



# West Melton SCHOOL

## Te Kura o Papatahōra

Driving a Passion for Learning

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2022

#### School Directory

<b>Ministry Number:</b>	3587
<b>Principal:</b>	Tracey Riley
<b>School Address:</b>	743 Weedons Ross Road, West Melton, 7618
<b>School Phone:</b>	(03) 347 8448
<b>School Email:</b>	office@westmelton.school.nz

**Accountant / Service Provider:**

89 Nazareth Avenue  
Christchurch  
Ph: 03 338 4444





# WEST MELTON SCHOOL

Annual Report - For the year ended 31 December 2022

## Index

Page	Statement
------	-----------

	<b>Financial Statements</b>
--	-----------------------------

<a href="#">1</a>	Members of the Board
-------------------	----------------------

<a href="#">2</a>	Statement of Responsibility
-------------------	-----------------------------

<a href="#">3</a>	Statement of Comprehensive Revenue and Expense
-------------------	--

<a href="#">4</a>	Statement of Changes in Net Assets/Equity
-------------------	---

<a href="#">5</a>	Statement of Financial Position
-------------------	---------------------------------

<a href="#">6</a>	Statement of Cash Flows
-------------------	-------------------------

<a href="#">7 - 20</a>	Notes to the Financial Statements
------------------------	-----------------------------------

	<b>Other Information</b>
--	--------------------------

	Analysis of Variance
--	----------------------

	Kiwisport
--	-----------

	Statements of Compliance with Employment Policy
--	---



# West Melton School

## Member of the Board

For the year ended 31 December 2022

Name	Position	How Position Gained	Term Expired/ Expires
John Willats	Presiding Manager	Re-elected Sep 2022	Sep 2025
Lissa Birse	Parent Rep	Re-elected Sep 2022	Sep 2025
Andrea Innes	Parent Rep	Elected Sep 2022	Sep 2025
Joe Gradwell	Parent Rep	Elected Sep 2022	Sep 2025
Steve Hooper	Parent Rep	Elected Sep 2022	Sep 2025
Neil Duncan	Parent Rep	Co-Opted June 2020	Sep 2022
Karey Hardcastle	Parent Rep	Co-Opted June 2020	Sep 2022
Jo Buckenham	Staff Rep	Re-elected Sep 2022	Sep 2025
Tracey Riley	Principal (Ex officio)		



# West Melton 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.

John willats

Full Name of Presiding Member

DocuSigned by:

5E4C30D27E9149D

Signature of Presiding Member

5/30/2023

Date:

Tracey Riley

Full Name of Principal

DocuSigned by:

EA5A3707B90E4AB

Signature of Principal

5/30/2023

Date:



# West Melton 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	3,808,374	3,476,154	3,535,729
Locally Raised Funds	3	232,038	178,680	171,065
Interest Income		12,460	4,000	4,660
Gain on Sale of Property, Plant and Equipment		-		
<b>Total Revenue</b>		4,052,872	3,658,834	3,711,454
<b>Expenses</b>				
Locally Raised Funds	3	35,041	9,250	12,877
Learning Resources	4	2,780,185	2,679,568	2,775,312
Administration	5	211,175	166,055	170,052
Finance		3,269	2,982	4,391
Property	6	801,370	854,255	845,031
Loss on Disposal of Property, Plant and Equipment		(1,143)	-	1,340
		3,829,897	3,712,110	3,809,003
<b>Net Surplus / (Deficit) for the year</b>		222,975	(53,276)	(97,549)
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		222,975	(53,276)	(97,549)

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



# West Melton 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>		955,092	955,092	1,042,740
Total comprehensive revenue and expense for the year		222,975	(53,276)	(97,549)
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		1,875	5,888	9,901
<b>Equity at 31 December</b>		1,179,942	907,704	955,092

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.



