

PAPAROA SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

School Directory

Ministry Number: 1077

Principal: Rosie Ellis

School Address: 14 Franklin Road

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Accountant / Service Provider:

Education } Services.
Dedicated to your school

PAPAROA SCHOOL

Annual Report - For the year ended 31 December 2021

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Paparoa School

Statement of Responsibility

For the year ended 31 December 2021

The Board accepts responsibility for the preparation of the annual financial statements and the judgements 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 2021 fairly reflects the financial position and operations of the school.

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

Kristen Colquhoun
Full Name of Presiding Member


Signature of Presiding Member

30/5/22
Date:

Rosemarie Ellis
Full Name of Principal


Signature of Principal

24.05.22
Date:

Paparoa School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue				
Government Grants	2	586,011	461,313	572,354
Locally Raised Funds	3	51,206	48,830	55,139
Interest Income		111	200	1,120
Other Revenue		-	-	921
		637,328	510,343	629,534
Expenses				
Locally Raised Funds	3	32,770	15,046	20,723
Learning Resources	4	428,808	337,009	392,801
Administration	5	83,826	68,648	62,203
Finance		649	648	993
Property	6	97,316	101,604	97,937
Depreciation	10	20,957	18,254	20,207
Loss on Disposal of Property, Plant and Equipment		-	-	629
Loss on Uncollectable Accounts Receivable		-	-	15
		664,326	541,209	595,508
Net Surplus / (Deficit) for the year		(26,998)	(30,866)	34,026
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(26,998)	(30,866)	34,026

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



Paparoa School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2021

	2021	2021	2020
Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Equity at 1 January	251,065	172,485	215,984
Total comprehensive revenue and expense for the year	(26,998)	(30,866)	34,026
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	9,232	-	1,055
Equity at 31 December	233,299	141,619	251,065
Retained Earnings	233,299	141,619	251,065
Equity at 31 December	233,299	141,619	251,065

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.



Paparoa School
Statement of Financial Position
As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Assets				
Cash and Cash Equivalents	7	109,643	78,967	189,001
Accounts Receivable	8	35,388	29,375	39,546
GST Receivable		2,368	787	3,187
Prepayments		3,207	1,541	1,627
Inventories	9	138	362	309
		<u>150,744</u>	<u>111,032</u>	<u>233,670</u>
Current Liabilities				
Accounts Payable	11	26,430	25,368	34,432
Revenue Received in Advance	12	1,000	1,157	3,731
Provision for Cyclical Maintenance	13	4,616	2,333	18,199
Finance Lease Liability	14	5,035	4,329	5,158
Funds held for Capital Works Projects	15	-	-	35,224
		<u>37,081</u>	<u>33,187</u>	<u>96,744</u>
Working Capital Surplus/(Deficit)		<u>113,663</u>	<u>77,845</u>	<u>136,926</u>
Non-current Assets				
Property, Plant and Equipment	10	141,083	125,065	135,149
		<u>141,083</u>	<u>125,065</u>	<u>135,149</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	13	20,404	51,218	14,932
Finance Lease Liability	14	1,043	10,073	6,078
		<u>21,447</u>	<u>61,291</u>	<u>21,010</u>
Net Assets		<u>233,299</u>	<u>141,619</u>	<u>251,065</u>
Equity		<u>233,299</u>	<u>141,619</u>	<u>251,065</u>

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



Paparoa School
Statement of Cash Flows
For the year ended 31 December 2021

		2021	2021	2020
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		148,605	129,825	167,791
Locally Raised Funds		50,125	48,830	58,260
Goods and Services Tax (net)		819	-	(2,400)
Payments to Employees		(115,131)	(95,078)	(96,543)
Payments to Suppliers		(101,667)	(84,722)	(85,962)
Interest Paid		(649)	(648)	(993)
Interest Received		111	200	1,120
Net cash from/(to) Operating Activities		(17,787)	(1,593)	41,273
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(19,508)	(13,966)	(14,141)
Net cash from/(to) Investing Activities		(19,508)	(13,966)	(14,141)
Cash flows from Financing Activities				
Furniture and Equipment Grant		1,850	-	1,055
Finance Lease Payments		(4,235)	(5,555)	(4,493)
Funds Administered on Behalf of Third Parties		(39,678)	-	65,226
Net cash from/(to) Financing Activities		(42,063)	(5,555)	61,788
Net increase/(decrease) in cash and cash equivalents		(79,358)	(21,114)	88,920
Cash and cash equivalents at the beginning of the year	7	189,001	100,081	100,081
Cash and cash equivalents at the end of the year	7	109,643	78,967	189,001

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.



