

RENWICK SCHOOL

LEARNING IS STRENGTH
BE THE BEST YOU CAN BE



HE MANA TŌ TE AKO,
KEI A KOE TE TIKANGA

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number:	2978
Principal:	Michelle Spencer
School Address:	High Street, Renwick
School Postal Address:	PO Box 48171, Renwick, 7243
School Phone:	03 572 8158
School Email:	office@renwick.school.nz

RENWICK SCHOOL

Annual Report - For the year ended 31 December 2022

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Renwick 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.

Anthony Bowron

Full Name of Presiding Member



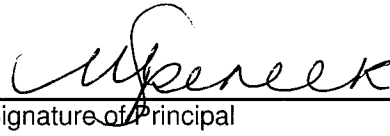
Signature of Presiding Member

10/4/2024

Date:

Michelle Spencer

Full Name of Principal



Signature of Principal

10-4-24.

Date:

Renwick School

Members of the Board

For the year ended 31 December 2022

Name	Position	How Position Gained	Term Expired/ Expires
Anthony Bowron	Presiding Member	Elected	Sep 2025
Michelle Spencer	Principal	ex Officio	
Richard Thompson	Parent Representative	Elected Co-opted	Sep 2022 Sep 2025
Amy Murphy	Parent Representative	Elected	Sep 2025
Tineka Smith	Te Pa Wananga Representative	Co-Opted	Sep 2025
Lee Mason	Omaka Marae Representative	Co-Opted	Sep 2025
Sara Stocker	Parent Representative	Selected	Sep 2025
Meg Osbourne	Parent Representative	Elected	Sep 2025
Matt Byrne	Parent Representative	Elected	Nov 2022
Tore Waechter	Staff Representative	Elected	Sep 2025
Rowena Ferguson	Staff Representative	Elected	Sep 2022

Renwick School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Restated Actual \$
Revenue				
Government Grants	2	4,418,122	4,419,457	4,400,535
Government Grants- Resource Teachers Learning & Behaviour (1)	18	1,101,355	1,169,456	1,004,455
Locally Raised Funds	3	180,997	66,480	230,725
Interest Income		4,412	3,000	1,594
		<u>5,704,886</u>	<u>5,658,393</u>	<u>5,637,309</u>
Expenses				
Locally Raised Funds	3	73,677	11,141	61,217
Learning Resources	4	3,278,810	3,363,374	3,425,143
Administration	5	215,103	168,093	195,372
Resource Teachers Learning & Behaviour (2)	18	1,107,674	1,169,456	1,012,813
Finance		4,756	-	5,019
Property	6	1,049,773	1,020,717	957,299
Loss on Disposal of Property, Plant and Equipment		6,290	-	1,031
		<u>5,736,083</u>	<u>5,732,781</u>	<u>5,657,894</u>
Net(Deficit) for the year		(31,197)	(74,388)	(20,585)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year (2)		<u>(31,197)</u>	<u>(74,388)</u>	<u>(20,585)</u>

(1) Resource Teachers Learning & Behaviour income & expenses for the year ended 31 December 2021 have been restated. For details relating to the restatement please refer to note 25.

(2) The Net Surplus and Total Comprehensive Revenue and Expense for the year ended 31 December 2020 has been restated. For details relating to the restatement please refer to note 25.

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

Renwick School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Restated Actual \$
Equity at 1 January (1)	784,826	757,396	1,387,438
Total comprehensive revenue and expense for the year (2)	(31,197)	(74,388)	(20,585)
Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	-	-	41,787
Contribution - Te Mana Tuhono	24,067	-	-
Contribution - Hall upgrade	50,000	-	(623,814)
Equity at 31 December (3)	827,696	683,008	784,826
Accumulated comprehensive revenue and expense	827,696	683,008	784,826
Equity at 31 December	827,696	683,008	784,826

(1) Equity for the year ended 31 December 2020 has been restated. For details relating to the restatement please refer to note 25.

(2) Total comprehensive revenue and expense for the year ended 31 December 2021 has been restated. For details relating to the restatement please refer to note 25.

(3) Equity for the year ended 31 December 2021 has been restated. For details relating to the restatement please refer to note 25.

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.

Renwick School

Statement of Financial Position

As at 31 December 2022

		2022	2022	2021
	Notes	Actual	Budget	Restated
		\$	(Unaudited)	Actual
			\$	\$
Current Assets				
Cash and Cash Equivalents	7	782,891	299,617	305,613
Accounts Receivable	8	310,660	264,636	264,636
GST Receivable		-	26,732	26,732
Prepayments		64,554	91,070	25,501
Inventories	9	2,689	1,666	1,666
Investments	10	128,306	126,256	126,256
Funds Receivable for Capital Works Projects	17	91,472	-	-
		<u>1,380,572</u>	<u>809,977</u>	<u>750,404</u>
Current Liabilities				
GST Payable		33,485	-	-
Accounts Payable	12	395,966	326,196	326,196
Revenue Received in Advance	13	48,338	3,137	3,137
Provision for Cyclical Maintenance	14	116,825	109,881	6,832
Painting Contract Liability	15	-	29,807	(13,732)
Finance Lease Liability	16	35,853	31,335	31,335
Funds held for Capital Works Projects	17	354,550	91,639	91,639
Funds for Resource Teachers of Learning & Behaviour Cluster	18	118,376	-	49,348
		<u>1,103,393</u>	<u>591,995</u>	<u>494,755</u>
Working Capital Surplus/(Deficit)		277,179	217,982	255,649
Non-current Assets				
Property, Plant and Equipment	11	601,858	522,973	672,143
		<u>601,858</u>	<u>522,973</u>	<u>672,143</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	28,890	23,366	108,385
Finance Lease Liability	16	22,451	34,581	34,581
		<u>51,341</u>	<u>57,947</u>	<u>142,966</u>
Net Assets		<u>827,696</u>	<u>683,008</u>	<u>784,826</u>
Equity		<u>827,696</u>	<u>683,008</u>	<u>784,826</u>

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

Renwick School

Statement of Cash Flows

For the year ended 31 December 2022

		2022	2022	2021
	Note	Actual	Budget	Restated
		\$	(Unaudited)	Actual
			\$	\$
Cash flows from Operating Activities				
Government Grants		1,183,765	970,957	1,178,378
Locally Raised Funds		1,299,516	44,500	348,558
International Students		-	21,980	-
Goods and Services Tax (net)		60,217	-	(34,424)
Payments to Employees		(730,741)	(553,813)	(657,011)
Payments to Suppliers		(1,592,707)	(392,412)	(569,394)
Interest Received		4,110	3,000	1,749
Net cash from/(to) Operating Activities		224,160	94,212	267,856
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(22,037)	(20,860)	(148,103)
Purchase of Investments		(2,050)	-	-
Proceeds from Sale of Investments		-	-	20,837
Net cash from/(to) Investing Activities		(24,087)	(20,860)	(127,266)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	41,787
Distribution of Equity		50,000	-	(623,814)
Finance Lease Payments		(30,966)	-	(30,792)
Painting Contract Payments		13,732	(30,000)	(13,732)
Funds Administered on Behalf of Third Parties		244,439	(49,348)	530,959
Net cash from/(to) Financing Activities		277,205	(79,348)	(95,592)
Net increase/(decrease) in cash and cash equivalents		477,278	(5,996)	44,998
Cash and cash equivalents at the beginning of the year	7	305,613	305,613	260,615
Cash and cash equivalents at the end of the year	7	782,891	299,617	305,613

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.

