school with growing understanding of what it looks like in practice for SPS. ● A culture of celebrating success is being established with more face to face opportunities and interactions. ● Learner interests and cultural celebrations have been acknowledged throughout the school year. ● Enrolment processes continue to develop and when completed the outcome is positive for whānau and school. ● All forms of communication are being utilised to keep people informed. ● Meetings and events are attended with representation at all levels. ● Where possible contact has been made, however, consultation has been intermittent. ● With the current cultural diversity in the school, the importance of recognising and accepting cultural practices and beliefs has become a part of the developing school culture. 	<ul style="list-style-type: none"> ● With the new leadership roles being established, collaborative practice will be a focus of professional learning for 2023. ● Continue to add more events into the school year calendar where success is valued and celebrated. ● A calendar of cultural events throughout the year will be identified and acknowledged with some celebrated according to the cultural makeup of our school. ● Enrolment processes need to be consistent throughout all levels of the school that is communicated at teacher induction time. ● Continue to promote the use of HERO with the community and students as the main form of communication. ● Continue to represent SPS at local meetings and events and host where possible. ● Contact with local iwi will continue where possible. ● Increase number of cultural celebrations and explore the possibility of hosting a cultural festival. Introduce some ethnic based consultation focus groups.

Scott Point School 2022 Targets/Actions/Outcomes

Target 1	Target 2	Target 3
<p>To assess all learners in reading, writing and mathematics creating accurate and useful baseline data</p>	<p>Data will be used to provide differentiated, individualised learning programmes for all while tracking and monitoring progress for all learners</p>	<p>To complete summative assessment information in Term 4 2022 to develop realistic targets for 2023 to report to the Board and community</p>
<p>1.1 Reading Yr 1-2 Assessments Cubed assessment tool for Word Identification, Letters & Sounds CVC, Oral and Listening Comprehension. Regular running records using the PM benchmarking Y 3-8 Assessments PM benchmarking, PROBE and EAsttle (Year 5+) The Code spelling levels test</p>	<p>1.1 Reading Yr 1-2 Reading Programmes A structured reading programme A whole language approach A structured literacy programme that focuses on phonemic awareness and alphabet knowledge. Formative assessment Y 3-8 Assessments The Code spelling programme (Phonological awareness, the alphabetic principle, syllable types and morphology. A whole language approach will include the use of specific reading resources to meet the learners needs Formative assessment</p>	<p>1.1 Reading Yr 1-2 Summative Assessments Cubed assessment tool for Word Identification, Letters & Sounds CVC, Oral and Listening Comprehension. Regular running records using the PM benchmarking Overall teacher judgement to inform future targets Y 3-8 Summative Assessments PM benchmarking, PROBE and EAsttle (Year 5+) The Code spelling levels test Overall teacher judgement to inform future targets</p>
<p>1.2 Writing School wide writing samples (assisted and unassisted) will be collected mid and end of year and assessed against the Literacy Progression and our SPS progressions.</p>	<p>1.2 Writing Writing will be informed by experiential learning, prompts and language experience Structured writing programme that includes skills based on individual needs and progress. Formative assessment - Feed forward and Feed back</p>	<p>1.2 Writing Whole School Summative Assessments School wide writing samples (assisted and unassisted) will be collected mid and end of year and assessed against the Literacy Progression and our SPS progressions.</p>
<p>1.3 Mathematics Yr 1-2 Summative Assessments Pre testing using Prime and JAM. Summative testing at the end of a level using PRIME Yr 3 - 6 Summative Assessments Pre testing using Prime. Summative testing at the end of a level using PRIME EAsttle - Year 5 +</p>	<p>1.3 Mathematics Prime Mathematic Programme tailored to the specific level of each learner. A mathematical programme covering all mathematical concepts. Formative assessment based on a structured review system.</p>	<p>1.3 Mathematics Yr 1-2 Summative Assessments Pre testing using Prime and JAM. Summative testing at the end of a level using PRIME Yr 3 - 6 Summative Assessments Pre testing using Prime. Summative testing at the end of a level using PRIME EAsttle - Year 5 +</p>

Outcomes for 2022 Targets: 1. Baseline data collected at Mid and End of the year. 2. Programmes implemented to support the range of levels within each learning environment. 3. Summative assessments collected and data analysed to inform 2023 targets below.

