

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2018

Ministry Number:	4135
Principal:	Averil Worner
School Address	35 Cholmondeley Avenue, Opawa, Christchurch
School Postal Address:	35 Cholmondeley Avenue, Opawa, Christchurch, 8023
School Phone:	03 332 7339
School Email:	office@saintmarks.school.nz

ST MARK'S SCHOOL (CHRISTCHURCH)

Annual Report - For the year ended 31 December 2018

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St Mark's School (Christchurch)

Statement of Responsibility

For the year ended 31 December 2018

The Board of Trustees 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 2018 fairly reflects the financial position and operations of the school.

The School's 2018 financial statements are authorised for issue by the Board.

REGIER FRADY
Full Name of Board Chairperson


Signature of Board Chairperson

20/05/18
Date:

Dr. Averil Ann Worner
Full Name of Principal


Signature of Principal

20 May 2017
Date:

St Mark's School (Christchurch)

Members of the Board of Trustees

For the year ended 31 December 2018

Name	Position	How Position Gained	Held Until
Rogier Eradus	Chairperson	Elected Member	Sep 2019
Averil Worner	Principal		
Susan Johnson	Parent Rep	Elected Member	Sep 2019
Mike Percasky	Parent Rep	Elected Member	Sep 2019
Peter Moore	Parent Rep	Elected Member	Sep 2019
Brad Flavall	Parent Rep	Elected Member	Sep 2019
Charlotte Cooper	Proprietors Rep		Sep 2019
Lauren Ball	Proprietors Rep		Sep 2019
Adrian Rennie	Staff Rep	Elected	Sep 2019

St Mark's School (Christchurch)
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue				
Government Grants	2	1,372,161	1,229,678	1,258,003
Locally Raised Funds	3	154,020	127,390	232,171
Use of Land and Buildings Integrated		620,000	620,000	620,000
Interest Earned		6,267	3,500	3,079
		<u>2,152,448</u>	<u>1,980,568</u>	<u>2,113,253</u>
Expenses				
Locally Raised Funds	3	57,598	43,740	38,441
Learning Resources	4	1,204,671	1,067,550	1,085,873
Administration	5	108,765	129,330	111,053
Finance Costs		1,579	-	1,476
Property	6	702,358	729,200	720,294
Depreciation	7	39,906	20,000	30,084
		<u>2,114,877</u>	<u>1,989,820</u>	<u>1,987,222</u>
Net Surplus / (Deficit)		37,571	(9,252)	126,031
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>37,571</u>	<u>(9,252)</u>	<u>126,031</u>

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes.



St Mark's School (Christchurch)
Statement of Changes in Net Assets/Equity

For the year ended 31 December 2018

	Actual 2018 \$	Budget (Unaudited) 2018 \$	Actual 2017 \$
Balance at 1 January	341,621	341,621	215,590
Total comprehensive revenue and expense for the year	37,571	(9,252)	126,031
Equity at 31 December	379,192	332,369	341,621
Retained Earnings	379,192	332,369	341,621
Equity at 31 December	379,192	332,369	341,621

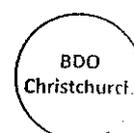
The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes.



St Mark's School (Christchurch)
Statement of Financial Position
As at 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Assets				
Cash and Cash Equivalents	8	39,554	71,487	60,739
Accounts Receivable	9	62,277	60,462	60,462
GST Receivable		5,459	5,182	5,182
Prepayments		3,719	6,538	6,538
Investments	10	216,708	160,000	160,000
		<u>327,717</u>	<u>303,669</u>	<u>292,921</u>
Current Liabilities				
Accounts Payable	12	71,830	64,842	64,842
Provision for Cyclical Maintenance	13	-	5,500	5,500
Finance Lease Liability - Current Portion	14	19,436	14,785	14,785
		<u>91,266</u>	<u>85,127</u>	<u>85,127</u>
Working Capital Surplus/(Deficit)		236,451	218,542	207,794
Non-current Assets				
Property, Plant and Equipment	11	164,357	146,193	166,193
		<u>164,357</u>	<u>146,193</u>	<u>166,193</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	13	-	4,560	4,560
Finance Lease Liability	14	21,616	27,806	27,806
		<u>21,616</u>	<u>32,366</u>	<u>32,366</u>
Net Assets		<u>379,192</u>	<u>332,369</u>	<u>341,621</u>
Equity		<u>379,192</u>	<u>332,369</u>	<u>341,621</u>

The above Statement of Financial Position should be read in conjunction with the accompanying notes.