Renwick School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

1.1. Reporting Entity

Renwick 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.

1.2. 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 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 whole 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 16. Future operating lease commitments are disclosed in note 23b.

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.

1.3. 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 to which they relate. 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 to which they relate. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. 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 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 recognised as 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.

1.4. 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.

1.5. 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.

1.6. 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.

1.7. Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The School's 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.

1.8. 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.

1.9. 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.

1.10. Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

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

1.11. 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 as 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 Statement of Comprehensive Revenue and Expense.

The reversal of an impairment loss is recognised in the Statement of Comprehensive Revenue and Expense. 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.

1.12. 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.

1.13. 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, 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 Statement of Comprehensive Revenue and Expense in the period in which they arise.

1.14. Revenue Received in Advance

Revenue received in advance relates to fees received from students 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.

1.15. Funds held for Capital Works

The School directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose as such these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

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

1.16. 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 Comprehensive 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 Resource Teachers of Learning & Behaviour programme), all income and expenditure related to the provision of the service is recorded in the Statement of Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

1.17. 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.

Cyclical maintenance, which involves painting of the School, makes up the most significant part of the Board's responsibilities outside the 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 variety of periods in accordance with the conditional assessment of each area of the school. 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.

1.18. 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.

Investments that are shares are categorised as financial assets at fair value through other comprehensive revenue and expense in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investments' fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in the Statement of Comprehensive Revenue and Expense unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to the Statement of Comprehensive Revenue and Expense.

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 the Statement of Comprehensive Revenue and Expense.

1.19. 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.

1.20. 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.

1.21. Budget Figures

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

1.22. 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	1,170,434	970,957	1,190,425
Teachers' Salaries Grants	2,494,090	2,700,000	2,595,910
Use of Land and Buildings Grants	753,598	748,500	614,200
	<u>4,418,122</u>	<u>4,419,457</u>	<u>4,400,535</u>

The School has opted in to the donations scheme for this year. Total amount received was \$78,000 (2021: \$82,500).

3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Donations & Bequests	19,972	10,000	13,030
Curriculum related Activities - Purchase of goods and services	-	-	28,344
Fees for Extra Curricular Activities	48,088	1,600	47,370
Trading	12,035	-	11,353
Fundraising & Community Grants	500	-	20,956
Other Revenue	100,402	32,900	90,554
International Student Fees	-	21,980	19,118
	<u>180,997</u>	<u>66,480</u>	<u>230,725</u>
Expenses			
Extra Curricular Activities Costs	56,405	9,000	46,908
Trading	12,650	-	11,739
Fundraising & Community Grant Costs	2,854	1,641	1,674
Other Locally Raised Funds Expenditure	1,768	-	-
International Student - Other Expenses	-	500	896
	<u>73,677</u>	<u>11,141</u>	<u>61,217</u>
<i>Surplus / (Deficit) for the year Locally raised funds</i>	<u>107,320</u>	<u>55,339</u>	<u>169,508</u>

During the year the School hosted nil International students (2021:2)

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	99,699	92,043	169,955
Equipment Repairs	945	500	423
Information and Communication Technology	10,651	19,000	22,632
Library Resources	1,280	500	268
Employee Benefits - Salaries	3,012,020	3,092,131	3,080,937
Depreciation	140,207	142,600	143,397
Staff Development	14,008	16,600	7,531
	<u>3,278,810</u>	<u>3,363,374</u>	<u>3,425,143</u>

5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	5,598	5,280	5,435
Board Fees	3,425	5,000	4,085
Board Expenses	3,472	5,000	15,921
Communication	8,631	9,198	9,293
Consumables	35,071	38,100	37,069
Other	23,796	13,100	16,677
Employee Benefits - Salaries	116,110	69,565	86,805
Insurance	14,393	20,000	16,527
Service Providers, Contractors and Consultancy	4,607	2,850	3,560
	<u>215,103</u>	<u>168,093</u>	<u>195,372</u>

6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	4,234	6,500	6,856
Consultancy and Contract Services	77,476	73,800	68,189
Cyclical Maintenance Provision	38,468	26,000	48,672
Grounds	11,019	9,600	11,534
Heat, Light and Water	33,245	30,000	34,772
Rates	3,274	2,500	2,085
Repairs and Maintenance	27,485	29,700	70,398
Use of Land and Buildings	753,598	748,500	614,200
Security	1,960	2,000	1,259
Employee Benefits - Salaries	99,014	92,117	99,334
	<u>1,049,773</u>	<u>1,020,717</u>	<u>957,299</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	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	782,891	299,617	305,613
Cash and Cash Equivalents for Statement of Cash Flows	<u>782,891</u>	<u>299,617</u>	<u>305,613</u>

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

Of the \$782,891 Cash and Cash Equivalents, \$359,246 is held by the School on behalf of the Ministry of Education. These funds have been provided for the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2023 on Crown owned school buildings.

Of the \$782,891 Cash and Cash Equivalents, \$29,858 of unspent grant funding is held by the School. This funding is subject to restrictions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

Of the \$782,891 Cash and Cash Equivalents, \$118,376 is held by the School on behalf of the RTL B cluster. See note 18 for details of how the funding received for the cluster has been spent in the year.

8. Accounts Receivable

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	1,199	3,020	3,020
Receivables from the Ministry of Education	8,619	275	275
Interest Receivable	461	159	159
Teacher Salaries Grant Receivable	300,381	261,182	261,182
	<u>310,660</u>	<u>264,636</u>	<u>264,636</u>
Receivables from Exchange Transactions	1,660	3,179	3,179
Receivables from Non-Exchange Transactions	309,000	261,457	261,457
	<u>310,660</u>	<u>264,636</u>	<u>264,636</u>

9. Inventories

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	2,209	1,146	1,146
School Uniforms	480	520	520
	<u>2,689</u>	<u>1,666</u>	<u>1,666</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	128,306	126,256	126,256
Total Investments	<u>128,306</u>	<u>126,256</u>	<u>126,256</u>

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2022						
Building Improvements	229,306	-	(7,723)	-	(31,706)	189,877
Furniture and Equipment	271,392	18,719	-	-	(43,195)	246,916
Information and Communication Technology	57,780	40,696	(6,019)	-	(24,892)	67,565
Leased Assets	65,030	30,734	(626)	-	(37,706)	57,432
Library Resources	21,205	731	(271)	-	(2,708)	18,957
RTL Assets	27,430	1,745	-	-	(8,064)	21,111
Balance at 31 December 2022	<u>672,143</u>	<u>92,625</u>	<u>(14,639)</u>	<u>-</u>	<u>(148,271)</u>	<u>601,858</u>

The net carrying value of equipment held under a finance lease is \$42,078 (2021: \$40,285)

The net carrying value of motor vehicles held under a finance lease is \$15,354 (2021: \$24,750)

Restrictions

With the exception of the contractual restrictions relating to the above noted finance leases, and RTL Assets which transfer with the Cluster lead, there are no other restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities

	2022 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$	2021 Cost or Valuation \$	2021 Accumulated Depreciation \$	2021 Net Book Value \$
Building Improvements	745,944	(556,067)	189,877	753,764	(524,458)	229,306
Furniture and Equipment	794,214	(547,298)	246,916	775,494	(504,102)	271,392
Information and Communication Technology	299,548	(231,983)	67,565	274,173	(216,393)	57,780
Leased Assets	128,162	(70,730)	57,432	107,592	(42,562)	65,030
Library Resources	72,389	(53,432)	18,957	72,586	(51,381)	21,205
RTL Assets	76,690	(55,579)	21,111	74,946	(47,516)	27,430
Balance at 31 December	<u>2,116,947</u>	<u>(1,515,089)</u>	<u>601,858</u>	<u>2,058,555</u>	<u>(1,386,412)</u>	<u>672,143</u>

12. Accounts Payable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Creditors	52,675	24,989	24,989
Accruals	6,710	5,435	5,435
Employee Entitlements - Salaries	313,207	272,462	272,462
Employee Entitlements - Leave Accrual	23,374	23,310	23,310
	<u>395,966</u>	<u>326,196</u>	<u>326,196</u>
Payables for Exchange Transactions	395,966	326,196	326,196
	<u>395,966</u>	<u>326,196</u>	<u>326,196</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Grants in Advance - Ministry of Education	29,858	-	-
Other Revenue in Advance	18,480	3,137	3,137
	<u>48,338</u>	<u>3,137</u>	<u>3,137</u>

14. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	115,217	115,217	74,515
Increase to the Provision During the Year	31,690	26,000	29,807
Other Adjustments	6,778	-	18,865
Use of the Provision During the Year	(7,970)	(7,970)	(7,970)
Provision at the End of the Year	145,715	133,247	115,217
Cyclical Maintenance - Current	116,825	109,881	6,832
Cyclical Maintenance - Non current	28,890	23,366	108,385
	145,715	133,247	115,217

The School's cyclical maintenance schedule details annual painting & other significant cyclical maintenance work to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the School's most recent 10 Year Property plan, adjusted as identified and confirmed appropriate by the Board, to other reliable sources of evidence.

15. Painting Contract Liability

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Due within one year	-	29,807	(13,732)
	-	29,807	(13,732)

In 2021 the Board signed an agreement with Programme Maintenance Services Ltd (the contractor) for an agreed programme of work covering an seven year period. The programme provides for an exterior repaint of the Ministry owned buildings in 2021, with regular maintenance in subsequent years. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

16. Finance Lease Liability

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	38,422	34,542	34,542
Later than One Year and no Later than Five Years	23,232	35,850	35,850
Future Finance Charges	(3,350)	(4,476)	(4,476)
	58,304	65,916	65,916
Represented by:			
Finance lease liability - Current	35,853	31,335	31,335
Finance lease liability - Non current	22,451	34,581	34,581
	58,304	65,916	65,916

17. 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. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7.

2022	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
New Adventure Playground (SIP)	91,639	-	(178,582)	-	(86,943)
Block C Toilet Refurbishment	-	101,450	(17,803)	-	83,647
Block L Outdoor Learning Area	-	301,476	(35,544)	-	265,932
Lighting	-	49,947	(44,976)	-	4,971
RTLB Upgrade	-	-	(4,529)	-	(4,529)
Totals	91,639	452,873	(281,434)	-	263,078

Represented by:

Funds Held on Behalf of the Ministry of Education	354,550
Funds Receivable from the Ministry of Education	(91,472)

2021	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
Hall Modernisation	(636,404)	4,595	(69,597)	701,406	-
Jnr Sandpit	28,671	-	(28,671)	-	-
Senior Toilet Canopy	2,309	-	(2,309)	-	-
CCTV Cameras	16,391	-	(16,391)	-	-
New Adventure Playground (SIP)	113,499	50,000	(71,860)	-	91,639
Senior Outdoor Learning	4,336	2,976	(7,312)	-	-
Block F Hall Stage Two (SIP)	81,226	-	(3,634)	(77,592)	-
Totals	(389,972)	57,571	(199,774)	623,814	91,639

Represented by:

Funds Held on Behalf of the Ministry of Education

91,639

18. Funds for Resource Teachers of Learning and Behaviour Services (RTL B)

Renwick School is the lead school funded by the Ministry of Education to provide the services of Resource Teachers of Learning and Behaviour to its cluster of schools.

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
<i>Revenue</i>			
Teachers' Salary Grant	990,523	990,523	838,014
Administration Grant	38,226	35,183	34,083
Learning Support Funding	69,936	69,925	68,562
Travel Grant	69,953	69,954	69,953
Other Revenue	-	3,871	3,106
Income received not spent	(69,028)	-	(9,263)
	1,099,610	1,169,456	1,004,455
<i>Expenses</i>			
Employee Benefit - Salaries	990,523	990,523	838,014
Administration	29,182	92,914	70,535
Learning Support	52,723	68,562	71,309
Travel	27,182	66,805	24,597
Depreciation RTL B	8,064	-	8,358
	1,107,674	1,218,804	1,012,813
Opening Funds Held in Advance	49,348	49,348	-
Funds transferred from previous provider	-	-	40,085
Annual income	1,099,610	1,169,456	1,004,455
Annual Expenses	(1,107,674)	(1,218,804)	(1,012,813)
Depreciation - non cash adjustment	8,064	-	8,358
Income received not spent	69,028	-	9,263
Funds Held at Year End	118,376	-	49,348

19. 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.

20. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	3,425	4,085
<i>Leadership Team</i>		
Remuneration	387,499	361,501
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	<u>390,924</u>	<u>365,586</u>

There are eight members of the Board excluding the Principal. The Board had held nine full meetings of the Board in the year. The Board also has Finance and Property committees 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	150 - 160	140 - 150
Benefits and Other Emoluments	4 - 5	0 - 0
Termination Benefits	0 - 0	0 - 0

Principal 2

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	0 - 0	0 - 1
Benefits and Other Emoluments	0 - 0	0 - 0
Termination Benefits	0 - 0	0 - 0

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	6.00	5.00
110 - 120	-	1.00
120 - 130	1.00	-
	<u>7.00</u>	<u>6.00</u>

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

21. 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 members, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

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

22. Contingencies

There are no contingent liabilities and no contingent assets except as noted below 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.

23. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board has entered into the following contract agreements for capital works.

(a) The School has contracted for the new Adventure Playground. The total cost of this project is estimated to be \$208,796 which the School contracted into with several contractors as agent for the Ministry of Education. The project is fully funded by the Ministry and \$167,811 has been received of which \$254,754 has been spent on the project to balance date. This project has been approved by the Ministry.

(b) The School has contracted for the Block C Toilet Refurbishment. The total cost of this project is estimated to be \$121,720 which the School has contracted into with several contractors as agent for the Ministry of Education. The project is fully funded by the Ministry and \$101,450 has been received of which \$17,803 has been spent on the project to balance date. This project has been approved by the Ministry.

(c) The School has contracted for the Block L Outdoor Learning Area. The total cost of this project is estimated to be \$738,245 which the School has contracted into with several contractors as agent for the Ministry of Education. The project is fully funded by the Ministry and \$301,476 has been received of which \$35,544 has been spent on the project to balance date. This project has been approved by the Ministry.

