

WAIPARA SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

School Directory

Ministry Number: 3576

Principal: Di Officer

School Address: 2 Loffhagen Drive, Waipara

School Postal Address: P O Box 11, Waipara 7447

School Phone: (03) 3146814

School Email: waipara@xtra.co.nz

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Debbie Dellaway-Curtis	Presiding Member	Elected	Apr-23
Di Officer	Principal ex Officio		
Nathn Trethowen	Parent Representative	Elected	May-22
Scott Holland	Parent Representative	Elected	May-22
Barbara McLean	Staff Representative	Elected	Apr-23
James Hoben	Parent Representative	Elected	May-22
Janaya Coxon Smith	Parent Representative	Elected	May-22
Farah Dingle	Parent Representative	Co-opted	May-22
Victoria McGuckin			Resigned Mar 21
Matt Ford			Resigned Apr 21

Accountant / Service Provider: Maggie Turnhout

WAIPARA SCHOOL

Annual Report - For the year ended 31 December 2021

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Vaipara School

Statement of Responsibility

for the year ended 31 December 2021

The Board accepts responsibility for the preparation of the annual financial statements and the judgements made 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.

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

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

Hebbie Dellaway-Curtis

Full Name of Presiding Member


Signature of Presiding Member

26.05.2022
Date:

Di Officer

Full Name of Principal


Signature of Principal

26.05.2022
Date:

Waipara School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue				
Government Grants	2	670,158	618,582	653,160
Locally Raised Funds	3	36,966	39,980	50,558
Interest income		1,142	500	806
Gain on Sale of Property, Plant and Equipment		47		
Other Revenue		7,549	7,350	7,895
		<hr/>	<hr/>	<hr/>
		715,862	666,412	712,419
Expenses				
Locally Raised Funds	3	8,376	5,300	7,639
Learning Resources	4	502,824	458,983	469,215
Administration	5	24,182	32,820	28,472
Finance		183	250	246
Property	6	130,408	147,065	127,709
Depreciation	11	28,687	35,550	26,903
Loss on Disposal of Property, Plant and Equipment		-	-	68
		<hr/>	<hr/>	<hr/>
		694,660	679,968	660,252
Net Surplus / (Deficit) for the year		21,202	(13,556)	52,167
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
		21,202	(13,556)	52,167

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

Waipara School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2021

	Notes	Actual 2021 \$	Budget (Unaudited) 2021 \$	Actual 2020 \$
Balance at 1 January		<u>353,207</u>	<u>353,206</u>	<u>299,029</u>
Total comprehensive revenue and expense for the year		21,202	(13,556)	52,167
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	2,011
Equity at 31 December	22	<u>374,409</u>	<u>339,650</u>	<u>353,207</u>
Retained Earnings		374,409	339,650	353,207
Equity at 31 December		<u>374,409</u>	<u>339,650</u>	<u>353,207</u>

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

Waipara School

Statement of Financial Position

As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Assets				
Cash and Cash Equivalents	7	250,053	253,533	236,601
Accounts Receivable	8	26,854	22,454	22,455
Prepayments		4,083	4,083	4,083
Inventories	9	-	317	317
Investments	10	21,358	21,158	21,158
		<u>302,348</u>	<u>301,545</u>	<u>284,613</u>
Current Liabilities				
GST Payable		3,267	6,700	6,700
Accounts Payable	12	37,435	39,111	39,111
Provision for Cyclical Maintenance	13	-	4,352	-
Finance Lease Liability	14	2,974	819	9,413
Funds held for Capital Works Projects	15	64,469	71,114	71,114
Funds held on behalf of Rt:Lit Cluster	16	12,723	14,355	14,355
		<u>120,868</u>	<u>136,451</u>	<u>140,693</u>
Working Capital Surplus/(Deficit)		181,480	165,094	143,920
Non-current Assets				
Property, Plant and Equipment	11	236,472	203,951	239,501
		<u>236,472</u>	<u>203,951</u>	<u>239,501</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	13	38,025	29,300	29,300
Finance Lease Liability	14	5,518	95	914
		<u>43,543</u>	<u>29,395</u>	<u>30,214</u>
Net Assets		<u>374,409</u>	<u>339,650</u>	<u>353,207</u>
Equity	22	<u>374,409</u>	<u>339,650</u>	<u>353,207</u>

