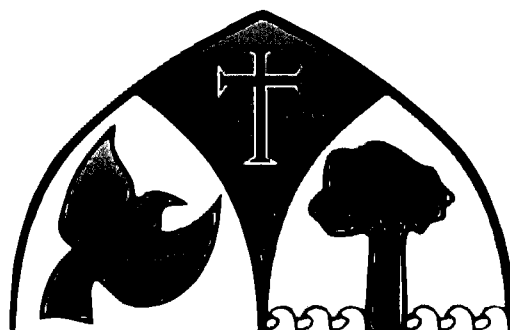


# ST FRANCIS XAVIER CATHOLIC SCHOOL

## ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022



St. Francis Xavier  
Catholic School.



# ST FRANCIS XAVIER CATHOLIC SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2022

#### School Directory

**Ministry Number:** 1588

**Principal:** Craig McKernan

**School Address:** 1 Percy Street, Whangarei

**School Postal Address:** 1 Percy Street, Whangarei

**School Phone:** (09) 437-1039

**School Email:** [principal@sfx.school.nz](mailto:principal@sfx.school.nz)

#### Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Joanne Ashby	Presiding Member	Appointed	Sep-25
Craig McKernan	Principal	ex Officio	
Susan Howell	Parent Representative	Appointed	Sep-25
Steve MacMillan	Parent Representative	Elected	Sep-25
Naushaba Todd-Jones	Parent Representative	Elected	Sep-25
Renee Proctor	Parent Representative	Elected	Sep-25
Matthew van den Bosch	Parent Representative	Elected	Sep-25
Peter Watts	Parent Representative	Elected	Sep-25
Mary Mainland	Proprietors Representative	Appointed	Sep-25
Eugene Bates	Proprietors Representative	Appointed	Sep-25
Jacqui Taylor	Staff Representative	Elected	Sep-25
Paul Yovich	Parent Representative	Elected	Resigned Aug 2022
Kathryn Weir	Proprietors Representative	Appointed	Resigned Aug 2022
Father Chris Martin	Proprietors Representative	Appointed	Resigned Dec 2021

#### Accountant / Service Provider:

The  
**SchoolOffice**  
Accounting & Business Solutions

#### Auditor:

Bennett & Associates

# ST FRANCIS XAVIER CATHOLIC SCHOOL

Annual Report - For the year ended 31 December 2022

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Appendix	Statement of Compliance with Employment Policy
Appendix	Independant Auditors Report

# St Francis Xavier Catholic School

## Statement of Responsibility

For the year ended 31 December 2022

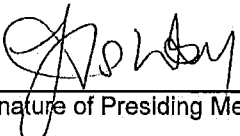
The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

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.

JOANNE GABRIELLE ASHBY  
Full Name of Presiding Member

  
Signature of Presiding Member

31/5/2023  
Date:

CRAIG JOHN MCKERNAN  
Full Name of Principal

  
Signature of Principal

31/5/2023  
Date:

# St Francis Xavier Catholic School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>				
Government Grants	2	3,923,994	3,547,971	3,740,177
Locally Raised Funds	3	131,319	70,000	96,582
Use of Proprietor's Land and Buildings		247,965	247,965	247,965
Interest Income		20,595	3,000	3,260
<b>Total Revenue</b>		<b>4,323,873</b>	<b>3,868,936</b>	<b>4,087,984</b>
<b>Expenses</b>				
Locally Raised Funds	3	35,022	45,500	61,755
Learning Resources	4	3,416,164	3,256,596	3,239,173
Administration	5	194,355	191,327	172,885
Finance		1,624	-	2,448
Property	6	449,088	445,365	441,617
Loss on Disposal of Property, Plant and Equipment		1,107	-	1,008
		<b>4,097,360</b>	<b>3,938,788</b>	<b>3,918,886</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>226,513</b>	<b>(69,852)</b>	<b>169,098</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>226,513</b>	<b>(69,852)</b>	<b>169,098</b>

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



# St Francis Xavier Catholic School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Equity at 1 January</b>		1,344,753	1,344,753	1,159,990
Total comprehensive revenue and expense for the year		226,513	(69,852)	169,098
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		19,405	-	15,665
<b>Equity at 31 December</b>		1,590,671	1,274,901	1,344,753
Accumulated comprehensive revenue and expense		1,590,671	1,274,901	1,344,753
Reserves		-	-	-
<b>Equity at 31 December</b>		1,590,671	1,274,901	1,344,753

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.