St Mark's School (Christchurch)
Statement of Cash Flows
For the year ended 31 December 2018

		2018	2018	2017
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		383,262	329,678	330,762
Locally Raised Funds		153,701	127,390	235,402
Goods and Services Tax (net)		(277)	-	1,484
Payments to Employees		(221,917)	(189,800)	(156,784)
Payments to Suppliers		(245,075)	(260,020)	(256,279)
Cyclical Maintenance Payments in the Year		-	-	(560)
Interest Received		7,017	3,500	245
Net cash from / (to) the Operating Activities		76,711	10,748	154,270
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(36,067)	-	(36,285)
Purchase of Investments		(56,708)	-	(160,000)
Net cash from / (to) the Investing Activities		(92,775)	-	(196,285)
Cash flows from Financing Activities				
Finance Lease Payments		(5,121)	-	(29,878)
Net cash from Financing Activities		(5,121)	-	(29,878)
Net increase/(decrease) in cash and cash equivalents				
		(21,185)	10,748	(71,893)
Cash and cash equivalents at the beginning of the year	8	60,739	60,739	132,632
Cash and cash equivalents at the end of the year	8	39,554	71,487	60,739

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 omitted.

The above Cash Flow Statement should be read in conjunction with the accompanying notes.



St Mark's School (Christchurch)

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2018

1.1. Reporting Entity

St Mark's School (Christchurch) (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education Act 1989. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

1.2. Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2018 to 31 December 2018 and in accordance with the requirements of the Public Finance Act 1989.

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 Act 1989 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.

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

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 14.

Recognition of grants

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

1.3. Revenue Recognition

Government Grants

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

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

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period 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 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.

Grants for the use of land and buildings are also 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 Proprietor. Use of land and building grants are recorded as income in the period the school uses the land and building.

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.

1.4. Use of Land and Buildings Expense

The property from which the School operates is owned by the Proprietor. The expense is based on an assumed market rental yield on the land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Proprietor.

1.5. Operating Lease Payments

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

1.6. Finance Lease Payments

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

1.7. Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.



1.8. Accounts Receivable

Accounts Receivable represents items that the School has issued invoices for or accrued for, but has not received payment for at year end. Receivables are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A receivable is considered uncollectable where there is objective evidence the School will not be able to collect all amounts due. The amount that is uncollectable (the provision for uncollectibility) is the difference between the amount due and the present value of the amounts expected to be collected.

1.9. Investments

Bank term deposits for periods exceeding 90 days are classified as investments and are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. After initial recognition bank term deposits are measured at amortised cost using the effective interest method less

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards. Share investments are recognised initially by the School at fair value plus transaction costs. At balance date the School has assessed whether there is any evidence that an investment is impaired. Any impairment, gains or losses are recognised in the Statement of Comprehensive Revenue and Expense.

After initial recognition any investments categorised as available for sale are measured at their fair value without any deduction for transaction costs the school may incur on sale or other disposal.

The School has met the requirements of Schedule 6 para 28 of the Education Act 1989 in relation to the acquisition of investment securities.

1.10. Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$300 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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.

Leased Assets

Leases where the School assumes substantially all the risks and rewards of ownership are classified as finance leases. The assets acquired by way of finance lease are measured at an amount equal to the lower of their fair value and the present value of the minimum lease payments at inception of the lease, less accumulated depreciation and impairment losses. Leased assets and corresponding liability are recognised in the Statement of Financial Position and leased assets are depreciated over the period the School is expected to benefit from their use or over the term of the lease.



Depreciation

Property, plant and equipment are depreciated over their estimated useful lives on diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Furniture and equipment	10 years
Information and communication technology	5 years
Leased assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value

1.11. Impairment of property, plant and equipment and intangible assets

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

Non cash generating assets

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

1.12. Accounts Payable

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

1.13. Employment Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

Employee benefits that are due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

- likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and
- the present value of the estimated future cash flows



1.14. Revenue Received in Advance

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

1.15. Provision for Cyclical Maintenance

The property from which the school operates is owned by the Proprietor. The Board is responsible for maintaining the land, building 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 provisions for cyclical maintenance represents the obligations the Board has to the Proprietor and is based on the Board's ten year property plan (10YPP).

1.16. Financial Assets and Liabilities

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 "loans and receivables" for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards.

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

1.17. Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

1.18. Budget Figures

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

1.19. 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

	2018	2018	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Operational grants	320,379	305,200	306,097
Teachers' salaries grants	996,570	900,000	919,570
Other MoE Grants	55,212	24,478	32,336
	<u>1,372,161</u>	<u>1,229,678</u>	<u>1,258,003</u>

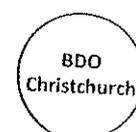
3. Locally Raised Funds

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

	2018	2018	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations	93,696	88,750	182,281
Other revenue	3,626	-	519
Trading	1,096	1,000	480
Activities	55,602	37,640	48,891
	<u>154,020</u>	<u>127,390</u>	<u>232,171</u>
Expenses			
Activities	56,545	42,740	37,519
Trading	1,053	1,000	922
	<u>57,598</u>	<u>43,740</u>	<u>38,441</u>
<i>Surplus for the year Locally raised funds</i>	<u>96,422</u>	<u>83,650</u>	<u>193,729</u>