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

Waipara School

Statement of Cash Flows

For the year ended 31 December 2021

		2021	2021	2020
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		174,247	145,186	179,900
Locally Raised Funds		44,515	47,330	58,453
Goods and Services Tax (net)		(3,433)	-	18,813
Payments to Employees		(80,132)	(77,500)	(74,448)
Payments to Suppliers		(87,769)	(90,920)	(99,533)
Interest Paid		(183)	(250)	(246)
Interest Received		1,141	499	862
Net cash from Operating Activities		48,386	24,345	83,801
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(18,084)	-	(14,416)
Purchase of Investments		(200)	-	(501)
Net cash from Investing Activities		(18,284)	-	(14,916)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	2,011
Finance Lease Payments		(8,373)	(7,413)	(8,855)
Funds Administered on Behalf of Third Parties		(8,277)	-	60,220
Net cash from Financing Activities		(16,650)	(7,413)	53,375
Net increase/(decrease) in cash and cash equivalents		13,452	16,932	122,260
Cash and cash equivalents at the beginning of the year	7	236,601	236,601	114,341
Cash and cash equivalents at the end of the year	7	250,053	253,533	236,601

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

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

Waipara School

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. 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 carry forward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

c) Revenue Recognition

Government Grants

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

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) 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 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) Investments

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

i) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building School Owned	50 years
Building improvements to Crown Owned Assets	10–25 years
Furniture and equipment	5–15 years
Information and communication technology	3-5 years
Leased assets held under a Finance Lease	3-5 years
Library resources	12.5% Diminishing value

j) 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.

k) 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.

l) Employee Entitlements

Short-term employee entitlements

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

m) 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).

n) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. All of these financial liabilities are categorised as 'financial liabilities measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

o) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

Borrowings include but are not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

p) 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.

q) Budget Figures

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

r) Services received in-kind

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

2. Government Grants

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	149,015	130,186	153,836
Teachers' Salaries Grants	410,711	370,583	370,583
Use of Land and Buildings Grants	84,211	100,813	100,813
Other MoE Grants	26,221	17,000	27,608
Other Government Grants	-	-	320
	<u>670,158</u>	<u>618,582</u>	<u>653,160</u>

The school has opted in to the donations scheme for this year. Total amount received was \$7,950.

3. Locally Raised Funds

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

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations and Bequests	10,010	5,000	14,176
Curriculum related Activities - Purchase of Goods and Services	8,426	8,450	7,813
Fees for Extra Curricular Activities	1,978	1,250	1,150
Trading	484	300	367
Fundraising and Community Grants	-	10,000	13,541
Rent Received	14,560	14,280	11,840
Other Revenue	1,508	700	1,671
	<u>36,966</u>	<u>39,980</u>	<u>50,558</u>
Expenses			
Extra Curricular Activities Costs	2,125	1,250	1,929
Trading	1,700	300	1,734
Rental Costs	4,551	3,750	3,975
	<u>8,376</u>	<u>5,300</u>	<u>7,639</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>28,590</u>	<u>34,680</u>	<u>42,920</u>

4. Learning Resources

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	21,577	27,000	35,805
Equipment Repairs	347	200	9
Information and Communication Technology	604	2,300	916
Library Resources	105	1,400	281
Employee Benefits - Salaries	477,303	425,083	426,324
Staff Development	2,888	3,000	5,880
	<u>502,824</u>	<u>458,983</u>	<u>469,215</u>

5. Administration

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	5,000	3,500	3,466
Board of Trustees Fees	1,795	1,000	751
Board of Trustees Expenses	-	600	907
Communication	863	1,000	1,128
Consumables	2,350	2,950	2,133
Operating Lease	2,781	4,000	3,872
Other	7,241	6,970	6,482
Employee Benefits - Salaries	1,362	10,000	7,194
Service Providers, Contractors and Consultancy	2,790	2,800	2,540
	<u>24,182</u>	<u>32,820</u>	<u>28,472</u>