# St Francis Xavier Catholic School

## Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	241,452	341,339	881,029
Accounts Receivable	8	388,050	349,337	349,337
GST Receivable		12,077	14,445	14,445
Prepayments		6,093	9,648	9,648
Inventories	9	167	247	247
Investments	10	1,140,663	319,131	319,131
Work in Progress - Playground		25,724	-	-
		1,814,226	1,034,147	1,573,837
<b>Current Liabilities</b>				
Accounts Payable	12	309,535	291,309	291,309
Revenue Received in Advance	13	194,853	127,934	127,934
Provision for Cyclical Maintenance	14	24,067	23,658	23,658
Finance Lease Liability	15	11,149	8,707	12,669
		539,604	451,608	455,570
<b>Working Capital Surplus/(Deficit)</b>		1,274,622	582,539	1,118,267
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	379,243	741,559	284,391
		379,243	741,559	284,391
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	58,202	48,831	48,831
Finance Lease Liability	15	4,992	366	9,074
		63,194	49,197	57,905
<b>Net Assets</b>		1,590,671	1,274,901	1,344,753
<b>Equity</b>		1,590,671	1,274,901	1,344,753

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



# St Francis Xavier Catholic School

## Statement of Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		1,181,921	1,121,332	1,069,868
Locally Raised Funds		169,062	59,571	86,153
International Students		14,288	18,013	18,013
Goods and Services Tax (net)		2,368	(4,857)	(4,857)
Payments to Employees		(671,415)	(645,092)	(566,181)
Payments to Suppliers		(369,946)	(303,900)	(317,497)
Interest Paid		(1,624)	-	(2,448)
Interest Received		9,847	3,655	3,915
Net cash from/(to) Operating Activities		334,501	248,722	286,966
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	-
Purchase of Property Plant & Equipment (and Intangibles)		(158,566)	(601,345)	(34,713)
Purchase of Investments		(821,532)	(169,131)	(169,131)
Net cash from/(to) Investing Activities		(980,098)	(770,476)	(203,844)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		19,405	-	15,665
Finance Lease Payments		(13,385)	(12,669)	(12,784)
Net cash from/(to) Financing Activities		6,020	(12,669)	2,881
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(639,577)</b>	<b>(534,423)</b>	<b>86,003</b>
Cash and cash equivalents at the beginning of the year	7	881,029	875,762	795,026
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>241,452</b>	<b>341,339</b>	<b>881,029</b>

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.





# St Francis Xavier Catholic School

## Notes to the Financial Statements

### For the year ended 31 December 2022

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

St Francis Xavier Catholic 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.

###### *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 best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.



#### *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. 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 15. Future operating lease commitments are disclosed in note 20b.

##### *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 Proprietor. Grants for the use of land and buildings are also not received in cash by the school however they equate to the deemed expense for using the land and buildings. This expense is based on an assumed market rental yield on the 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) Operating Lease Payments**

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

#### **e) 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.



#### **f) 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.

#### **g) 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.

#### **h) 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.

#### **i) 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.

#### **j) Property, Plant and Equipment**

Land and buildings owned by the Proprietor 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 Proprietor 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.

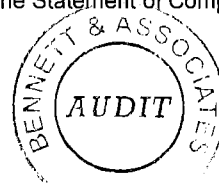
The estimated useful lives of the assets are:

Furniture and equipment	20 years
Information and communication technology	5 years
Musical Instruments	10 years
Plant and Equipment	20 years
Playground Equipment	20 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

#### **k) Intangible Assets**

##### **Software costs**

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



The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

#### **l) Impairment of property, plant, and equipment and intangible assets**

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

##### *Non cash generating assets*

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. 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.

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available 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.

#### **m) Accounts Payable**

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

#### **n) Employee Entitlements**

##### *Short-term employee entitlements*

Employee 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.

##### *Long-term employee entitlements*

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in surplus or deficit in the period in which they arise.

#### **o) Revenue Received in Advance**

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

#### **p) Funds Held in Trust**

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

#### **q) Shared Funds**

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Revenue and Expense. In instances where the school is determined to be the principal for providing the service related to the Shared Funds (such as the RTLB programme), all income and expenditure related to the provision of the service is recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.



**r) Provision for Cyclical Maintenance**

The property from which the school operates is owned by the Proprietor. 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 is a reasonable estimate, based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

The school carries out painting maintenance of the whole school over a 7 to 10 year period, the economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

**s) 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 initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract 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.