# West Melton 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	297	40,543	233,978
Accounts Receivable	8	235,687	178,004	180,267
GST Receivable		21,230	20,000	12,586
Prepayments		11,161	10,000	14,136
Inventories	9	2,019	500	504
Investments	10	560,000	350,000	450,000
Funds Receivable for Capital Works Projects	16	168,391	-	76,836
		998,785	599,047	968,307
<b>Current Liabilities</b>				
Accounts Payable	12	262,380	261,673	266,151
Revenue Received in Advance	13	17,016	5,000	23,858
Provision for Cyclical Maintenance	14	44,419	-	79,855
Finance Lease Liability	15	21,975	21,975	32,510
Funds held for Capital Works Projects	16	2,725	-	144,293
		348,515	288,648	546,667
<b>Working Capital Surplus/(Deficit)</b>		650,270	310,399	421,640
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	573,856	604,739	612,278
		573,856	604,739	612,278
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	36,750	-	58,192
Finance Lease Liability	15	7,434	7,434	20,634
		44,184	7,434	78,826
<b>Net Assets</b>		1,179,942	907,704	955,092
<b>Equity</b>		1,179,942	907,704	955,092

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



# West Melton 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		987,436	585,606	833,328
Locally Raised Funds		193,063	178,680	188,881
Goods and Services Tax (net)		(8,645)	-	14,441
Payments to Employees		(526,203)	(361,964)	(474,538)
Payments to Suppliers		(435,564)	(486,119)	(470,367)
Interest Paid		(3,269)	(2,982)	(4,391)
Interest Received		8,966	3,000	5,206
Net cash from/(to) Operating Activities		215,784	(83,779)	92,560
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		1,143	-	(1,340)
Purchase of Property Plant & Equipment (and Intangibles)		(75,451)	(106,805)	(25,692)
Purchase of Investments		(110,000)	-	-
Proceeds from Sale of Investments		-	50,000	60,000
Net cash from/(to) Investing Activities		(184,308)	(56,805)	32,968
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		1,875	5,888	9,901
Finance Lease Payments		(33,910)	(58,739)	(45,540)
Funds Administered on Behalf of Third Parties		(233,122)	-	39,650
Net cash from/(to) Financing Activities		(265,157)	(52,851)	4,011
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(233,681)</b>	<b>(193,435)</b>	<b>129,539</b>
Cash and cash equivalents at the beginning of the year	7	233,978	233,978	104,440
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>297</b>	<b>40,543</b>	<b>233,979</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.





# West Melton School

## Notes to the Financial Statements

### For the year ended 31 December 2022

#### 1. Statement of Accounting Policies

##### **a) Reporting Entity**

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

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

#### **Other Grants where conditions exist**

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

#### **Donations, Gifts and Bequests**

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

#### **Interest Revenue**

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

### **d) 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 Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

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

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

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

#### **Finance Leases**

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

#### **Depreciation**

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

The estimated useful lives of the assets are:

Building improvements	10–50 years
Board Owned Buildings	10–50 years
Furniture and equipment	5–10 years
Information and communication technology	3–5 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	As per Lease agreement
Library resources	12.5% Diminishing value

#### **k) 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.

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.

#### **l) 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.

#### **m) 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.

#### **n) Revenue Received in Advance**

Revenue received in advance relates to fees received from parent payment and grants 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.

The School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to provide the services to which they relate.

#### **o) 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 Revenue and Expense.

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

#### **p) Provision for Cyclical Maintenance**

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision 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 schools 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.



#### **q) 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.

#### **r) 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.

#### **s) Budget Figures**

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

#### **u) Services received in-kind**

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



## 2. Government Grants

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	968,691	667,545	827,505
Teachers' Salaries Grants	2,163,261	2,163,261	2,146,674
Use of Land and Buildings Grants	639,639	639,639	552,222
Other Government Grants	36,783	5,709	9,328
	<b>3,808,374</b>	<b>3,476,154</b>	<b>3,535,729</b>

## 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	128,282	122,500	136,948
Curriculum related Activities - Purchase of goods and services	4,660	5,880	4,155
Fees for Extra Curricular Activities	25,230	3,550	4,399
Trading	30,711	20,450	14,440
Fundraising & Community Grants	40,529	4,300	8,680
Other Revenue	2,626	22,000	2,443
	<b>232,038</b>	<b>178,680</b>	<b>171,065</b>
<b>Expenses</b>			
Extra Curricular Activities Costs	25,326	3,500	3,460
Trading	7,664	3,450	4,051
Fundraising and Community Grant Costs	2,051	2,300	5,366
	<b>35,041</b>	<b>9,250</b>	<b>12,877</b>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<b>196,997</b>	<b>169,430</b>	<b>158,188</b>