6. Property

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	1,108	1,500	1,621
Cyclical Maintenance Provision	8,725	4,352	(7,433)
Grounds	2,195	3,000	2,166
Heat, Light and Water	8,036	9,000	6,454
Rates	669	1,000	867
Repairs and Maintenance	12,513	13,600	11,008
Use of Land and Buildings	84,211	100,813	100,813
Security	773	800	700
Employee Benefits - Salaries	12,178	13,000	11,514
	<u>130,408</u>	<u>147,065</u>	<u>127,709</u>

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

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	250,053	253,533	236,601
Cash and cash equivalents for Cash Flow Statement	<u>250,053</u>	<u>253,533</u>	<u>236,601</u>

Of the **\$250,053** Cash and Cash Equivalents, **\$64,469** is held by the School on behalf of the Ministry of Education. These funds are required to be spent in **2022** on Crown owned school buildings under the School's Capital Works Projects.

Of the **\$250,053** Cash and Cash Equivalents, **\$12,723** is held by the School on behalf of the **Rt:Lit** cluster. See note 16 for details of how the funding received for the cluster has been spent in the year.

8. Accounts Receivable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Teacher Salaries Grant Receivable	26,854	22,455	22,455
	<u>26,854</u>	<u>22,454</u>	<u>22,455</u>
Receivables from Exchange Transactions	-	-	-
Receivables from Non-Exchange Transactions	26,854	22,454	22,456
	<u>26,854</u>	<u>22,454</u>	<u>22,455</u>

9. Inventories

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Stationery	-	317	317
	<u>-</u>	<u>317</u>	<u>317</u>

10. Investments

The School's investment activities are classified as follows:

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Asset			
Short-term Bank Deposits	21,358	21,158	21,158
	<u>21,358</u>	<u>21,158</u>	<u>21,158</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2021	\$	\$	\$	\$	\$	\$
Buildings	57,418	5,119	-	-	(2,273)	60,264
Building Improvements	138,962	10,086	-	-	(7,502)	141,546
Furniture and Equipment	15,182	2,143	-	-	(3,348)	13,978
Information and Communication Technology	11,842	-	-	-	(4,984)	6,858
Leased Assets	10,389	9,217	(1,644)	-	(9,775)	8,188
Library Resources	5,708	736	-	-	(805)	5,638
Balance at 31 December 2021	239,501	27,301	(1,644)	-	(28,687)	236,472

	2021 Cost or \$	2021 Accumulated \$	2021 Net Book \$	2020 Cost or \$	2020 Accumulated \$	2020 Net Book \$
Buildings	89,567	(29,303)	60,264	84,448	(27,030)	57,418
Building Improvements	190,666	(49,120)	141,546	180,580	(41,618)	138,962
Furniture and Equipment	87,632	(73,654)	13,978	85,489	(70,306)	15,182
Information and Communication Technology	46,473	(39,615)	6,858	46,473	(34,631)	11,842
Leased Assets	25,724	(17,536)	8,188	28,047	(17,658)	10,389
Library Resources	25,476	(19,838)	5,638	24,740	(19,033)	5,708
Balance at 31 December	465,538	(229,066)	236,472	449,776	(210,275)	239,501

12. Accounts Payable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Creditors	6,081	13,190	13,190
Accruals	4,500	3,466	3,466
Employee Entitlements - Salaries	26,854	22,455	22,455
	37,435	39,111	39,111
Payables for Exchange Transactions	37,435	39,111	39,111
	37,435	39,111	39,111

The carrying value of payables approximates their fair value.