**t) 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.

**u) 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.

**v) Budget Figures**

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

**w) 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	1,167,160	947,971	1,080,909
Teachers' Salaries Grants	2,756,834	2,600,000	2,659,268
	<u>3,923,994</u>	<u>3,547,971</u>	<u>3,740,177</u>

The school has opted in to the donations scheme for this year. Total amount received was \$75,750.

## 3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>			
Donations & Bequests	56,748	15,000	19,854
Fundraising & Community Grants	15,557	40,000	35,000
Trading	2,772	2,000	2,068
Fees for Extra Curricular Activities	56,242	13,000	39,660
	<u>131,319</u>	<u>70,000</u>	<u>96,582</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	30,408	41,000	57,667
Trading	4,614	4,500	4,088
	<u>35,022</u>	<u>45,500</u>	<u>61,755</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>96,297</u>	<u>24,500</u>	<u>34,827</u>

## 4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	73,623	94,600	94,026
Equipment Repairs	347	1,400	841
Information and Communication Technology	7,630	11,500	2,084
Library Resources	3,089	3,900	3,426
Employee Benefits - Salaries	3,242,773	3,066,196	3,060,578
Staff Development	18,312	14,000	12,188
Depreciation	70,390	65,000	66,030
	<u>3,416,164</u>	<u>3,256,596</u>	<u>3,239,173</u>



## 5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	5,300	6,100	5,200
Board Fees	3,680	5,000	4,865
Board Expenses	12,219	11,800	5,624
Communication	2,890	2,600	3,166
Consumables	18,535	15,000	17,062
Operating Lease	581	600	576
Other	8,875	8,600	9,525
Employee Benefits - Salaries	133,105	130,527	117,587
Insurance	4,070	5,000	4,765
Service Providers, Contractors and Consultancy	5,100	6,100	4,515
	<u>194,355</u>	<u>191,327</u>	<u>172,885</u>

## 6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	73,202	74,400	66,805
Cyclical Maintenance Provision	9,780	11,000	11,190
Grounds	11,427	6,600	4,871
Heat, Light and Water	26,241	19,500	21,056
Rates	11,456	11,000	13,078
Repairs and Maintenance	5,766	10,700	12,629
Use of Land and Buildings	247,965	247,965	247,965
Security	7,535	7,500	8,408
Employee Benefits - Salaries	55,716	56,700	55,615
	<u>449,088</u>	<u>445,365</u>	<u>441,617</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	241,452	(285,230)	254,460
Short-term Bank Deposits	-	626,569	626,569
Cash and cash equivalents for Statement of Cash Flows	<u>241,452</u>	<u>341,339</u>	<u>881,029</u>

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

Of the \$252,341 Cash and Cash Equivalents, \$57,500 of unspent grant funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.



## 8. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	344	357	357
Receivables from the Ministry of Education	1,239	-	-
Building Fund Investment	137,275	122,374	122,374
Interest Receivable	11,299	551	551
Banking Staffing Underuse	-	16,000	16,000
Teacher Salaries Grant Receivable	237,893	210,055	210,055
	<u>388,050</u>	<u>349,337</u>	<u>349,337</u>
Receivables from Exchange Transactions	148,918	123,282	123,282
Receivables from Non-Exchange Transactions	239,132	226,055	226,055
	<u>388,050</u>	<u>349,337</u>	<u>349,337</u>

## 9. Inventories

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Stationery	167	247	247
	<u>167</u>	<u>247</u>	<u>247</u>

## 10. Investments

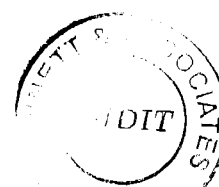
The School's investment activities are classified as follows:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Asset			
Short-term Bank Deposits	1,140,663	319,131	319,131
Total Investments	<u>1,140,663</u>	<u>319,131</u>	<u>319,131</u>

## 11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2022						
Furniture and Equipment	133,104	8,567	-	-	(12,989)	128,682
Information and Communication Technology	50,160	137,592	(2,029)	-	(27,831)	157,892
Plant and Machinery	40,528	7,291	-	-	(11,792)	36,027
Leased Assets	19,501	7,783	-	-	(13,101)	14,183
Library Resources	24,647	4,890	(1,252)	-	(3,536)	24,749
Playground Equipment	16,451	2,400	-	-	(1,141)	17,710
	-	-	-	-	-	-
Balance at 31 December 2022	<u>284,391</u>	<u>168,523</u>	<u>(3,281)</u>	<u>-</u>	<u>(70,390)</u>	<u>379,243</u>