Paparoa School Notes to the Financial Statements For the year ended 31 December 2021

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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



Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 10.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. 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.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

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

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

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

Finance Leases

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

Depreciation

Property, plant and equipment are depreciated over their estimated useful lives on a straight line 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	40 years
Buildings	40 years
Furniture and Equipment	5-18 years
Information and Communication Technology	4 years
Library Resources	8 years
Leased assets held under a Finance Lease	Term of Lease



k) Intangible Assets

Software costs

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

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

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

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

Non cash generating assets

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

m) Accounts Payable

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

n) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before twelve 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.

o) 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.

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.



p) Funds Held in Trust

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

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

q) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of the School's control. These amounts are not recorded in the Statement of Comprehensive Revenue and Expenses. The School holds sufficient funds to enable the funds to be used for their intended purpose.

r) Provision for Cyclical Maintenance

The property from which the School operates is owned by the 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 an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

s) Financial Instruments

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

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

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

t) Borrowings

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

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

u) Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

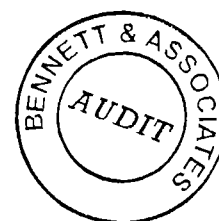
Commitments and contingencies are disclosed exclusive of GST.

v) Budget Figures

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

w) Services received in-kind

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



2. Government Grants

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Operational Grants	138,956	118,655	129,551
Teachers' Salaries Grants	346,961	254,994	313,295
Use of Land and Buildings Grants	66,531	76,494	92,844
Other MoE Grants	26,895	2,170	28,895
Transport grants	6,668	9,000	7,769
	<u>586,011</u>	<u>461,313</u>	<u>572,354</u>

The school has opted in to the donations scheme for this year. Total amount received was \$6,900.

3. Locally Raised Funds

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue			
Donations & Bequests	16,005	19,000	11,009
Fees for Extra Curricular Activities	10,623	9,800	12,632
Trading	1,597	1,000	998
Fundraising & Community Grants	4,921	3,430	14,900
Other Revenue	18,060	15,600	15,600
	<u>51,206</u>	<u>48,830</u>	<u>55,139</u>
Expenses			
Extra Curricular Activities Costs	13,333	10,346	16,345
Trading	1,640	1,000	1,295
Fundraising & Community Grant Costs	-	-	1,905
Other Locally Raised Funds Expenditure	17,797	3,700	1,178
	<u>32,770</u>	<u>15,046</u>	<u>20,723</u>
<i>Surplus for the year Locally raised funds</i>	<u>18,436</u>	<u>33,784</u>	<u>34,416</u>

4. Learning Resources

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Curricular	12,965	15,705	13,329
Equipment Repairs	1,936	2,500	2,278
Information and Communication Technology	4,816	4,685	4,662
Library Resources	486	605	398
Employee Benefits - Salaries	406,792	310,414	371,175
Staff Development	1,813	3,100	959
	<u>428,808</u>	<u>337,009</u>	<u>392,801</u>



5. Administration

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Audit Fee	3,580	3,500	3,380
Board Fees	2,800	4,050	2,775
Board Expenses	392	2,120	2,286
Communication	1,681	2,220	2,249
Consumables	4,654	3,400	3,456
Other	4,017	8,200	2,936
Employee Benefits - Salaries	45,175	39,658	39,482
Insurance	420	-	383
Service Providers, Contractors and Consultancy	5,256	5,500	5,256
Healthy School Lunch Programme	15,851	-	-
	<u>83,826</u>	<u>68,648</u>	<u>62,203</u>

6. Property

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Caretaking and Cleaning Consumables	2,698	2,800	1,931
Cyclical Maintenance Provision	9,939	5,810	(14,843)
Grounds	7,090	5,500	8,098
Heat, Light and Water	7,744	6,000	6,101
Repairs and Maintenance	2,494	5,000	3,736
Use of Land and Buildings	66,531	76,494	92,844
Security	820	-	70
	<u>97,316</u>	<u>101,604</u>	<u>97,937</u>