13. Provision for Cyclical Maintenance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Provision at the Start of the Year	29,300	29,300	36,733
Increase/ (decrease) to the Provision During the Year	8,725	4,352	4,352
Adjustment to the Provision	-	-	(11,785)
Provision at the End of the Year	<u>38,025</u>	<u>33,652</u>	<u>29,300</u>
Cyclical Maintenance - Current	-	4,352	-
Cyclical Maintenance - Term	38,025	29,300	29,300
	<u>38,025</u>	<u>33,652</u>	<u>29,300</u>

14. Finance Lease Liability

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year	3,077	819	9,535
Later than One Year and no Later than Five Years	5,568	95	923
Future Finance Charges	(153)	-	(131)
	<u>8,492</u>	<u>914</u>	<u>10,327</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:

	2021	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
Wastewater Treatment Upgrade <i>in progress</i>		26,114	403,790	(365,435)	-	64,469
Swimming Pool Upgrade <i>completed</i>		45,000	5,000	(60,086)	10,086	-
Totals		<u>71,114</u>	<u>408,790</u>	<u>(425,521)</u>	<u>10,086</u>	<u>64,469</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	64,469
	<u>64,469</u>

	2020	Opening Balances \$	Receipts from MoE \$	Payments \$	Closing Balances \$
Swimming Pool Changing Rooms <i>completed</i>		12,859	-	(12,859)	-
Wastewater Treatment Upgrade <i>in progress</i>		-	45,367	(19,253)	26,114
Swimming Pool Upgrade <i>in progress</i>		-	45,000	-	45,000
Totals		<u>12,859</u>	<u>90,367</u>	<u>(32,112)</u>	<u>71,114</u>

16. Funds Held on Behalf of Rt:Lit Cluster

Waipara School is the lead school and holds funds on behalf of the Rt:Lit cluster, a group of schools funded by the Ministry.

	2021 Actual \$	2021 Budget \$	2020 Actual \$
Funds Held at Beginning of the Year	14,355	28,058	18,407
Funds Received from Cluster Members	1,400	500	1,379
Funds Received from MoE	15,929	16,683	15,679
Funds Received Other	370	-	-
Funds Spent on Behalf of the Cluster	(19,331)	(30,283)	(21,110)
Funds Held at Year End	<u>12,723</u>	<u>14,355</u>	<u>14,355</u>

17. 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.

18. Remuneration

Key management personnel compensation

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

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration	1,795	751
<i>Leadership Team</i>		
Remuneration	135,661	135,275
Full-time equivalent members	1	1
Total key management personnel remuneration	137,456	136,026
Total full-time equivalent personnel	1.00	1.00

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

Principal

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

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	110 - 120	110 - 120
Benefits and Other Emoluments	10 - 20	10 - 20
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2021 FTE Number	2020 FTE Number
100 - 110	-	-
110 - 120	-	-
	-	-

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

19. 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:

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

20. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

21. Commitments

(a) Capital Commitments

As at 31 December 2021 the Board has entered into a contract agreements for capital works.

(a) \$449,157 contract the wastewater treatment upgrade to be completed in 2022, which is fully funded by the Ministry of Education. \$454,157 has been received of which \$379,688 has been spent on the project to balance date.

(Capital commitments at 31 December 2020: \$503,676)

(b) Operating Commitments

As at 31 December 2021 the Board has entered into no operating contracts.

(Operating commitments at 31 December 2020: nil)

22. Financial Instruments

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

Financial assets measured at amortised cost

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash and Cash Equivalents	250,053	253,533	236,601
Receivables	26,854	22,454	22,455
Investments - Term Deposits	21,358	21,158	21,158
Total Financial assets measured at amortised cost	<u>298,265</u>	<u>297,145</u>	<u>280,213</u>

Financial liabilities measured at amortised cost

Payables	37,435	39,111	39,111
Finance Leases	8,492	914	10,328
Total Financial Liabilities Measured at Amortised Cost	<u>45,927</u>	<u>40,025</u>	<u>49,438</u>

23. Events After Balance Date

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

24. Comparatives

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

25. COVID 19 Pandemic on going implications

Impact of Covid-19

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

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

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

Impact on operations

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

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

Reduction in locally raised funds

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

Increased Remote learning additional costs

Under alert levels 4 and 3 ensuring that students have the ability to undertake remote or distance learning often incurs additional costs in the supply of materials and devices to students to enable alternative methods of curriculum delivery.