The net carrying value of electronic equipment held under a finance lease is \$14,183 (2021: \$19,501)





	2022	2022	2022	2021	2021	2021
	Cost or	Accumulated	Net Book	Cost or	Accumulated	Net Book
	Valuation	Depreciation	Value	Valuation	Depreciation	Value
	\$	\$	\$	\$	\$	\$
Furniture and Equipment	379,683	(251,001)	128,682	371,116	(238,012)	133,104
Information and Communication Technology	772,937	(615,045)	157,892	637,518	(587,358)	50,160
Plant and Machinery	349,127	(313,100)	36,027	341,837	(301,309)	40,528
Musical Instruments	1,219	(1,219)	-	1,834	(1,834)	-
Leased Assets	38,928	(24,745)	14,183	39,846	(20,345)	19,501
Library Resources	76,791	(52,042)	24,749	75,749	(51,102)	24,647
Playground Equipment	19,960	(2,250)	17,710	17,560	(1,109)	16,451
<b>Balance at 31 December</b>	<b>1,638,645</b>	<b>(1,259,402)</b>	<b>379,243</b>	<b>1,485,460</b>	<b>(1,201,069)</b>	<b>284,391</b>

## 12. Accounts Payable

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	33,447	46,519	46,519
Accruals	6,095	5,980	5,980
Banking Staffing Overuse	-	-	-
Employee Entitlements - Salaries	261,678	227,881	227,881
Employee Entitlements - Leave Accrual	8,315	10,929	10,929
	<u>309,535</u>	<u>291,309</u>	<u>291,309</u>
Payables for Exchange Transactions	309,535	291,309	291,309
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)			
Payables for Non-exchange Transactions - Other			
	<u>309,535</u>	<u>291,309</u>	<u>291,309</u>

The carrying value of payables approximates their fair value.

## 13. Revenue Received in Advance

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Building Fund Reserve	136,634	122,346	122,346
Other revenue in Advance	58,219	5,588	5,588
	<u>194,853</u>	<u>127,934</u>	<u>127,934</u>



#### 14. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	72,489	72,489	61,299
Increase to the Provision During the Year	9,780	11,000	11,190
Provision at the End of the Year	<u>82,269</u>	<u>72,489</u>	<u>72,489</u>
Cyclical Maintenance - Current	24,067	23,658	23,658
Cyclical Maintenance - Non current	58,202	48,831	48,831
	<u>82,269</u>	<u>72,489</u>	<u>72,489</u>

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 Year Property plan / quotes from local painting contractors.

#### 15. 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	12,098	9,427	14,092
Later than One Year and no Later than Five Years	5,398	595	9,513
Future Finance Charges	(1,355)	(949)	(1,862)
	<u>16,141</u>	<u>9,073</u>	<u>21,743</u>
<b>Represented by</b>			
Finance lease liability - Current	11,149	8,707	12,669
Finance lease liability - Non current	4,992	366	9,074
	<u>16,141</u>	<u>9,073</u>	<u>21,743</u>

#### 16. Related Party Transactions

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

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

The Proprietor of the School (Auckland Diocese) is a related party of the School Board because the proprietor appoints representatives to the School Board, giving the proprietor significant influence over the School Board. Any services or contributions between the School Board and Proprietor have been disclosed appropriately, if the proprietor collects fund on behalf of the school (or vice versa) the amounts are disclosed.



The Proprietor provides land and buildings free of charge for use by the School Board as noted in Note 1(c). The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as 'Use of Land and Buildings'.

Under an agency agreement, the School collects funds on behalf of the Proprietor. These include attendance dues, building levy and special character donations payable to the Proprietor. The amounts collected in total were \$253,682 (2021: \$249,324). These do not represent revenue in the financial statements of the school. Any balance not transferred at the year end is treated as a liability. The total funds held by the school on behalf of the proprietor are \$719, (2021: \$4,728).

## 17. 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	3,680	4,865
<i>Leadership Team</i>		
Remuneration	1,129,852	1,009,968
Full-time equivalent members	10.00	9.00
Total key management personnel remuneration	1,133,532	1,014,833

There are 11 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 (**5 members**) and Property (**5 members**) that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding member 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 1*

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	170 - 180	160 - 170
Benefits and Other Emoluments	25-26	24-25
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	2.00	4.00
110-120	3.00	0.00
120-130	0.00	1.00
	5.00	5.00

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



## 18. Compensation and Other Benefits Upon Leaving

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

## 19. 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.

## 20. Commitments

### (a) Capital Commitments

As at 31 December 2022 the Board has not entered into any 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 any contracts.