In 2021, the Ministry of Education revised the notional rent rate from 8% to 5% to align it with the Government Capital Charge rate. This is considered to be a reasonable proxy for the market rental yield on the value of land and buildings used by schools. Accordingly in 2021, the use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Cash and Cash Equivalents

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Bank Accounts	109,643	78,967	189,001
Cash and cash equivalents for Statement of Cash Flows	<u>109,643</u>	<u>78,967</u>	<u>189,001</u>

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



8. Accounts Receivable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Receivables	11,896	12,720	1,713
Receivables from the Ministry of Education	6,668	-	15,204
Banking Staffing Underuse	-	3,928	-
Teacher Salaries Grant Receivable	16,824	12,727	22,629
	35,388	29,375	39,546
Receivables from Exchange Transactions	18,564	12,720	16,917
Receivables from Non-Exchange Transactions	16,824	16,655	22,629
	35,388	29,375	39,546

9. Inventories

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Stationery Sales	138	362	309
	138	362	309

10. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2021						
Land	28,000	-	-	-	-	28,000
Buildings	42,139	-	-	-	(1,769)	40,370
Building Improvements	7,628	8,264	-	-	(405)	15,487
Furniture and Equipment	31,915	1,300	-	-	(6,019)	27,196
Information and Communication Technology	16,498	17,327	-	-	(8,316)	25,509
Leased Assets	8,909	-	-	-	(4,421)	4,488
Library Resources	60	-	-	-	(27)	33
Balance at 31 December 2021	135,149	26,891	-	-	(20,957)	141,083

The net carrying value of equipment held under a finance lease is \$4,488 (2020: \$8,909)

	2021 Cost or Valuation \$	2021 Accumulated Depreciation \$	2021 Net Book Value \$	2020 Cost or Valuation \$	2020 Accumulated Depreciation \$	2020 Net Book Value \$
Land	28,000	-	28,000	28,000	-	28,000
Buildings	70,776	(30,406)	40,370	70,776	(28,637)	42,139
Building Improvements	17,417	(1,930)	15,487	9,153	(1,525)	7,628
Furniture and Equipment	153,321	(126,125)	27,196	153,519	(121,604)	31,915
Information and Communication Technology	67,933	(42,424)	25,509	51,312	(34,814)	16,498
Leased Assets	18,340	(13,852)	4,488	18,340	(9,431)	8,909
Library Resources	37,720	(37,687)	33	37,720	(37,660)	60
Balance at 31 December	393,507	(252,424)	141,083	368,820	(233,671)	135,149



11. Accounts Payable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Creditors	4,048	8,422	7,490
Accruals	3,580	3,280	3,380
Employee Entitlements - Salaries	16,824	12,727	22,629
Employee Entitlements - Leave Accrual	1,978	939	933
	26,430	25,368	34,432
Payables for Exchange Transactions	26,430	25,368	34,432
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	26,430	25,368	34,432

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Other Received In Advance	1,000	1,157	3,731
	1,000	1,157	3,731

13. Provision for Cyclical Maintenance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Provision at the Start of the Year	33,131	86,682	47,974
Increase to the Provision During the Year	6,991	5,810	5,809
Adjustment to the Provision	2,948	-	(20,652)
Use of the Provision During the Year	(18,050)	(38,941)	-
Provision at the End of the Year	25,020	53,551	33,131
Cyclical Maintenance - Current	4,616	2,333	18,199
Cyclical Maintenance - Term	20,404	51,218	14,932
	25,020	53,551	33,131



14. Finance Lease Liability

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year	5,295	4,329	5,807
Later than One Year and no Later than Five Years	1,055	10,073	6,350
Future finance charges	(272)	-	(921)
	6,078	14,402	11,236

Represented by

Finance lease liability - Current	5,035	4,329	5,158
Finance lease liability - Term	1,043	10,073	6,078
	6,078	14,402	11,236

15. Funds Held (Owed) for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects.

	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
2021						
LSC Space	220467	35,224	6,400	(41,624)	-	-
Totals		35,224	6,400	(41,624)	-	-

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Due from the Ministry of Education	-
	-

	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
2020						
LSC Space	220467	-	76,100	(40,876)	-	35,224
SIP Pool & Carpentry	221886	-	48,347	(48,347)	-	-
Carpentry		(19,651)	19,651	-	-	-
Drainage/Court		(12,749)	12,824	(75)	-	-
Totals		(32,400)	156,922	(89,298)	-	35,224