What the data tells us: Our [2022 end of year school data](#) shows significant improvement in mathematics and reading, while our writing data shows some improvement there are some areas of concern including, the number of students who are still sitting at below across all year levels.

Where to next: Mathematics - Continued focus on the implementation of the Prime mathematics programme

Reading - Continued structured literacy programme to support early readers and other successful reading strategies to support and improve overall achievement.

Writing - Introduce and implement targeted writing programmes based on learning needs and levels.

Targets for 2023: Mathematics, Reading and Writing - decrease the number of students who are sitting at below or toward the expected level to progress to achieved or above. The target group for 2023 will be all students sitting at towards at all year levels.



Scott Point School

11 Scott Road, Hobsonville, Auckland 0616
09 553 6810
scottpointschool.nz

21 March 2023

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received total Kiwisport funding of **\$4420.97** (excluding GST). The funding was spent on extra sporting equipment which was available for all students enrolled.

Pam King
Principal

Scott Point School

0725

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2022.

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<i>By providing a safe and good working conditions, equal employment opportunities programme, good induction programme, an impartial selection of suitably qualified teachers and support staff, recognition of expertise and skills to meet the schools needs and opportunities for enhancement through professional development.</i>
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<p>SPS EEO programme includes:</p> <ul style="list-style-type: none"> • appointment of a member to be the EEO officer – this role is taken by the principal at SPS • showing commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development • selecting the person most suited to the position in terms of skills, experience, qualifications, and aptitude • recognising the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups • ensuring that employment and personnel practices are fair and free of any bias. <p><i>SPS has fulfilled this EEO programme by ensuring that all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes, without bias or discrimination.</i></p>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>All applicants are treated fairly with all reference checks completed before an appointment is made by an appointments team of senior leadership members and the board presiding member.</i>
How are you recognising, - The aims and aspirations of Maori,	<i>- By using Te Reo Māori in our everyday school language ie Kainga, Whanau classes, Hui etc.</i>

<ul style="list-style-type: none"> - The employment requirements of Maori, and - Greater involvement of Maori in the Education service? 	<p><i>-By acknowledging Te Tiriti o Waitangi as our founding document and adhering the principles as part of our obligations as a school in Aotearoa</i></p> <p><i>-By encouraging NZ Māori to apply for positions at our school</i></p>
How have you enhanced the abilities of individual employees?	<i>By providing an excellent professional development programme that meets both the school and individual staff needs.</i>
How are you recognising the employment requirements of women?	<i>By providing an excellent professional development programme that meets both the school and individual staff needs.</i>
How are you recognising the employment requirements of persons with disabilities?	<i>By providing an excellent professional development programme that meets both the school and individual staff needs particularly those that have additional needs ie hearing, mobility</i>

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy . The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	Yes	
Has this policy or programme been made available to staff?	Yes on school docs	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	No	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes Principal	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes	
Does your EEO programme/policy set priorities and objectives?	No	

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF SCOTT POINT SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

The Auditor-General is the auditor of Scott Point School (the School). The Auditor-General has appointed me, Matthew Coulter using the staff and resources of BDO Auckland, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 17, that comprise the statement of financial position as at 31 December 2022, 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 2022; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards Reduced Disclosure Regime as applicable to entities that qualify as Tier 2.

Our audit was completed on 31 May 2023. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the members of the board listing and the information included on pages 18 to 26, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



Matthew Coulter
BDO Auckland
On behalf of the Auditor-General
Auckland, New Zealand