## 21. 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	241,452	341,339	881,029
Receivables	388,050	349,337	349,337
Investments - Term Deposits	1,140,663	319,131	319,131
Total Financial assets measured at amortised cost	<u>1,770,165</u>	<u>1,009,807</u>	<u>1,549,497</u>

### Financial liabilities measured at amortised cost

Payables	309,535	291,309	291,309
Finance Leases	16,141	9,073	21,743
Total Financial Liabilities Measured at Amortised Cost	<u>325,676</u>	<u>300,382</u>	<u>313,052</u>

## 22. Events After Balance Date

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

## 23. Comparatives

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



## **Kiwi Sport Funding Spending 2022**

This year our Kiwi Sports funding supported many initiatives across the school. St Francis Xavier used the money to support...

-New Sports equipment including balls for all classrooms, tennis nets and racquets and basketballs for our basketball teams.

-We had two new basketball hoops and backboards as this sport has become increasingly popular. We also entered two basketball year 5 and 6 teams this year which included twenty students. We also entered twilight hockey teams and the fund was able to support these teams as well.

-The school entered all interschool competitions for year 5 and 6 students (except athletics due to the weather). This included a winter sports tournament, cricket tournaments, swimming, rippa tournaments and cross country. The funds helped to support the entry fees and transport.

-The middle school and senior school get 8 swimming lessons at the Whangarei Aquatics centre which help with learning how to swim and water safety. Along with this our year 6's get a day for learning surf life-saving skills all of which we feel is important as we have many drownings each year and we are surrounded by water.

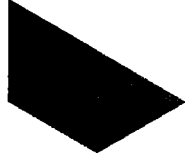
-We continue to use the bikes for school and the kiwi sports funding helps with maintenance of these bikes. It also helped with purchasing a bike for a student with special needs. We also held a wheelathon and it also helped with the laminating and organising of this day.

-We have also continued to purchase new equipment for our whanau events in the school.

St Francis Xavier uses the Kiwi sports funds to support all P.E learning opportunities and make all sporting opportunities available for all whanau.

Jennie Dean  
December 2022

# Analysis of Variance Reporting

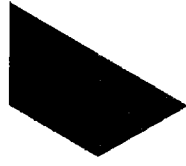


School Name:		St Francis Xavier Catholic School Whangarei	School Number:	1588 Reading, 2022
Strategic Aim:		To encourage academic achievement and lifelong learning skills.		
Annual Aim:		To review, analyse and develop the reading programme to improve student achievement. To increase the number of students achieving at or above the expected curriculum level in reading.		
Target:		The 22 Year 6 students achieving below the expected reading curriculum level in 2022 will make accelerated shifts to be at, or closer to Level 3 of the curriculum.		
Baseline Data:		At the end of 2021, 22 Year 5 students were working below the expected curriculum level in reading. These students formed our 2022 target group.		

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Effective teaching has included use of deliberate acts of teaching including questioning and modelling. This has been planned and deliberately linked to student needs.</p> <p>We have purchased reading resources that are appealing to the target students and ignite their interest in the printed word.</p> <p>Regularly scheduled target student discussions were held in Whanau and Year group meetings. These discussions included strategies and best practice to support our learners.</p>	<p>From the group of 22 Year 6 target students, 7 students made two level shifts, 14 students made one level shift and 1 student made no change.</p> <p>This means 21 students finished the year at, or close to the required level for reading. The one student who did not make a shift has had high absenteeism.</p>	<p>Teachers have continued to develop their knowledge and pedagogy around the explicit teaching of reading.</p> <p>Planning and deliberate acts of teaching linked to student needs, especially the target students, have been beneficial for both teachers and students.</p> <p>In spite of the continuing disruptions, due to the Covid pandemic, effective reading teaching continues to be a daily priority in classrooms.</p>	<p>We will continue to use the reading progressions to inform teaching and learning.</p> <p>Years 3 to 6 will use STAR and teachers will continue to choose the best assessment level for their learners.</p>
<b>Planning for next year:</b>			
<p>In 2023, We are planning to deepen our understanding and begin to include aspects of the English component of the refreshed NZC within our literacy maps.</p> <p>To build up our bank of linguistic and cultural resources e.g stories from tangata whenua, tangata Tiriti and stories from around the world.</p>			