16. Related Party Transactions

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

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

17. Remuneration

Key management personnel compensation

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

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration	2,800	2,775
<i>Leadership Team</i>		
Remuneration	112,936	109,890
Full-time equivalent members	1.00	1.00
Total key management personnel remuneration	115,736	112,665

There are 0 members of the Board excluding the Principal. The Board had held 0 full meetings of the Board in the year. The Board also has Finance (0 members) and Property (0 members) that met 0 and 0 times 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:

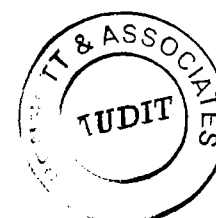
	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	50 - 60	-
Benefits and Other Emoluments	1 - 2	-
Termination Benefits	-	-
Principal 2		
The total value of remuneration paid or payable to the Principal was in the following bands:		
Salary and Other Payments	50 - 60	100 - 110
Benefits and Other Emoluments	-	-
Termination Benefits	-	-

Other Employees

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

	2021	2020
Remuneration \$000	FTE Number	FTE Number
100 - 110	-	-
	0.00	0.00

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



18. Compensation and Other Benefits Upon Leaving

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

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

19. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

20. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2021.

(Capital commitments as at 31 December 2020:

\$85,593 contract for the LSC Space as agent for the Ministry of Education. This project is fully funded by the Ministry and \$76,100 has been received of which \$40,876 has been spent on the project to balance date. This project has been approved by the Ministry.)

(b) Operating Commitments

As at 31 December 2021 the Board has entered into the following contracts:

(a) operating lease of photocopiers;

	2021 Actual \$	2020 Actual \$
No later than One Year	1,148	1,148
Later than One Year and No Later than Five Years	191	1,339
Later than Five Years	-	-
	1,339	2,487



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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash and Cash Equivalents	109,643	78,967	189,001
Receivables	35,388	29,375	39,546
Investments - Term Deposits	-	-	-
Total Financial assets measured at amortised cost	145,031	108,342	228,547

Financial liabilities measured at amortised cost

Payables	26,430	25,368	34,432
Finance Leases	6,078	14,402	11,236
Total Financial Liabilities Measured at Amortised Cost	32,508	39,770	45,668

22. Events After Balance Date

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

23. Comparatives

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

24. COVID 19 Pandemic on going implications

Impact of Covid-19

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

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

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

Impact on operations

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

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

Reduction in locally raised funds

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

Increased Remote learning additional costs

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

Paparoa School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Hayley Hutton	Presiding Member	Co-opted	Sep 2022
Simon Schuster	Principal		Jul 2021
Rosie Ellis	Principal		
Janine Bird	Parent Representative	Elected	Nov 2021
Juliet Clark	Parent Representative	Co-opted	Nov 2021
Beth de Groot	Parent Representative	Co-opted	Dec 2020
Bronwyn Dempster	Parent Representative	Co-opted	Sep 2022
Kirsten Colquhoun	Parent Representative	Co-opted	Sep 2022
Julie Harper	Staff Representative	Elected	Sep 2022

Paparoa School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2021, the school received total Kiwisport funding of \$646 (excluding GST). The funding was spent on sporting endeavours.

Analysis of Variance Reporting

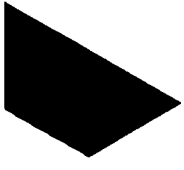


School Name:	Paparoa (Northland)	School Number: 1077
Strategic Aim:	To create a positive, diverse and inclusive learning environment. To create sustainable, enviro-conscious practices to support healthy wellbeing.	
Annual Aim:	To create an environment that is culturally responsive, with a student centred approach to learning, and that has specific outdoor learning environments. To plan and implement our Paparoa Enviro strategy. To establish strong community connections and create a sense of belonging to Paparoa. To create sustainable enviro-conscious practices to support healthy wellbeing.	
Target:	To provide quality learning programmes that meet individual students' needs and abilities academically, socially, physically and emotionally. Writing: To aim for no more than 20% of the students scoring below or well below expectations. For the number of Maori students who are achieving below or well below to be no more than the current whole school data (29%) For the number of boys who are achieving below or well below, to be no more than the current whole school data (29%)	
Baseline Data:	Writing: 29% of students are below or well below expectation. 39% of Maori students are below or well below. 43% of male students are below or well below expectation. 17% of girls are below or well below expectation.	