Waipara School Kiwisport Statement

31 December 2021

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

During 2021, the School received total Kiwisport funding of \$744 (GST excl).

The funding was used to subsidise sport registrations for the North Canterbury basketball competition.



WAIPARA SCHOOL

Student Achievement Target 2021

Strategic Area : Connecting with People		Target: Writing	
Curriculum Expectation Target Area: We wish to have all children in our school make the amount of progress required to be commensurate with their year level status in writing.		Student Group: All children are included in this achievement target.	
Baseline data: (data at the end of 2020) <ul style="list-style-type: none"> • Girls – 70% at and 17% above • Boys – 75% at and 4% above • Whole school – 73% at and 10% above • Maori – 60% at and 10% above • NZ European – 76% at and 10% above 			
ACTION PLAN			
Actions to achieve targets (What?)	Who?	When?	Evidence of progress
Targeted teaching and next steps in writing implemented for children.	All staff	Term One	Benchmarking of writing in Term Two and Four
Moderate children's writing using the Literacy Learning Progressions / Framework in Terms Two and Four.	All staff	Term Two and Four	Learning goals developed
Literacy PD offered by Adie Bonisch.	All staff	Each term via Zoom	PD records submitted to the BOT by staff
Regular monitoring of our children to inform them of their next learning steps in the teaching of writing.	All staff	Each term	Reports written as a result of the observations
Analyse end of year data to inform progress and planning in 2022.	All staff	Term Four	Data submitted to Di
Monitoring: Twice yearly reporting against the SATs at BOT meetings.			
Resourcing: Adie Bonisch's time spent with our teaching staff.			

Data as at the end of Term Two:

Writing	At risk of not achieving end of year target	On track to reach end of year target
Whole School	17%	83%
Girls	16%	84%
Boys	17%	83%
Maori	33%	67%
NZ European	14%	86%

All children have been given two or three writing learning goals and teachers explicitly teach these to enable children to make next step progress, wherever they work.

All teachers were involved in benchmarking children's writing and deciding their next learning goals, based on the Literacy Learning Progressions.

Adie Bonisch has not been in to work with teachers as a whole, yet but I will try and organise this for Term Three.

Teachers are getting better at recognising what needs to be taught next to children although the upheaval in Term One didn't help. We are on track now and supporting each other in the teaching of writing.

Data as at the end of Term Four:

Writing	Well Below	Below	At	Above	At and Above
Whole school	9%	11%	75%	5%	80%
Girls	7%	7%	81%	5%	86%
Boys	10%	14%	69%	7%	76%
Maori	25%	8%	59%	8%	67%
NZ European	4%	12%	80%	4%	84%

These results are not too bad and nearly meeting expectations predicted. Six of the children, we targeted, made gains in writing, so that is to be celebrated. Not enough to have them working where they need to be, but only a tickle under. Once there is a gap, it is harder to plug this as time goes on because the children need to make more progress in the next year than they already have. The ask gets tougher as they get older!!! However, this is what we work with. Children do not learn in a straight line, so focused and targeted teaching is what is required.

Waipara School 3576 Analysis of Variance 2021 - Writing

Student Achievement Target - Writing
Actions – What did we do? We had the names of all of the children in the school and discussed those who needed to be targeted to make gains in writing. We talked about how this could be done and assumed that all teachers would know what to do. Each of us tried our best with the knowledge about teaching writing that we had.
Outcomes - What happened? At our mid year data collection, and after classroom observations, it was noted that some directed work needed to be done with classroom teachers. Discussions took place about expectations and how to meet children’s learning needs in our multi levelled classrooms. Writing needed to be more tailored and scaffolded for some children.
Reasons for the variance – Why did it happen? There was not much of a variance, but there have been some children, who have not made the desired gains this year. These children will be targeted again and more discussions at staff meetings about the how of teaching writing.
Evaluation - Where to next? As above. With more new teachers into the mix and some very experienced teachers taking their leave, it is going to be important than ever to keep the professional dialogues going and maybe seeking advice and input from Adie Bonisch if she would be available in 2022.
Planning for next year: Just keep on keeping on. Nothing stays the same in this teaching game. Always challenges and every year is different. Throw new teachers into the mix and it’s almost like back to square one again. Relationships need to be cemented with children and this all takes time. Children learn when they feel happy and secure. No silver bullet for hastening this process .Waipara School children are getting quite good at welcoming new teaching faces into the mix though ..