## 4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	94,366	129,030	114,014
Information and Communication Technology	12,099	14,440	17,543
Library Resources	2,101	2,350	2,038
Employee Benefits - Salaries	2,523,285	2,380,361	2,479,128
Staff Development	24,286	21,500	19,167
Depreciation	124,048	131,887	143,422
	<b>2,780,185</b>	<b>2,679,568</b>	<b>2,775,312</b>



## 5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	5,775	5,775	5,500
Board Fees	3,240	4,050	3,240
Board Expenses	10,381	9,900	5,528
Communication	13,028	11,000	11,708
Consumables	23,893	9,300	6,109
Operating Lease	572	-	-
Other	23,121	20,558	31,160
Employee Benefits - Salaries	117,940	94,000	93,474
Insurance	5,760	5,472	5,856
Service Providers, Contractors and Consultancy	7,465	6,000	7,477
	<u>211,175</u>	<u>166,055</u>	<u>170,052</u>

## 6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	6,313	6,200	6,545
Consultancy and Contract Services	64,689	58,000	57,825
Cyclical Maintenance Provision	(56,878)	6,548	85,139
Grounds	7,678	12,000	1,193
Heat, Light and Water	35,757	32,868	32,572
Rates	5,715	6,000	6,162
Repairs and Maintenance	48,992	41,000	49,125
Use of Land and Buildings	639,639	639,639	552,222
Security	2,190	2,100	2,518
Employee Benefits - Salaries	47,275	49,900	51,730
	<u>801,370</u>	<u>854,255</u>	<u>845,031</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	297	40,543	233,978
Cash and cash equivalents for Statement of Cash Flows	<u>297</u>	<u>40,543</u>	<u>233,978</u>

Of the \$297 Cash and Cash Equivalents, \$2,725 is held by the School on behalf of the Ministry of Education. These funds have been provided by 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 \$297 Cash and Cash Equivalents, \$2,820 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	44,759	10,000	14,659
Receivables from the Ministry of Education	20,071	-	-
Interest Receivable	4,853	2,000	1,359
Teacher Salaries Grant Receivable	166,004	166,004	164,249
	<u>235,687</u>	<u>178,004</u>	<u>180,267</u>
Receivables from Exchange Transactions	49,612	12,000	16,018
Receivables from Non-Exchange Transactions	186,075	166,004	164,249
	<u>235,687</u>	<u>178,004</u>	<u>180,267</u>

## 9. Inventories

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
School Uniforms	2,019	500	504
	<u>2,019</u>	<u>500</u>	<u>504</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	560,000	350,000	450,000
	<u>560,000</u>	<u>350,000</u>	<u>450,000</u>

## 11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2022</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>
Buildings	173,634				(5,288)	<b>168,346</b>
Furniture and Equipment	359,726	69,903	(327)		(77,442)	<b>351,860</b>
Information and Communication Technology	15,643	5,496			(5,961)	<b>15,178</b>
Leased Assets	52,464	10,175			(33,958)	<b>28,681</b>
Library Resources	10,811	910	(531)		(1,399)	<b>9,791</b>
<b>Balance at 31 December 2022</b>	<u><b>612,278</b></u>	<u><b>86,484</b></u>	<u><b>(858)</b></u>	<u><b>-</b></u>	<u><b>(124,048)</b></u>	<u><b>573,856</b></u>

### Restrictions

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

2022	2022	2022	2021	2021	2021
------	------	------	------	------	------





	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	277,139	(108,793)	<b>168,346</b>	277,139	(103,505)	<b>173,634</b>
Furniture and Equipment	1,154,918	(803,058)	<b>351,860</b>	1,089,109	(729,383)	<b>359,726</b>
Information and Communication T	363,501	(348,323)	<b>15,178</b>	358,004	(342,361)	<b>15,643</b>
Motor Vehicles	10,503	(10,503)	-	10,503	(10,503)	-
Leased Assets	116,833	(88,152)	<b>28,681</b>	115,521	(63,057)	<b>52,464</b>
Library Resources	41,039	(31,248)	<b>9,791</b>	42,201	(31,390)	<b>10,811</b>
<b>Balance at 31 December</b>	<b>1,963,933</b>	<b>(1,390,077)</b>	<b>573,856</b>	<b>1,892,477</b>	<b>(1,280,199)</b>	<b>612,278</b>