(d) The School has contracted for the Lighting Replacement Project. The total cost of this project is estimated to be \$49,947 which the School has contracted into with several contractors as agent for the Ministry of Education. The project is fully funded by the Ministry and \$49,947 has been received of which \$44,976 has been spent on the project to balance date. This project has been approved by the Ministry.

(e) The School has contracted for the RTL B Upgrade Project. The project is still in the design phase with costs to date of \$4,529. This project has been approved by the Ministry.

(Capital commitments in relation to Ministry projects at 31 December 2021: \$91,639)

(b) Operating Commitments

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

(Operating commitments at 31 December 2021: nil)

24. 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	782,891	299,617	305,613
Receivables	310,660	264,636	264,636
Investments - Term Deposits	128,306	126,256	126,256
Total Financial assets measured at amortised cost	<u>1,221,857</u>	<u>690,509</u>	<u>696,505</u>

Financial liabilities measured at amortised cost

Payables	395,966	326,196	326,196
Finance Leases	58,304	65,916	65,916
Painting Contract Liability	-	29,807	(13,732)
Total Financial liabilities measured at amortised Cost	<u>454,270</u>	<u>421,919</u>	<u>378,380</u>

25. Prior Period Restatement

All material prior period errors are corrected retrospectively in the first set of financial statements authorised for issue after their discovery, by restating the comparative prior period amounts or, if the error occurred before the earliest period presented, by restating the opening balances of assets, liabilities and equity.

A restatement has been made to the 31 December 2021 financial information and 2020 opening balances in relation to the Resource Teacher of Learning Behaviour Cluster (RTLB). Cluster Income & expenditure in relation to the RTLB was excluded from the school's Statement of Comprehensive Revenue & Expense, and assets were previously recorded as a cluster expense, rather than being included as school assets. The adjustments are set out below:

	Original Balance	Adjustment	Restated Balance
	\$	\$	\$
Impact on Statement of Financial Position as at 31 December 2021			
Equity at 1 January	1,351,650	35,788	1,387,438
Property Plant & Equipment - RTLB	644,713	27,429	672,142
Equity at 31 December	757,396	27,429	784,825
Impact on Statement of Comprehensive Revenue and Expenses for the year ended 31 December 2021			
Government Grants- Resource Teachers Learning & Behaviour	-	166,441	166,441
Resource Teachers Learning & Behaviour	-	(174,799)	(174,799)
Net Surplus and Total Comprehensive Revenue and Expense	(12,227)	(8,358)	(20,585)

26. Events After Balance Date

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

27. Comparatives

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

Renwick School Variance Report 2022

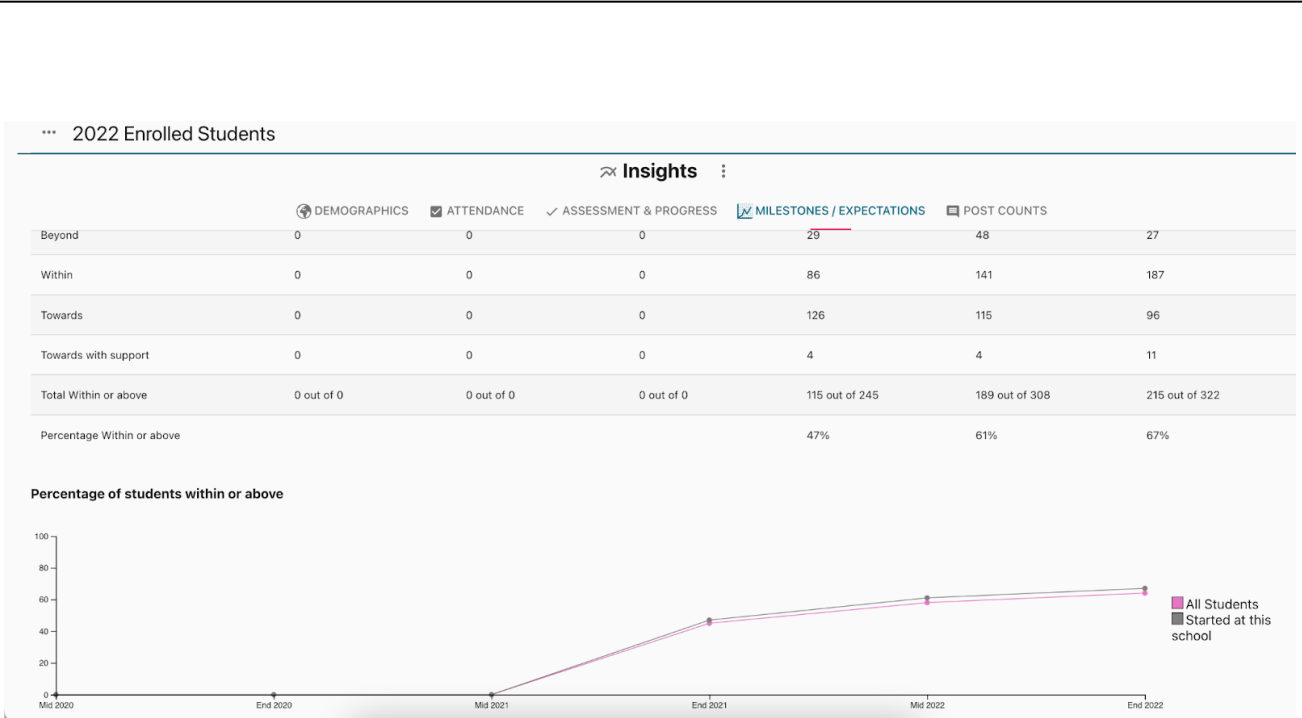
Focus Area:	Writing																																																								
Strategic Goal:	<ul style="list-style-type: none"> All learners make expected progress in Reading, Writing and Mathematics 																																																								
Target:	<ul style="list-style-type: none"> Equity - All priority learners make accelerated progress in Writing. 																																																								
Historical Position and Analysis:	<div style="border: 1px solid #ccc; padding: 5px;"> <p>Students who started at this school</p> <p>DOWNLOAD AS CSV DOWNLOAD AS EXCEL PRINT</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #d9ead3;"> <th>Counts +</th> <th>Mid 2020</th> <th>End 2020</th> <th>Mid 2021</th> <th>End 2021</th> <th>Mid 2022</th> <th>End 2022</th> </tr> </thead> <tbody> <tr> <td>Well above</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Beyond</td> <td>0</td> <td>1</td> <td>1</td> <td>17</td> <td>24</td> <td>8</td> </tr> <tr> <td>Within</td> <td>0</td> <td>2</td> <td>0</td> <td>72</td> <td>88</td> <td>171</td> </tr> <tr> <td>Towards</td> <td>0</td> <td>8</td> <td>1</td> <td>163</td> <td>172</td> <td>122</td> </tr> <tr> <td>Towards with support</td> <td>0</td> <td>0</td> <td>0</td> <td>17</td> <td>21</td> <td>19</td> </tr> <tr style="font-weight: bold;"> <td>Total Within or above</td> <td>0 out of 0</td> <td>3 out of 3</td> <td>1 out of 2</td> <td>89 out of 259</td> <td>112 out of 305</td> <td>179 out of 320</td> </tr> <tr> <td>Percentage Within or above</td> <td></td> <td>100%</td> <td>50%</td> <td>34%</td> <td>37%</td> <td>56%</td> </tr> </tbody> </table> <p>Percentage of students within or above</p> </div> <p>Analysis of shift from 2021 T4 to 2022 T4 - All students: 34% of all students were working 'within or above' curriculum expectations at the end of 2021. 66% of all students were working 'towards' curriculum expectations at the end of 2021. 52% of all students were working 'within or above' curriculum expectations at the end of 2022. 48% of all students were working towards curriculum expectations at the end of 2022.</p> <p>Ethnic Group Analysis, 2022: 57% of NZ European/Pākehā/Other Europeans made 1-4 sub-level progress. 38% of Maori students achieved 'within or beyond' curriculum expectations. 75% of Asian students achieved 'within or beyond' curriculum expectations. 27% of MELAA students achieved 'within or beyond' curriculum expectations. 47% of Pacific Peoples achieved 'within or beyond' curriculum expectations.</p> <p>Gender Analysis: 62% of females are working 'within or above' curriculum expectations. 40% of males are working 'within or above' curriculum expectations. 60% are working towards or towards with support. (There are 39 males who receive support compared with 12 females.) 2% of males are working beyond compared with 6% of females.</p> <p>Disappointing results! It has been a very disruptive year with Covid, other illnesses along with periods of staff and student absences. Staff need to get back to explicitly teaching skills and strategies, not assuming students know how to write! Leaders need to get into classrooms and see what is actually being taught. How can only 19 students in one year level of 67 students be within and have no students writing beyond curriculum expectations?</p> <p>Information was gathered from moderation using Literacy Learning Progressions, teacher observations, student voice, unassisted samples, pieces of writing in books/on devices that had some assistance, work across the curriculum, Piritahi Standards to inform O.T.J.s</p>	Counts +	Mid 2020	End 2020	Mid 2021	End 2021	Mid 2022	End 2022	Well above	0	0	0	0	0	0	Beyond	0	1	1	17	24	8	Within	0	2	0	72	88	171	Towards	0	8	1	163	172	122	Towards with support	0	0	0	17	21	19	Total Within or above	0 out of 0	3 out of 3	1 out of 2	89 out of 259	112 out of 305	179 out of 320	Percentage Within or above		100%	50%	34%	37%	56%
Counts +	Mid 2020	End 2020	Mid 2021	End 2021	Mid 2022	End 2022																																																			
Well above	0	0	0	0	0	0																																																			
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Percentage Within or above		100%	50%	34%	37%	56%																																																			