# Analysis of Variance Reporting



<b>School Name:</b>		St Francis Xavier Catholic School Whangarei	<b>School Number:</b>	1588 Writing, 2022
<b>Strategic Aim:</b>		To encourage academic achievement and lifelong learning skills.		
<b>Annual Aim:</b>		To review, analyse and develop the literacy programmes to improve student achievement. To increase the number of students achieving at or above the expected curriculum level in writing.		
<b>Target:</b>		The 27 Year 6 students (2022) achieving below the writing curriculum level will make accelerated shifts to be at, or closer to, level 3 of the curriculum.		
<b>Baseline Data:</b>		An analysis of 2021 data showed that 27 Year 5 students were achieving below the expected curriculum level in writing. These students formed our 2022 target group.		

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>This year we continued to embed the Writers Toolbox programme. The use of Learning Progressions and Standard Illustrations provide us with effective content knowledge and assessment tools.</p> <p>Our literacy leader has provided modelling of particular aspects in writing in both classroom and staff meetings. This was planned and deliberately linked to student needs, especially the target students.</p>	<p>From the group of 27 students, 4 students made two level shifts, 21 students made one level shift and 2 students made no change. This means 25 students finished the year at, or close to the required level for writing.</p> <p>Of the 2 students who did not make a shift, one has additional learning needs and required targeted intervention across the curriculum. The other student has had ongoing chronic absenteeism.</p>	<p>The students found the mechanics of writing more challenging than their peers. They need more teacher support when writing.</p> <p>Many of these students have additional learning needs and/or have English as a second language. This means, they have other challenges to overcome whilst writing.</p> <p>In addition to these reasons, 2022 continued to be a disrupted year of learning. We have had ongoing challenges because of the Covid pandemic, which has impacted on our target students.</p>	<p>We will continue to embed our literacy PD in 2023.</p> <p>We are also planning to deepen our understanding and begin to include aspects of the English component of the refreshed NZC.</p> <p>The Literacy leader will continue to provide advice and guidance to support best practice, including the use of the co-teaching model. This will include walkthroughs and practice analysis, as well as planning and regular sharing of professional learning and resources at staff, year group and whanau meetings.</p> <p>Our integrated mapping approach gives students the opportunities to write about experiences across all curriculum areas.</p>

### Planning for next year:

We are planning to deepen our understanding and begin to include aspects of the English component of the refreshed NZC within our literacy maps.

We are part of a COL that has gained PLD funding to continue to implement the Writers Toolbox programme.

The teacher inquiry process will be continued as a way of strengthening professional pedagogy and knowledge of the writing process.

We will link writing across the curriculum, which is part of our mapping process. Children write with more success when there is a genuine purpose and interest.

Senior management will monitor target student data on a regular basis each term.



### **Good Employer Statement**

*Our School met our obligations to provide good and safe working conditions by following our health and safety policies. We provide equal employment opportunities to our employees by promoting professional development training and conducting performance review in accordance with our Equal Employment Opportunities Policy. We practise impartial selection of suitably qualified persons for appointment through our independent selection committee that is delegated by the Board.*

A handwritten signature in black ink, appearing to read "C. McKernan". The signature is written in a cursive, flowing style.

**Craig McKernan**  
**Principal**

**INDEPENDENT AUDITOR'S REPORT  
TO THE READERS OF SAINT FRANCIS XAVIER CATHOLIC SCHOOL'S  
FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2022**

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The Auditor-General is the auditor of School Saint Francis Xavier Catholic School (the School). The Auditor-General has appointed me, Steve Bennett, using the staff and resources of Bennett & Associates, to carry out the audit of the financial statements of the School on his behalf.

**Opinion**

We have audited the financial statements of the School on pages 2 to 18, 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 Benefit Entity Standards Reduced Disclosure Regime.

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 of Trustees is responsible for such internal control as it determines is necessary to



enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

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

We communicate with the Board 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**

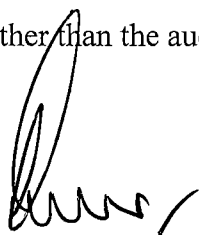
The Board is responsible for the other information. The other information comprises the Analysis of Variance, the Kiwisport Statement, the List of Trustees and Statement of Responsibility but does not include the financial statements, and our auditor's report thereon. Our opinion on the financial statements 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.



**Steve Bennett**

**BENNETT & ASSOCIATES**

On behalf of the Auditor-General  
Whangarei, New Zealand