## 12. Accounts Payable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	80,707	80,000	85,769
Accruals	6,350	6,350	5,850
Employee Entitlements - Salaries	166,004	166,004	164,249
Employee Entitlements - Leave Accrual	9,319	9,319	10,283
	<b>262,380</b>	<b>261,673</b>	<b>266,151</b>
Payables for Exchange Transactions	262,380	261,673	266,151
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<b>262,380</b>	<b>261,673</b>	<b>266,151</b>

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	2,033	-	-
Other revenue in Advance	14,983	5,000	23,858
	<b>17,016</b>	<b>5,000</b>	<b>23,858</b>



#### 14. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	138,047	138,047	52,908
Increase to the Provision During the Year	19,486	6,548	85,139
Use of the Provision During the Year	-	(144,595)	-
Other Adjustments	(76,364)	-	-
Provision at the End of the Year	81,169	-	138,047
Cyclical Maintenance - Current	44,419	-	79,855
Cyclical Maintenance - Non current	36,750	-	58,192
	81,169	-	138,047

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2023 This plan is based on the schools 10 Year Property plan, which is prepared by a Ministry of Education appointed property consultant.

#### 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	23,889	23,889	35,401
Later than One Year and no Later than Five Years	7,954	7,954	21,984
Future Finance Charges	(2,434)	(2,434)	(4,241)
	29,409	29,409	53,144
<b>Represented by</b>			
Finance lease liability - Current	21,975	21,975	32,510
Finance lease liability - Non current	7,434	7,434	20,634
	29,409	29,409	53,144



## 16. 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 \$
GSE	<i>Completed</i>	(3,786)	3,786			-
Swimming Pool Upgrade	<i>Completed</i>	(10,118)	10,118			-
Irrigation	<i>Completed</i>	(1,686)	1,686			-
Heatpumps	<i>In Progress</i>	(1,310)	15,405	(15,405)		(1,310)
Field Remediation	<i>Completed</i>	1,175			(1,175)	-
Pool Blankets	<i>Completed</i>	1,304			(1,304)	-
LSC Refurbishment	<i>In Progress</i>	(30,494)	34,219	(1,000)	-	2,725
ILE Breakout Space Block 4	<i>In Progress</i>	(11,166)	-			(11,166)
Balcony	<i>Completed</i>	(184)	2,443	(2,259)		-
Admin	<i>Completed</i>	(14,224)	14,224			-
Pool 2021	<i>In Progress</i>	141,814		(232,543)		(90,729)
Ti Koura	<i>In Progress</i>	(3,868)		(59,518)		(63,386)
Vision Modification	<i>In Progress</i>	-		(1,800)		(1,800)
Totals		67,457	81,881	(312,525)	(2,479)	(165,666)

### Represented by:

Funds Held on Behalf of the Ministry of Education  
Funds Receivable from the Ministry of Education

2,725  
168,391

	2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
GSE	<i>In Progress</i>	(7,689)	3,903	-		(3,786)
Swimming Pool Upgrade	<i>In Progress</i>	(8,673)	7,004	(8,450)		(10,118)
Irrigation	<i>In Progress</i>	(2,761)	3,475	(2,400)		(1,686)
Heatpumps	<i>In Progress</i>	(1,310)	-	-		(1,310)
Field Remediation	<i>In Progress</i>	(850)	2,025	-		1,175
Pool Blankets	<i>In Progress</i>	(1,602)	2,906	-		1,304
LSC Refurbishment	<i>In Progress</i>	(2,528)	36,844	(64,809)		(30,494)
ILE Breakout Space Block 4	<i>In Progress</i>	(11,166)	-	-		(11,166)
Balcony	<i>In Progress</i>	-	17,946	(18,130)		(184)
Admin	<i>In Progress</i>	-	-	(14,224)		(14,224)
Pool 2021	<i>In Progress</i>	-	146,207	(4,393)		141,814
Ti Koura	<i>In Progress</i>	-	-	(3,868)		(3,868)
Totals		(36,579)	220,310	(116,274)	-	67,457

### Represented by:

Funds Held on Behalf of the Ministry of Education  
Funds Receivable from the Ministry of Education