WAIPARA SCHOOL
Student Achievement Target 2021

Strategic Area : Connecting with People		Target: Mathematics	
Curriculum Expectation Target Area: We wish to have all children in our school make the amount of progress required to be commensurate with their year level status in mathematics.		Student Group: All children are included in this achievement target.	
Baseline data: (data as at end of 2020)			
<ul style="list-style-type: none"> • Girls – 50% at and 14% above • Boys – 54% at and 25% above • Whole school – 54% at and 19% above • Maori – 50% at and 10% above • NZ European – 52% at and 21% above 			
ACTION PLAN			
Actions to achieve targets (What?)	Who?	When?	Evidence of progress
Review assessment data and determine next learning steps for children.	All staff	Term One	Staff have identified where children are at.
Include rich tasks, targeted maths games and maintenance tasks in maths planning and plenty of basic facts rote learning.	All staff	All year	Evidenced in classroom planning.
Use the ALiM intervention programme on a small group of targeted Tarata children	Maggie / MOE	Terms Two and Three	Data viewed to be sent to MOE – progress reports to teachers.
Register all children in Mathletics and undergo PD again to demonstrate best use of the programme. Programmes are reviewed each term.	Di All staff	By beginning of Term One	Master sheet can be viewed of how much time the programme is being used by each child.
Use a flexibly grouped problem solving initiative across all classes and set aside staff meeting time to learn more about this.	Liz / Barb	Each term staff meeting	Staff meeting notes and teachers' planning.
Regular monitoring of our new teachers to assist them in their next learning steps in the teaching of mathematics.	Di Barb	Each term	Reports written as a result of the observations.
Analyse end of year data to inform planning for 2022.	All staff	Term Four	Data submitted to Di at year end.
Monitoring: Twice yearly reporting against the SATs at BOT meetings.			

Resourcing: Funding received from the MOE to pay for the ALiM intervention programme.

End of Term Two data:

Mathematics	Well below	Below	At	Above	At or Above
Girls	8%	17%	75%	0%	75%
Boys	10%	14%	55%	21%	76%
Maori	30%	30%	40%	0%	40%
NZ European	5%	13%	68%	14%	82%
Whole School	9%	16%	64%	11%	75%

These results show that we have some work to do in mathematics in order that children meet curriculum expectations by the end of the year. There are a cohort of children who have benefitted from work in the ALiM programme being delivered by Maggie in Tarata and there is another cohort of children who will receive the programme for the remainder of the year.

We have all gone through the Mathematics inner workings and teachers are trying to use this to advantage. Children using it at home could be beneficial as well.

Kanuka teachers were thinking of splitting the class into ability groupings for Maths but this is still a discussion in progress. It would allow the teachers to plan programme that caters for a more specific need. At the moment, both teachers are covering Early Stage 5 to Late Stage Seven in their programme planning, whereas the change could have a Stage 5 and 6 group together and a Stage Seven group together. We will keep on keeping on. There's nothing like having the data in front of you to work on what is best moving forward and this is a discussion that we will be having at staff meeting, to make the best of the learning opportunities for children.

End of Term Four data: Interestingly enough, these results are similar to last year's and they weren't that good then either!