<p>Our Actions:</p>	<ul style="list-style-type: none"> ● Know your student as a person as well as a learner ● Students made improvements in Tuatahi and Whānake whanau through implementing Structured Literacy. ● Students in Maia whānau’s spelling and writing improved through being taught, “The Code.” ● Teachers continued workshop organisations in Kaitiaki where teachers offered a choice of lessons and students selected what they needed to improve their writing. ● Regular instructional writing lessons using a variety of approaches in some whanau like shared writing, guided writing, alternative language and writing following The Writing Revolution/Science of Writing. ● Daily reading quality books to students to increase students vocabularies ● Improved understanding and use of Literacy Learning progressions. ● Careful monitoring of priority students ● Moderation within and between schools. Regular check-ins were timetabled at staff meetings. Piritahi provided a workshop for schools to send staff to ensure the moderation was consistent across the schools of the Kahui Ako. ● Most students knowing where they are at, helped with the understanding of next steps and to set goals. Also, what the child’s next steps were and how they are going to get there? ● Teachers provide meaningful contexts through integration of curriculum areas particularly into the Inquiry learning. ● Limiting use of devices as this previously led to a decline in the standard of writing and it was agreed that we would do this!
<p>Next Steps:</p>	<ul style="list-style-type: none"> ● Continue to explore what makes the biggest difference to writing achievement ● All teachers in the Years 5-8 attend Liz Kane’s The Code seminars including Vicki and Ainsley from Te Whare Manaaki, and staff teaching in the senior class from T.P.W. ● Continued staff development at team level on moderation using L.L.P.s and on instructional writing ● Students are to use books/paper to plan, draft and edit their written work and devices for searching, proofreading, publishing and sharing their work. ● Whānau to ensure the explicit teaching of writing skills and features is embedded as they embrace an integrated curriculum. ● Bring back an overview of genre to be taught and programmes of learning to include the different genre. ● Teachers use a variety of avenues and audiences for students to share their work ● Provide meaningful contexts and opportunities to share using a variety of media ● Share individual student achievement with parents and students with options for reciprocal feedback, using Seesaw and Hero. ● Promote quality writing through competitions and creation of a writers’ walkway and other creative ideas. ● Ensure all teachers are using Renwick School’s effective teacher pedagogy ● Identify priority learners and make these students known to all staff as a means of support. ● Teachers in upper school continue experimenting with workshop approach but ensuring students are writing regularly ● Use a standardized test like e-Astle to ensure we are on the right track. ● Get back to basics! ● Review how we are using Hero. Ensure staff are actually taking our assessments and allocating the results correctly as to where students are working ‘at.’ We have had so many changes over the last few years- teachers are trying to cope with differing terminology and pedagogy. ● Series of staff meetings on Science of Writing and how this fits with the revised curriculum. ● Make Writing Revolution and The Code the main professional learning and focus. ● With the new curriculum you won’t be able to do it all in one year. Slow down, do less, but do it well!

Renwick School Variance Report 2022

Focus Area:	Reading
Strategic Goal:	<ul style="list-style-type: none"> All learners make expected progress in Reading, Writing and Mathematics
Target:	<ul style="list-style-type: none"> Equity - All priority learners make accelerated progress in Reading

Historical Position and Analysis :



Analysis of Shift from 2021 T4 to 2022 T4 Reading- All Students:
 61% of all students were within or above curriculum expectations at the end of 2021.
 39% of all students were working towards curriculum expectations at the end of 2021.
 67% of all students were within or above curriculum expectations at the end of 2022.
 33% of all students were working towards curriculum expectations at the end of 2022.

Ethnic Group Analysis:
 71% of NZ European/Pākehā/Other European made 1-4 sub-level progress.
 58% of Maori students achieved within or beyond curriculum expectations.
 100% of Asian students achieved within or beyond curriculum expectations.
 55% of MELAA students achieved within or beyond curriculum expectations.
 59% of Pacific Peoples achieved within or beyond curriculum expectations.

Gender Analysis:
 74% of Females are working within or above curriculum expectations.
 64% of Males are working within or above curriculum expectations. 36% are working towards or towards with support. (There are 28 males who receive support compared with 12 females.)
 8% of Males are working beyond compared with 14% of Females.