144,293  
76,836



## 17. Related Party Transactions

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

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

## 18. Remuneration

### *Key management personnel compensation*

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	3,240	3,240
<i>Leadership Team</i>		
Remuneration	362,814	328,829
Full-time equivalent members	3	3
Total key management personnel remuneration	366,054	332,069

There are 6 members of the Board excluding the Principal. The Board had held 10 full meetings of the Board in the year. The Board also has Finance Committee (2 members) and Property Committee (2 members) that meet 9 times per year and 10 times per year respectively. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### *Principal 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	140-150	140-150
Benefits and Other Emoluments	0-5	0-5
Termination Benefits	-	-



### Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100-110	4.00	2.00
110-120	1.00	0.00
	<u>5.00</u>	<u>2.00</u>

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

## 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.

### Teacher Aide & Support Staff Settlement Wash Up

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The Ministry is in the process of determining wash up payments for the year ended 31 December 2022 however as at the reporting date this amount had not been calculated and therefore is not recorded in these financial statements.

## 20. Commitments

### (a) Capital Commitments

As at 31 December 2022 the Board has entered into contract agreements for capital works as follows:

(a) \$236,936 contract for Pool 2021 to be completed in 2023, which will be fully funded by the Ministry of Education. \$146,207 has been received of which \$236,936 has been spent on the project to date; and

(b) \$63,385 contract for Ti Koura to be completed in 2023, which will be fully funded by the Ministry of Education. \$0 has been received of which \$63,385 has been spent on the project to date.

(Capital commitments at 31 December 2021: \$372,813)

### (b) Operating Commitments

As at 31 December 2022 the Board has entered into no contracts.

The total lease payments incurred during the period were \$12,666 (2021: \$0).



## 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	297	40,543	233,978
Receivables	235,687	178,004	180,267
Investments - Term Deposits	560,000	350,000	450,000
Total Financial assets measured at amortised cost	<u>795,984</u>	<u>568,547</u>	<u>864,245</u>

### Financial liabilities measured at amortised cost

Payables	262,380	261,673	266,151
Finance Leases	29,409	29,409	53,144
Total Financial Liabilities Measured at Amortised Cost	<u>291,789</u>	<u>291,082</u>	<u>319,295</u>

## 22. Events After Balance Date

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

# Analysis of Variance Reporting



School Name:	West Melton School	School Number:	3587
Strategic Aim:	Learners to be achieving ‘at or above’ the National Standards for Reading, Writing and Mathematics		
Annual Aim:	<ul style="list-style-type: none"><li>81% of learners will be achieving ‘at or above’ the National Standards for Writing</li></ul>		
Target:	Target 1	25 students at Year 4 will make a gain of two sublevels in writing therefore will be working at the expected curriculum level in Writing by the end of 2022	
	Target 2	32 students at Year 5 will make a gain of two sublevels in writing therefore will be working at the expected curriculum level in Writing by the end of 2022	
	Target 3	26 students at Year 6 will make a gain of two sublevels in writing therefore will be working at the expected curriculum level in Writing by the end of 2022	
Baseline Data:	<p><b>Writing</b> The aim for the end of <b>2021</b> was to increase the number of learners achieving ‘at or above’ the expected curriculum level for Writing to 81%. This was not achieved, with 78% of learners meeting the aim – a deficit of 3%</p> <ul style="list-style-type: none"><li>71% of Māori learners are working ‘at or above’ the expected curriculum level</li><li>68% of male learners are working ‘at or above’ the expected curriculum level</li><li>87% of female learners are working ‘at or above’ the expected curriculum level</li></ul>		