Mathematics	Well below	Below	At	Above	At or Above
Girls	11%	22%	56%	11%	67%
Boys	10%	10%	49%	31%	80%
Maori	25%	8%	42%	25%	67%
NZ European	7%	18%	55%	20%	75%

Whole School	11%	16%	52%	21%	73%
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This end of year data shows that we have done very well by our boys and our Maori children. Not so well by our girls unfortunately. There have been varying abilities exhibited by the teachers in their ability to teach mathematics and this will be closely addressed next year. A mathematics lesson consists of many components – warm up activities that reinforce previous learnings, new teaching to flexibly grouped children, consolidation of the new teachings and all the time monitoring what children are doing and how they are achieving through performance tasks, observation and discussion with the children. Not all components have been evident in teaching lessons I have observed, but this is a work in progress. Succinct planning to meet children’s learning needs is also required. Teachers are responsible for what happens in the maths programme. Some of the children in our school have not made the expected amount of progress this year, and I would be picking that the above comment is the reason why. Onwards and upwards with the learning programmes 😊

Waipara School 3576 Analysis of Variance 2021 - Mathematics

Student Achievement Target - Mathematics
Actions – What did we do? We were fortunate enough to receive ALiM for this year, which meant that Maggie was able to undergo some professional development in the teaching of mathematics. We ran two ability classes for maths with the senior children and this has yielded pleasing results.
Outcomes - What happened? Our Maori children and boys made good gains in reaching expectation and above. We had several Year 8 children end the year working in Stage 8 (Year 9) maths. This is a credit to the teacher involved, but working with children who are motivated and don’t struggle too much with their learning makes it easier to make good gains. The gains may not have been made had we kept the classes as they were. The teaching in both classes was focused and at the level of the children.
Reasons for the variance – Why did it happen? The variance was caused by some programmes not hitting the mark as being targeted to children’s needs, or else better progress would have been made. Some children made progress but not enough to sustain where they were meant to be at the end of the year. As teachers, we need to know what children know and where our teaching needs to go next. Being familiar with the resources that assist us with this is required. We are all learning in some way – even those of us who have been in the game a long time!
Evaluation - Where to next? We are working with Shelley Wylie, our ERO partner in looking at our delivery of maths in 2022 and this is very timely based on what is happening in our school. Sue Graham has also offered her services in assisting with teacher PLD so we may just take up that offer. Anything and everything is required to bring teachers up to speed and the time taken to put new learnings into practice.
Planning for next year: As above. Conversations need to be had with teachers to have us all working for the betterment of the children in our school.



WAIPARA SCHOOL

Student Achievement Target 2021

Strategic Area : Connecting with People		Target: Reading	
Curriculum Expectation Target Area: We wish to have all children in our school make the amount of progress required to be commensurate with their year level status in reading.		Student Group: All children are included in this achievement target.	
Baseline data: (data at the end of 2020) <ul style="list-style-type: none"> • Girls – 40% at and 50% above • Boys – 43% at and 32% above • Whole school – 41% at and 42% above • Maori – 30% at and 40% above • NZ European – 44% at and 42% above 			
ACTION PLAN			
Actions to achieve targets (What?)	Who?	When?	Evidence of progress
Administer reading running records during Terms One and Three using fiction texts.	All staff	Terms One and Three	Running record data
Buddy reading to be timetabled over two days a week over ten weeks.	All classes	End of Term Two and beginning of Term Three	Buddy reading photos
All classes to use the Hilton Ayrey DSI and CSI method of aiding comprehension.	All staff Leigh and Maggie attending PD in February	All year	Classroom planning
Reading Recovery entitlement to be used for Waipara School children and targeted tuition for five older children	Di		Reading Recovery assessment data.
Regular monitoring of our programmes to inform next learning steps in the teaching of reading.	All staff	Each term	Reports written as a result of the observations
Children involved in a passion project as far as reading goes, to stimulate interest and reading for recreation.	Tarata and Kanuka children	Term One	Classroom planning
Analyse end of year data to inform progress and planning for 2022.	All staff	Term Four	Data submitted to Di
Monitoring: Twice yearly reporting against the SATs at BOT meetings.			

Resourcing: Reading Recovery extra staffing entitlement for the older children.