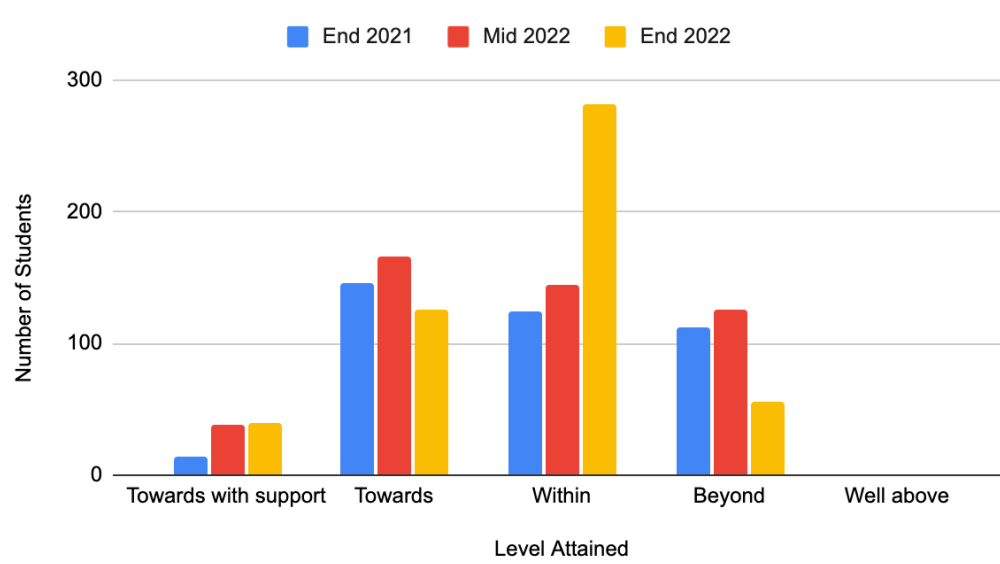
Assessment data gathered using Literacy Language Progressions, Probe, Astle, Grapheme/Phoneme knowledge, Heart Word knowledge, Running Records and O.T.J.s. Teacher Observations

Analysis Comment:
 Disappointing results! Too many children are not making progress despite teachers using some excellent effective Literacy methods and practices. We have gone back to reporting using achievement rather than progress. In the past we consistently achieved above 85% for Reading.
 As reported last year "Some Levels have a larger range of achievement scope than others. For instance a child might start school with no sound nor word knowledge, not being able to articulate clearly, yet make great progress on the Colour

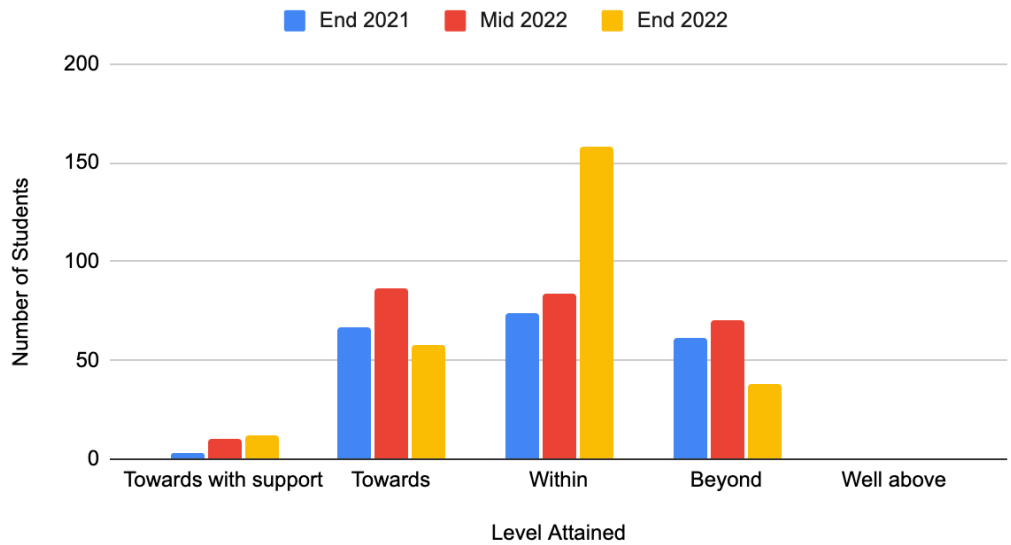
	<p>Wheel or through Structured Literacy stages and still be at Level 1B at the end of the year! In Whanake and Tuatahi, teachers are using a Structured Literacy approach. We have come up with what we regard as a reasonably accurate scale for our children in these teams. We did some running records on children at various levels using Colour-Wheel books. We found the Piritahi scales are way too harsh when you compare them to what we have used in the past. Their judgements are too narrow for children in odd years like Years 3,5 & 7. Who invented these new scales? I believe T.P.W. results should be separate from the rest of the school as their children are not learning to read and write in English in their Year 0-2 class. For their sake we should be sharing their stand alone data to inform their future practice. This year has had more disruptions to children's learning than any other. Covid hit our school more this year than the previous two. Due to varying mandates our students and our staff (especially those with children) have had weeks off school. They have also been affected by numerous nasty bugs that have been prevalent in all terms.</p> <p>Due to staff absences and disruptions we didn't have as many staff meetings on Literacy. Some whanau are yet to implement The Code. Some staff need to take on professional reading and not need to be spoon fed!.</p> <p>I always think of The Rocks in the Jar scenario. It is a real pity that our Within Schools cannot be used to reinforce curriculum development especially in Literacy as we have done in the past.</p> <p>Never before have we had so many anxious students. Research has on numerous occasions stated that "children have to be happy to learn to read." The effects of Covid and some under-funded, under-diagnosed children's behaviour have had an effect on many student's learning and well-being; not forgetting the teachers'.</p> <p>Whare Manaaki is an important part of our school. The staff there are spending more and more time counselling students, which sometimes impacts on the overseeing of programmes like Toe by Toe and Steps Web, E.S.O.L., O.R.S. and Speech/Language students.</p>
<p>Our Actions:</p>	<ul style="list-style-type: none"> ● We have continued to emphasize the importance of positive relationships between students and teachers ● Junior teams continued to work collaboratively on Spirals of Inquiries investigating Structured Literacy. 5 teachers attended a Liz Kane 2 day course in Blenheim. Structured Literacy was implemented in Maia as well as continued in Tuatahi and Whanake Whānau. ● Regular Instructional Reading lessons in older classes using guided, shared, reciprocal, book club, Literacy Circle approaches. ● Use of Reading task boards in various forms used throughout school ● Daily reading quality books to students by teachers and parents ● Careful monitoring of Priority Students ● Students knowing where they are at, what their next steps are and how they are going to get there in most classes ● Same number of Reading Recovery children- 6 children now but Covid Lockdown affected the number of children graduating. ● Reading Recovery teachers have been able to use some Structured Literacy ideas in their programmes ● Use of mixed ability grouping in older classes is supposed to have a positive affect ● Expectations that teachers carry out explicit teaching of comprehension and processing skills in all classes following guidelines in Effective Literacy Practice ● Sharing ideas and resources at Whanau meetings ● Use of S.L.A.s (Student Learning Assistants) ● Good variety of instructional readers and on-line resources for older readers and decodable readers and resources in Junior School. ● Use of Vicki, Ainsley and Cheryl to provide support for Dyslexic students using Toe by Toe, Nessie, 7 Plus and Steps Web ● Use of R.T.Lit to support students and teachers ● Integration of Literacy with other curriculum areas in some whanau ● Teachers are expected to carry out regular assessing and monitoring ● Planning formats and expectations to be followed- found in Staff online Literacy Tool Kit ● Library is attractive and set out in a user-friendly way.
<p>Next Steps:</p>	<ul style="list-style-type: none"> ● Scrutinise methods of assessment and make sure what is used is aligned across the school. ● Start with curriculum development in Reading. ● Staff and area meetings on moderation- cross whānau and within whānau. ● Improve understanding of pedagogy and implementation of Structured Literacy throughout school ● Instructional Reading should be taught everyday! They need mileage and explicit teaching of strategies. ● Ask T.P.W to stocktake resources and analyse for expenditure. Budget for this- there are 57 children there. ● Implementation of The Code for phonological awareness and spelling programme across the school. ● Include the "reading and comprehension" of visual texts in programmes ● Continue to read to students everyday and extend their vocabularies ● Continue to embed higher order thinking skills when responding to texts ● Stocktake Big Books. ● Build up stock of decodables to cater for older students who still need them. Hopefully the MOE will provide more. ● Recognise the inextricable link between Reading, Writing and Oral Language ● Explicitly teach Oral Language skills-not just newstelling or speeches ● Explore the link between correct articulation and reading achievement.