<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>Refer to the action plan in 2022 charter</p>	<p>Refer to 2022 Student Achievement Report to the Board for further details.</p> <p>78% of our learners achieved at or above the expected curriculum level for writing</p> <p><b>Target 1. Of the 25 Year 4 learners who were identified as ‘at risk’</b></p> <ul style="list-style-type: none"> <li>• 3 learners advanced three sub levels</li> <li>• 18 learners advanced two sub levels</li> <li>• 3 learners advanced one sub level</li> <li>• 1 learner remained the same</li> </ul> <p>18 of the 25 learners are now working ‘at or above’ the expected curriculum level</p> <p><b>Target 2. Of the 32 Years 5 learners who were identified as ‘at risk’</b></p> <ul style="list-style-type: none"> <li>• 2 learners advanced four sub levels</li> <li>• 9 learners advanced three sub levels</li> <li>• 20 learners advanced two sub levels</li> <li>• 1 learner advanced one sub level</li> </ul>	<p>Writing is an area that we have been working on for a number of years. It continues to be a challenge to engage our learners.</p> <p>We had significant improvement at Years 5 (not only with our target group but with the cohort. This was as a result of some structured literacy approaches, specific targeted programmes (eg Heggarty) and an accelerated learning approach.</p> <p>Strategies that were successful:</p> <ul style="list-style-type: none"> <li>• Dedicated small group focus and very strong routines for at-risk writers, with a focus on the basics</li> <li>• The continued introduction of Structured Literacy approach has led to an Improvement in spelling (heart words) and managing a wider range of spelling patterns</li> <li>• Improved moderation practices across the school</li> <li>• Engagement in writing is high across the school through use of Google Classroom, Pobble and other online tools to make learning accessible and ubiquitous.</li> </ul>	<p>The teaching of Writing will be a key component of learning programmes</p> <p>Continue to use a Structured Literacy approach and implement throughout the school</p> <p>Differentiated learning programmes will continue to be put in place in order to cater for individual needs</p> <p>Track all students not achieving the expected curriculum level</p> <p>Share individual student achievement with parents and students with options for reciprocal feedback (Hero)</p> <p>Target school resources towards identified students: learning assistant support, ESOL teacher and LSC</p> <p>Literacy Focus team to support teachers to collaboratively plan to raise teacher capability</p> <p>Continue formative assessment practices in order to provide feedback to learners and identify next learning step</p>



# Tātaritanga raraunga

	<p>30 of the 32 learners are now working 'at or above' the expected curriculum level</p> <p><b>Target 3. Of the 26 Years 6 learners who were identified as 'at risk'</b></p> <ul style="list-style-type: none"> <li>8 learners advanced three sub levels</li> <li>10 learners advanced two sub levels</li> <li>8 learners advanced one sub level</li> </ul> <p>13 of the 26 learners are now working 'at or above' the expected curriculum level</p>	<ul style="list-style-type: none"> <li>Talk to text for dyslexic/learning difficulties has allowed learners to build mana and begin to enjoy the process of writing</li> <li>Scheduled regular handwriting is boosting confidence and speed</li> </ul> <p>Where there hasn't been success we have identified the following:</p> <ul style="list-style-type: none"> <li>Taught writing skills (punctuation and grammar) not been transferred into writing</li> <li>Low attendance of some learners has impacted achievement</li> <li>Children struggle to think creatively as they are stuck in storytelling mindset (e.g retelling stories).</li> </ul>	<p>Moderate writing across the school and potentially the Kāhui Ako – consistency is needed</p> <p>Use appropriate ignite activities that are targeted at the interests of reluctant writers</p> <p>Utilise Literacy progressions to set goals and plan</p> <p>Review structured literacy intervention programme to ensure effectiveness of teacher practise</p> <p>Communicate with parents about what we do for Structured Literacy and how they can help at home.</p> <p>Investigate and evaluate alternative writing strategies and tools for engagement and progress for boys, e.g. The Writing Revolution</p> <p>Review teaching programmes</p> <p>Review attendance strategy</p> <p>Provide Professional Development opportunities</p>
--	--	---	---

# Tātaritanga raraunga

## Planning for next year:

Writing will continue to be one of the school wide foci

### Annual Aims:

- 

### Targets:

Maintain and increase the level of achievement of Year 3 learners in reading

- Year 3 Target Reading Group
  - Through targeted interventions at least 70% Ākonga will make at least 3 sub levels by the end of 2023

Maintain and increase the level of achievement of Year 4 – 8 learners in writing

- Year 4 Target Writing Group
  - Through targeted interventions at least 67% Ākonga will make at least 3 sub levels by the end of 2023
- Year 5 Target Writing Group
  - Through targeted interventions at least 66% Ākonga will make at least 2 sub levels by the end of 2023
- Year 6 Target Writing Group
  - Through targeted interventions at least 66% Ākonga will make at least 3 sub levels by the end of 2023
- Year 7 Target Writing Group
  - Through targeted interventions at least 57% Ākonga will make at least 3 sub levels by the end of 2023
- Year 8 Target Writing Group
  - Through targeted interventions at least 67% Ākonga will make at least 3 sub levels by the end of 2023

Refer to 2023 charter.