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>						Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Writing</p> <p>Consolidate new Write that Essay learning.</p> <p>Develop writing programmes that focus on genre teaching, writing motivation, use of cameos.</p> <p>Dedicate staff meetings to writing motivation, new resources and new spelling programme.</p> <p>Review of assessment practice and training where necessary.</p> <p>Focus on analysing data effectively.</p> <p>Work with LSC and RTLB to assist students showing dyslexic traits.</p> <p>Review the Curriculum Handbook and detail preferred practice.</p>	Writing	Well below	Below	At	Above	Total Number	<p>38% of the final cohort of students scored below or well below expectations. The goal was for less than 20%. Goal not met.</p> <p>75% of the Maori students scored well below or below by the end of the year. This is above the overall school percentage of students. Therefore goal not met.</p> <p>45% of the male students scored well below or below by the end of the year. This is above the overall school percentage of students. Therefore goal not met.</p> <p>Notes:</p> <p>The number of Maori students decreased from 13 to 4 over the year, and 3 of the 4 were new senior boys with behavioural issues who came mid year.</p> <p>There was significant variation in the assessment tools used for the 2 assessment periods.</p>	<p>Continue to refine assessment practices so they are consistent and reliable throughout the school.</p> <p>Use assessment to inform planning and practice. Engage in PD for this purpose.</p> <p>There are many students whose writing is very good – use their work as examples to demonstrate learning and teaching points.</p> <p>Provide interventions as needed. Use the “Read-Write” programme to support reluctant writers.</p> <p>Routinely teach handwriting and typing.</p> <p>Engage in diligent teaching of spelling.</p>
All Pre data	3 6%	10 22%	16 36%	16 36%	16 36%	45		
All Post data	0	17 38%	22 49%	6 13%	45			
Maori1 Pre data	2 15%	3 23%	4 31%	4 31%	13			
Maori Post data	0	3 75%	0	1 25%	4			
Male Pre data	1 5%	8 37%	6 29%	6 29%	21			
Male Post data	1 4%	9 41%	9 41%	3 14%	22			
Female Pre data	2 8%	2 8%	10 42%	10 42%	24			
Female Post data	0	6 26%	12 52%	5 22%	23			

	Roll turnover and absence from school has significant impacts.	
Planning for next year:		
Support Structured Literacy Programme with funding and professional development. Support Year 6 extension and acceleration initiatives. Support intervention initiatives.		

Analysis of Variance Reporting



School Name:	Paparoa (Northland)	School Number: 1077
Strategic Aim:	<p>To create a positive, diverse and inclusive learning environment. To create sustainable, enviro-conscious practices to support healthy wellbeing.</p>	
Annual Aim:	<p>To create an environment that is culturally responsive, with a student centred approach to learning, and that has specific outdoor learning environments. To plan and implement our Paparoa Enviro strategy. To establish strong community connections and create a sense of belonging to Paparoa. To create sustainable enviro-conscious practices to support healthy wellbeing.</p>	
Target:	<p>To provide quality learning programmes that meet individual students' needs and abilities academically, socially, physically and emotionally. Reading: To aim for no more than 20% of the students scoring below or well below expectations. For the number of Maori students who are achieving below or well below to be no more than the current whole school data (26%) For the number of boys who are achieving below or well below, to be no more than the current whole school data (26%)</p>	
Baseline Data:	<p>Reading: 26% of students are below or well below expectation. 31% of Maori students are below or well below. 33% of male students are below or well below expectation. 21% of girls are below or well below expectation.</p>	