- Continue converting library into a learning hub where children can create and celebrate learning using a variety of technologies as well as being a place for reading hard copy books
- Revisit Renwick School's effective teaching pedagogy
- Have male role models reading in the library
- Invite authors to read to classes
- Identify priority learners
- Retrieve data regarding attendance when looking at students who have made no progress or candidates for being a Priority Learner and specialised programmes.
- Hold meetings for parents on Structured Literacy and Helping your Child with Literacy
- Continue to fund programme for junior readers - 0.3 at least teacher-time. Review not to have Reading Recovery at end of 2023 as they may have up-dated their programme. Whare Manaaki mainly caters for older students reading. It is important to be the fence at the top of the cliff, instead of the ambulance at the bottom!
- Keep funding 6 Year Net release. It has been very difficult this year not having this release. The data is diagnostic and we cannot get accurate data from tests like P.A.T. for this age group.
- Programmes like Toe by Toe should be additional not the only reading instruction a student has in a day.

Renwick School Maths Variance Report 2022

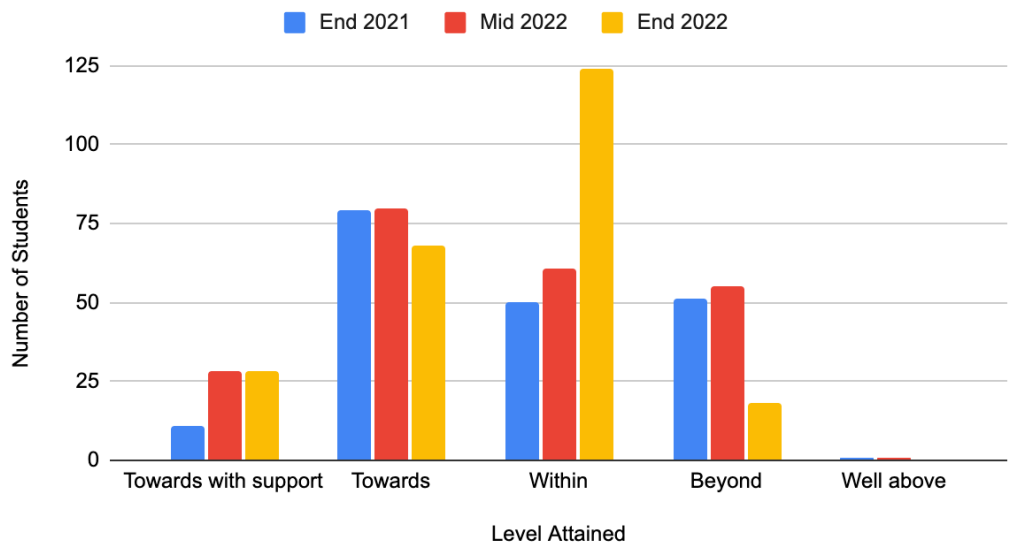
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Historical Position and Analysis:	<p>Our focus in 2022 is all learners across the school, while closely monitoring priority learners.</p> <p>Whole School</p>  <table border="1"> <caption>Whole School - Number of Students by Level Attained</caption> <thead> <tr> <th>Level Attained</th> <th>End 2021</th> <th>Mid 2022</th> <th>End 2022</th> </tr> </thead> <tbody> <tr> <td>Towards with support</td> <td>~10</td> <td>~35</td> <td>~35</td> </tr> <tr> <td>Towards</td> <td>~140</td> <td>~160</td> <td>~120</td> </tr> <tr> <td>Within</td> <td>~120</td> <td>~140</td> <td>~280</td> </tr> <tr> <td>Beyond</td> <td>~110</td> <td>~120</td> <td>~50</td> </tr> <tr> <td>Well above</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th>2021</th> <th>mid 2022</th> <th>end 2022</th> </tr> </thead> <tbody> <tr> <td>Percentage Within or above</td> <td>60%</td> <td>57%</td> <td>67%</td> </tr> <tr> <td>Total Within or above</td> <td>237 out of 397</td> <td>271 out of 475</td> <td>338 out of 504</td> </tr> </tbody> </table> <p>Ethnic Attainment</p> <table border="1"> <thead> <tr> <th></th> <th>within or above</th> <th></th> <th></th> </tr> <tr> <th></th> <th>End 2021</th> <th>Mid 2022</th> <th>End 2022</th> </tr> </thead> <tbody> <tr> <td>Asian</td> <td>75%</td> <td>83%</td> <td>100%</td> </tr> <tr> <td>NZ European</td> <td>64%</td> <td>61%</td> <td>71%</td> </tr> <tr> <td>Pacifica</td> <td>45%</td> <td>59%</td> <td>59%</td> </tr> <tr> <td>Maori</td> <td>46%</td> <td>48%</td> <td>59%</td> </tr> </tbody> </table>			Level Attained	End 2021	Mid 2022	End 2022	Towards with support	~10	~35	~35	Towards	~140	~160	~120	Within	~120	~140	~280	Beyond	~110	~120	~50	Well above	0	0	0		2021	mid 2022	end 2022	Percentage Within or above	60%	57%	67%	Total Within or above	237 out of 397	271 out of 475	338 out of 504		within or above				End 2021	Mid 2022	End 2022	Asian	75%	83%	100%	NZ European	64%	61%	71%	Pacifica	45%	59%	59%	Maori	46%	48%	59%
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Female Attainment Data



	End 2021	Mid 2022	End 2022
Percentage Within or above	66%	62%	74%

Male Attainment Data



	End 2021	Mid 2022	End 2022
Percentage Within or above	53%	52%	60%
Total Within or above	102 out of 192	117 out of 225	142 out of 238