End of Term Two data:

Reading	Well below	Below	At	Above	At or Above
Girls	4%	12%	36%	48%	84%
Boys	7%	21%	45%	27%	72%
Maori	30%	0%	40%	30%	70%
NZ European	0%	20%	39%	41%	80%
Whole School	5%	17%	41%	37%	78%

Four of the children who are registering as working below curriculum expectations will be taken into the Reading Recovery programme, over the second part of this year. Another one is already working in the programme. Lockdown can answer to a little of this result as these children started school during the lockdown period and missed six weeks of targeted instruction. Four others working below need to be monitored closely to see that progress is on target to reach curriculum expectations by the end of the year. The children working well below are making very slow progress towards where they need to be but progress is not commensurate with being where they need to be. Slow progress is being made, nonetheless.

Buddy reading will be scheduled during this term. Maybe three weeks at the beginning of the term and three weeks at the end. Buddy reading involves the children being paired with another to enjoy recreational reading together. An opportunity for reading practice to gain reading mileage and this is what the children need – to practise the skills they are learning.

End of year data:

Reading	Well below	Below	At	Above	At or Above
Girls	4%	11%	41%	44%	85%
Boys	14%	20%	38%	28%	66%
Maori	24%	17%	42%	17%	59%
NZ European	2%	16%	41%	41%	82%
Whole School	9%	16%	39%	36%	75%

Above is the final data for the year and not very pleasing. The good news is that, with the whole school data, 7% of the below children are currently in the Reading Recovery programme and will be meeting curriculum expectations by the time they leave the programme. Another 4% will be taken into the programme when the above children leave. I have made a application for RR time in our school for 2022. These children started school during lockdown last year and did not receive the targeted teaching that new entrants require when they first come to school. Having said that, what they knew about alphabet letters and sounds and reading in general was pretty low. It has been a slog to get them where they are. But we will get there.

Three children have not made the desired amount progress this year. Usually, our children who have received the RR programme maintain the acceleratory gains they have made in the programme, but not so these three. Two have had a lot of absence from school which doesn't help. These children will be targeted next year before the gap becomes too wide. A referral will made to the Resource Teacher of Literacy, who can come in and give some assistance to classroom teachers. A more targeted approach needs to be used with these children, listening to them read individually, every day, in addition to their group guided reading session. Some targeted PD for teachers will be factored in.

Waipara School 3576 Analysis of Variance 2021 - Reading

<p>Student Achievement Target - Reading</p>
<p>Actions – What did we do? We administered running records to the children twice during the year, and more as required. Buddy reading took place for a term across Terms Three and Four. Ten children have been involved in or are currently involved in the Reading Recovery programme during this year.</p>
<p>Outcomes - What happened? Running records gave us a good picture of where children are attaining. This diagnostic tool was administered in Terms One in both Tarata and Kanuka, then again in Term Two for the Kanuka children to check the previous term's validity. There were some discrepancies .!!! Upon a classroom observation of one class in Term Two, changes needed to be made to the reading programme being offered because it needed to better cater for children's learning needs. Positive changes were made and this has been built on throughout the remainder of the year. There is more work to be done.</p>
<p>Reasons for the variance – Why did it happen? Teacher practice knowledge of the teaching of reading and the taking of running records has been something we have worked on this year. Teachers don't know what they don't know .With guidance and positive support, teachers will improve. It's all about doing the best for children.</p>
<p>Evaluation - Where to next? We will continue to improve teacher practice by providing PD, support and guidance. We will refer the three children above to the RTLiteracy and have suggestions made as to how to assist these children who are not working where they should be. Robust reading planning and programmes need to be modelled and expected of teachers moving forward.</p>
<p>Planning for next year: Classes will be small so more teacher / child interaction time across the board. Focused planning that will need to be shared and discussions had at staff meetings to ensure that we all understand the components of a great reading programme. It's all about spending the time to ensure this and delivering deliberately planned programmes which meet children's learning needs.</p>

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF WAIPARA SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2021

The Auditor-General is the auditor of Waipara School (the School). The Auditor-General has appointed me, Michael Rondel, 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 [2] to [19], that comprise the statement of financial position as at 31 December 2021, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 26th May 2022. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

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 information on the Statement of Responsibility, Kiwisport Report, Analysis of Variance and Board Listing.

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.



Michael Rondel,
BDO Christchurch
On behalf of the Auditor-General
Christchurch, New Zealand