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>																																																																																										
<p>Reading</p> <p>Review of assessment practice and training where necessary.</p> <p>Focus on analysing data effectively.</p> <p>Introduce SRA reading resource.</p> <p>Purchase new reading books that reflect students' interests and are motivating.</p> <p>TA and class teacher collaboration.</p> <p>Work with parents and whanau to support student learning. Sharing our love of reading at a whanau event.</p> <p>Work with LSC and RTLB to assist students showing dyslexic traits.</p> <p>Introduce and consolidate Movement Programme and PMP to include literacy.</p>	<table border="1"> <thead> <tr> <th>Reading</th> <th>Well below</th> <th>Below</th> <th>At</th> <th>Above</th> <th>Total Number</th> </tr> </thead> <tbody> <tr> <td>All Pre data</td> <td>2 (4%)</td> <td>10 (22%)</td> <td>14 (31%)</td> <td>19 (43%)</td> <td>45</td> </tr> <tr> <td>All Post data</td> <td>1 (2%)</td> <td>10 (22%)</td> <td>19 (43%)</td> <td>15 (33%)</td> <td>45</td> </tr> <tr> <td>Maori</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Pre data</td> <td>2 (15%)</td> <td>2 (15%)</td> <td>6 (46%)</td> <td>3 (23%)</td> <td>13</td> </tr> <tr> <td>Maori</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Post data</td> <td>1 (25%)</td> <td>0</td> <td>2 (50%)</td> <td>1 (25%)</td> <td>4</td> </tr> <tr> <td>Male</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Pre data</td> <td>1 (5%)</td> <td>6 (29%)</td> <td>7 (33%)</td> <td>7 (33%)</td> <td>21</td> </tr> <tr> <td>Male</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Post data</td> <td>1 (5%)</td> <td>6 (28%)</td> <td>11 (50%)</td> <td>4 (18%)</td> <td>22</td> </tr> <tr> <td>Female</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Pre data</td> <td>1 (4%)</td> <td>4 (17%)</td> <td>7 (29%)</td> <td>12 (50%)</td> <td>24</td> </tr> <tr> <td>Female</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Post data</td> <td>0</td> <td>3 (13%)</td> <td>10 (43.5%)</td> <td>10 (43.5%)</td> <td>23</td> </tr> </tbody> </table>	Reading	Well below	Below	At	Above	Total Number	All Pre data	2 (4%)	10 (22%)	14 (31%)	19 (43%)	45	All Post data	1 (2%)	10 (22%)	19 (43%)	15 (33%)	45	Maori						Pre data	2 (15%)	2 (15%)	6 (46%)	3 (23%)	13	Maori						Post data	1 (25%)	0	2 (50%)	1 (25%)	4	Male						Pre data	1 (5%)	6 (29%)	7 (33%)	7 (33%)	21	Male						Post data	1 (5%)	6 (28%)	11 (50%)	4 (18%)	22	Female						Pre data	1 (4%)	4 (17%)	7 (29%)	12 (50%)	24	Female						Post data	0	3 (13%)	10 (43.5%)	10 (43.5%)	23	<p>26% of the final cohort of students scored below or well below expectations. The goal was for less than 20%. Goal not met.</p> <p>25% of the Maori students scored well below or below by the end of the year. This is below the overall school percentage of students. Therefore goal met.</p> <p>33% of the male students scored well below or below by the end of the year. This is above the overall school percentage of students. Therefore goal not met.</p> <p>Notes:</p> <p>There were significant disruptions throughout the year, including 2 Lockdown periods where the students learnt at home.</p> <p>There was exceptional roll turnover throughout the year, transience is significant. Roll turnover was significant in the senior school. Some disruptive</p>	<p>Plan for greater continuity and structure in the reading programme.</p> <p>Introduce Structured Literacy in the Junior School.</p> <p>Ensure the teaching of reading is quality, daily and targeted to meet needs.</p> <p>Revise the interventions available, ensure they target needs.</p> <p>Continue to promote reading as a desirable leisure time activity.</p>
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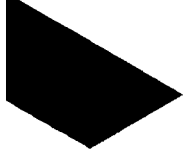
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Staff capability was varied.

Planning for next year:

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Baseline Data:	<p>Reading: 26% of students are below or well below expectation. 31% of Maori students are below or well below. 33% of male students are below or well below expectation. 21% of girls are below or well below expectation.</p>		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>																																																																																										
<p>Reading</p> <p>Review of assessment practice and training where necessary.</p> <p>Focus on analysing data effectively.</p> <p>Introduce SRA reading resource.</p> <p>Purchase new reading books that reflect students' interests and are motivating.</p> <p>TA and class teacher collaboration.</p> <p>Work with parents and whanau to support student learning. Sharing our love of reading at a whanau event.</p> <p>Work with LSC and RTL B to assist students showing dyslexic traits.</p> <p>Introduce and consolidate Movement Programme and PMP to include literacy.</p>	<table border="1"> <thead> <tr> <th>Reading</th> <th>Well below</th> <th>Below</th> <th>At</th> <th>Above</th> <th>Total Number</th> </tr> </thead> <tbody> <tr> <td>All Pre data</td> <td>2 (4%)</td> <td>10 (22%)</td> <td>14 (31%)</td> <td>19 (43%)</td> <td>45</td> </tr> <tr> <td>All Post data</td> <td>1 (2%)</td> <td>10 (22%)</td> <td>19 (43%)</td> <td>15 (33%)</td> <td>45</td> </tr> <tr> <td>Maori</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Pre data</td> <td>2 (15%)</td> <td>2 (15%)</td> <td>6 (46%)</td> <td>3 (23%)</td> <td>13</td> </tr> <tr> <td>Maori</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Post data</td> <td>1 (25%)</td> <td>0</td> <td>2 (50%)</td> <td>1 (25%)</td> <td>4</td> </tr> <tr> <td>Male</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Pre data</td> <td>1 (5%)</td> <td>6 (29%)</td> <td>7 (33%)</td> <td>7 (33%)</td> <td>21</td> </tr> <tr> <td>Male</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Post data</td> <td>1 (5%)</td> <td>6 (28%)</td> <td>11 (50%)</td> <td>4 (18%)</td> <td>22</td> </tr> <tr> <td>Female</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Pre data</td> <td>1 (4%)</td> <td>4 (17%)</td> <td>7 (29%)</td> <td>12 (50%)</td> <td>24</td> </tr> <tr> <td>Female</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Post data</td> <td>0</td> <td>3 (13%)</td> <td>10 (43.5%)</td> <td>10 (43.5%)</td> <td>23</td> </tr> </tbody> </table>	Reading	Well below	Below	At	Above	Total Number	All Pre data	2 (4%)	10 (22%)	14 (31%)	19 (43%)	45	All Post data	1 (2%)	10 (22%)	19 (43%)	15 (33%)	45	Maori						Pre data	2 (15%)	2 (15%)	6 (46%)	3 (23%)	13	Maori						Post data	1 (25%)	0	2 (50%)	1 (25%)	4	Male						Pre data	1 (5%)	6 (29%)	7 (33%)	7 (33%)	21	Male						Post data	1 (5%)	6 (28%)	11 (50%)	4 (18%)	22	Female						Pre data	1 (4%)	4 (17%)	7 (29%)	12 (50%)	24	Female						Post data	0	3 (13%)	10 (43.5%)	10 (43.5%)	23	<p>26% of the final cohort of students scored below or well below expectations. The goal was for less than 20%. Goal not met.</p> <p>25% of the Maori students scored well below or below by the end of the year. This is below the overall school percentage of students. Therefore goal met.</p> <p>33% of the male students scored well below or below by the end of the year. This is above the overall school percentage of students. Therefore goal not met.</p> <p>Notes:</p> <p>There were significant disruptions throughout the year, including 2 Lockdown periods where the students learnt at home.</p> <p>There was exceptional roll turnover throughout the year, transience is significant. Roll turnover was significant in the senior school. Some disruptive</p>	<p>Plan for greater continuity and structure in the reading programme.</p> <p>Introduce Structured Literacy in the Junior School.</p> <p>Ensure the teaching of reading is quality, daily and targeted to meet needs.</p> <p>Revise the interventions available, ensure they target needs.</p> <p>Continue to promote reading as a desirable leisure time activity.</p>
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Review the Curriculum Handbook and detail preferred practice.

behaviour was an impediment.
Staff capability was varied.

Planning for next year:

Support Structured Literacy Programme with funding and professional development. Support Year 6 extension and acceleration initiatives. Support intervention initiatives.

**INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF PAPAROA SCHOOL'S
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2021**

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

Opinion

We have audited the financial statements of the School on pages 2 to 18, that comprise the statement of financial position as at 31 December 2021, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 30 May 2022. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.



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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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



- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

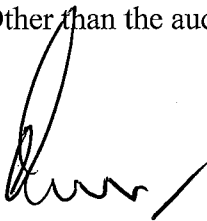
The Board is responsible for the other information. The other information comprises the Analysis of Variance, the Kiwisport Statement, the List of Trustees and Statement of Responsibility but does not include the financial statements, and our auditor's report thereon. Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

Independence

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

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



Steve Bennett
BENNETT & ASSOCIATES
On behalf of the Auditor-General
Whangarei, New Zealand