# Tātaritanga raraunga

- The **Kiwi Sport Funding Report** (unless provided to your accounting service provider).

Please fill in this note in regard to Kiwi Sport if this is not already included in your Analysis of Variance as we need to include this information in your annual report:

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received total Kiwisport funding of **6203.48** (excluding GST).

The funding was spent on **employing a staff member to manage Sport across the school.**

The number of students that participated in organised sport was **440 (1 July roll)**

## West Melton School 2022

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

The following questions address key aspects of compliance with a Good Employer policy:

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<i>Compliance with laws and regulations</i> <i>Risk assessment and mitigation</i> <i>Safety training and education</i> <i>Maintenance and inspections</i> <i>Reporting and investigation of incidents</i> <i>Health and wellness education eg development of a schoolwide Hauora model</i> <i>Have a Health and Safety Committee that meets fortnightly</i> <i>Staff social club - looks at wellbeing of staff.</i> <i>Complete wellbeing surveys</i>
What is in your equal employment opportunities programme?  How have you been fulfilling this programme?	<i>Refer to SchoolDocs - EEO policy</i> <i>To ensure compliance we review our policies and procedures. We ensure that as part of the process we promote understanding and awareness, adhering to equal opportunity principles.</i> <i>We follow our Appointments process policy.</i>  <i>EEO report to Board at the end of year in regards to Employment throughout the year.</i> <i>EEO officer appointed.</i> <i>Regular survey to staff and Board notified of survey outcomes.</i>

How do you practise impartial selection of suitably qualified persons for appointment?	<i>By following our Appointments process policy.</i>
How are you recognising, -The aims and aspirations of Maori, -The employment requirements of Maori, and -Greater involvement of Maori in the Education service?	<i>Through the 'New Zealand Curriculum' Through addressing the NELPs.</i>
How have you enhanced the abilities of individual employees?	<i>Actioning anything on the EEO staff survey and regular check ins. Wellbeing information gathered Staff able to meet the Principal throughout the year to discuss any needs. Making it a goal in our school charter/strategic plan</i>
How are you recognising the employment requirements of women?	<i>Appointments policy Employer Responsibility policy</i>
How are you recognising the employment requirements of persons with disabilities?	<i>Appointments policy Employer Responsibility policy Providing additional supports, leave etc.</i>

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	✓	
Has this policy or programme been made available to staff?	✓	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	✓	

Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	✓	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	✓	
Does your EEO programme/policy set priorities and objectives?	✓	

## INDEPENDENT AUDITOR'S REPORT

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

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

## Opinion

We have audited the financial statements of the School on pages 3 to 20, 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 30 May 2023. This is the date at which our opinion is expressed.

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

## Basis for our opinion

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

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

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

## Responsibilities of the Board for the financial statements

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

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

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as



applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

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

#### Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

#### Other information

The Board is responsible for the other information. The other information comprises the Statement of Responsibility, Members of the Board Listing, Analysis of Variance, Kiwi Sport Funding Report and the Statement of Compliance with Employment Policy, but does not include the financial statements, and our auditor's report thereon.

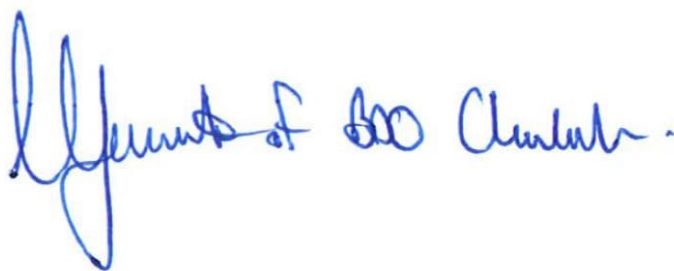
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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.

A handwritten signature in blue ink, which appears to read 'Warren Johnstone'.

Warren Johnstone,  
BDO Christchurch  
On behalf of the Auditor-General  
Christchurch, New Zealand