<p>Comment</p>	<p>2021 data showed the progress that students made within the year, the sublevels the students progressed. This data shows where they are in relation to the expectation for the end of their year level. Some students have moved sublevels even though they have not attained their End of Year level.</p> <p>The percentage of students who are within or above has increased since 2021 from 60% to 67%. Maori students' attainment increased from 46% at the end of 2021 to 59% at the end of 2022. However our Maori and Pacific students have not attained the percentage as NZ European attaining 59% within or above the expected level compared to 71% attainment. The attainment of within or above for males and females has also increased from 2021.</p> <div data-bbox="395 427 1433 1137" style="text-align: center;"> <h3>Years and Curriculum Levels</h3> <table border="1" style="margin: 0 auto; border-collapse: collapse;"> <thead> <tr> <th>Level</th> <th>Start Year</th> <th>End Year</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Y1</td> <td>Y4</td> </tr> <tr> <td>2</td> <td>Y2</td> <td>Y6</td> </tr> <tr> <td>3</td> <td>Y4</td> <td>Y8</td> </tr> <tr> <td>4</td> <td>Y6</td> <td>Y11</td> </tr> </tbody> </table> </div> <p>How the Curriculum Levels apply:</p> <p>Curriculum Level 1 spans from the beginning of Year 1 to the beginning of Year 4. Therefore it is totally appropriate that Year 1, 2, 3 and 4 students be working within Curriculum Level 1.</p> <p>Curriculum Level 2 spans from the beginning of Year 2 to the middle of Year 6. Therefore it is totally appropriate that Year 2, 3, 4, 5 and 6 students be working within Curriculum Level 2.</p> <p>Curriculum Level 3 spans from the beginning of Year 4 to the middle of Year 8. Therefore it is totally appropriate that Year 4, 5, 6, 7 and 8 students be working within Curriculum Level 3.</p> <p>Curriculum Level 4 spans from the end of Year 6 to Year 11, which is NCEA Level 1. Therefore it is totally appropriate that Year 6, 7, 8, 9, 10 and 11 students be working within Curriculum Level 4.</p>	Level	Start Year	End Year	1	Y1	Y4	2	Y2	Y6	3	Y4	Y8	4	Y6	Y11
Level	Start Year	End Year														
1	Y1	Y4														
2	Y2	Y6														
3	Y4	Y8														
4	Y6	Y11														
<p>Our Actions:</p>	<ul style="list-style-type: none"> ● Careful monitoring of Priority Students, record their progress regularly, discuss progress in whanau meetings. ● Students know where they are at. What their next steps are and how they are going to get there? ● Teachers know their students as learners and as people. ● Use of mixed ability grouping, targeted teaching, whole class where appropriate ● Sharing ideas and resources at Whanau meetings ● Three teachers involved in the Just in Time PLD throughout 2022. ● PLD, particularly Just In Time learning, shared with teaching staff in staff meetings. ● Identified students learning needs and focused programming to raise progress 															

	<ul style="list-style-type: none"> ● Purchased resources to accommodate a diverse learning programme to cater for all students.
<p>Next Steps:</p>	<ul style="list-style-type: none"> ● Identify in each whanau group the group of priority learners (the students who went down a level or made no progress). Discuss how we could accelerate their learning and monitor these students regularly through observations, reflections, and goals. ● Devise and implement a school wide programme with identified progressions to align with the revised math curriculum. ● As a staff develop a more robust, balanced and equitable assessment programme in mathematics ● Revise Renwick School's effective teacher pedagogy in mathematics ● Using the PLD from Just in Time Maths, develop a balanced teaching programme that covers all aspects of the curriculum and uses a range of teaching strategies to align with the revised curriculum. ● Support staff to identify ways of flexible and balanced groupings of students to meet their learning needs ● Unpack the Refreshed Curriculum. Use MOE staff only day to embed this new learning. ● Ensure there is time for children to practise knowledge gained, apply using a variety of strategies and engage in rich tasks. ● Align the mathematical learning of our Inquiry learning to our math planning to ensure the knowledge is taught so the students can apply to a new learning context. The concepts of the math curriculum applied to a new context, Inquiry. ● Revise concepts throughout the year so students maintain the knowledge. ● Upskill new staff in the teaching of Mathematics, through staff meetings and staff only day. ● Staff to use moderation across the school to ensure clear and consistent assessment

RENWICK SCHOOL
KIWISPORT
2022

In 2022 the school received Kiwisport funding of \$7,486.96 within MOE Operational Grant funding. This will be spent on our swimming programme for years 0 to 6. Students are buses into the Stadium and receive 10 lessons per student.



Renwick School Good Employer Statement 2022.

RENWICK SCHOOL

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2021

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

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<p><i>Included policy and practice:</i></p> <p><i>Teacher registration, property inspections, visitor monitoring, sharing public health information, hazard identification register, emergency procedures, ICT staff user agreement, staff leave/illness</i></p>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p><i>Our EEO policy, ensures that all employees and applicants for employment are treated according to their skills, qualifications, abilities and aptitudes without bias or discrimination.</i></p> <p><i>We have a programme to identify processes that contribute to employment inequality.</i></p> <p><i>Our EEO programme may include:</i></p> <ul style="list-style-type: none"> • <i>developing a policy statement and establishing objectives</i> • <i>appointing an EEO representative</i> • <i>consulting with staff to hear any concerns</i> • <i>creating an employee database (with informed consent for any EEO data collected)</i> • <i>encouraging staff to participate in training and career development</i> • <i>programme monitoring through staff meetings and board reports</i> • <i>reviewing employment and personnel policies and processes.</i> <p><i>Renwick School aims to raise awareness of discrimination and bias through our EEO programme. We support staff to discuss the development and implementation of the programme, and raise any concerns with the principal or board.</i></p>

How do you practise impartial selection of suitably qualified persons for appointment?	<i>Policy is followed by the personnel committee when an appointment is made.</i> <i>We appoint appropriately trained and qualified staff to all teaching and non-teaching positions and strive to find the best person for each position. We uphold our commitment to te Tiriti o Waitangi through our vision and strategic plan to reflect tikanga Maori.</i>
How are you recognising, <ul style="list-style-type: none"> - The aims and aspirations of Maori, - The employment requirements of Maori, and - Greater involvement of Maori in the Education service? 	<i>Collecting progress and achievement data.</i> <i>Strategic aims are set to provide opportunity for Maori staff development and policy is followed during the employment process that welcomes applications from Maori working in education.</i>
How have you enhanced the abilities of individual employees?	<i>Individual and collective professional learning</i> <i>Mentoring of individuals</i> <i>Provided in-school leadership roles</i> <i>Supported and encouraged staff to apply for Kahui Ako roles</i> <i>Professional development for individuals with specific needs.</i>
How are you recognising the employment requirements of women?	<i>Responsive management to meet their needs. Free period products available in the workplace. Provide support through agencies outside of school eg counselling</i>
How are you recognising the employment requirements of persons with disabilities?	<i>We comply with accessibility audit. Flexible working arrangements have been discussed and offered.</i>

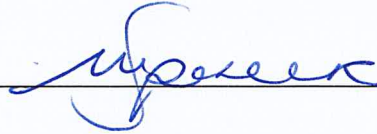
Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy . The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	Yes	
Has this policy or programme been made available to staff?	Yes	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?		Not specific training
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes	

Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Part of review plan	
Does your EEO programme/policy set priorities and objectives?	Yes	

Signed:

Principal/Tumuaki:



Date:

7/2/2024

BOT Presiding member:



Date:

7/2/2024.

INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Renwick School (the School). The Auditor-General has appointed me, Michael Lee, using the staff and resources of Crowe New Zealand Audit Partnership, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 3 to 19, that comprise the statement of financial position as at 31 December 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2022; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 10 April 2024. 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.

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Services are provided by Crowe New Zealand Audit Partnership an affiliate of Findex (Aust) Pty Ltd.

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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 included in the Analysis of Variance report, the Kiwisport report and the Board of Trustees listing, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *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 Lee
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Nelson, New Zealand