4. Learning Resources

	2018	2018	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Curricular	39,848	41,300	45,284
Information and communication technology	15,917	13,750	11,667
Library resources	3,619	-	5,439
Employee benefits - salaries	1,137,263	1,005,500	1,023,483
Staff development	8,024	7,000	-
	<u>1,204,671</u>	<u>1,067,550</u>	<u>1,085,873</u>



5. Administration

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Audit Fee	4,050	3,700	3,491
Board of Trustees Fees	1,100	1,800	1,650
Board of Trustees Expenses	3,936	5,400	6,209
Communication	2,438	2,500	2,354
Consumables	15,185	26,380	18,046
Operating Lease	3,717	8,700	4,455
Other	5,454	8,350	4,762
Employee Benefits - Salaries	65,660	65,300	62,909
Insurance	2,210	2,200	2,137
Service Providers, Contractors and Consultancy	5,015	5,000	5,040
	<u>108,765</u>	<u>129,330</u>	<u>111,053</u>

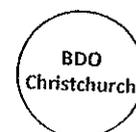
6. Property

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Caretaking and Cleaning Consumables	3,199	3,200	3,798
Consultancy and Contract Services	37,824	41,400	35,556
Cyclical Maintenance Provision	560	5,000	560
Adjustment to the Provision	(10,620)	-	-
Grounds	1,931	2,000	4,294
Heat, Light and Water	21,083	26,000	27,413
Repairs and Maintenance	6,986	9,600	7,364
Use of Land and Buildings	620,000	620,000	620,000
Security	1,980	3,000	1,968
Employee Benefits - Salaries	19,415	19,000	19,342
	<u>702,358</u>	<u>729,200</u>	<u>720,294</u>

The use of land and buildings figure represents 8% of the school's total property value, as used for rating purposes. This is used as a 'proxy' for the market rental yield on the value of land and buildings.

7. Depreciation of Property, Plant and Equipment

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Furniture and Equipment	8,843	9,000	10,197
Information and Communication Technology	7,485	4,000	8,386
Leased Assets	21,902	6,000	9,727
Library Resources	1,676	1,000	1,774
	<u>39,906</u>	<u>20,000</u>	<u>30,084</u>



8. Cash and Cash Equivalents

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Current Account	39,554	71,487	60,739
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>39,554</u>	<u>71,487</u>	<u>60,739</u>

9. Accounts Receivable

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	389	70	70
Receivables from the Ministry of Education	-	7,671	7,671
Interest Receivable	2,084	2,834	2,834
Teacher Salaries Grant Receivable	59,804	49,887	49,887
	<u>62,277</u>	<u>60,462</u>	<u>60,462</u>
Receivables from Exchange Transactions	2,473	2,904	2,904
Receivables from Non-Exchange Transactions	59,804	57,558	57,558
	<u>62,277</u>	<u>60,462</u>	<u>60,462</u>

10. Investments

The School's investment activities are classified as follows:

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	216,708	160,000	160,000



11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2018						
Furniture and Equipment	68,450	13,484	-	-	(8,843)	73,091
Information and Communication	38,202	5,213	-	-	(7,485)	35,930
Leased Assets	47,126	18,382	-	-	(21,902)	43,606
Library Resources	12,415	991	-	-	(1,676)	11,730
Balance at 31 December 2018	166,193	38,070	-	-	(39,906)	164,357

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2018			
Furniture and Equipment	130,345	(57,254)	73,091
Information and Communication	147,128	(111,198)	35,930
Leased Assets	64,981	(21,375)	43,606
Library Resources	42,686	(30,956)	11,730
Balance at 31 December 2018	385,140	(220,783)	164,357

The net carrying value of equipment held under a finance lease is \$43,606 (2017: \$47,126)

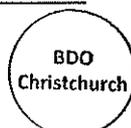
	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2017						
Furniture and Equipment	43,958	49,639	(14,950)	-	(10,197)	68,450
Information and Communication	52,234	933	(6,579)	-	(8,386)	38,202
Leased Assets	18,762	38,091	-	-	(9,727)	47,126
Library Resources	6,945	7,244	-	-	(1,774)	12,415
Balance at 31 December 2017	121,899	95,907	(21,529)	-	(30,084)	166,193

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2017			
Furniture and Equipment	116,861	(48,411)	68,450
Information and Communication	141,915	(103,713)	38,202
Leased Assets	62,978	(15,852)	47,126
Library Resources	41,695	(29,280)	12,415
Balance at 31 December 2017	363,449	(197,256)	166,193

12. Accounts Payable

	2018 Actual	2018 Budget (Unaudited)	2017 Actual
	\$	\$	\$
Operating creditors	1,646	8,742	8,742
Accruals	4,691	4,375	4,375
Employee Entitlements - salaries	63,807	49,886	49,886
Employee Entitlements - leave accrual	1,686	1,839	1,839
	71,830	64,842	64,842
Payables for Exchange Transactions	71,830	64,842	64,842
	71,830	64,842	64,842

The carrying value of payables approximates their fair value.



13. Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	10,060	10,060	9,500
Increase to the Provision During the Year	560	-	560
Adjustment to the Provision	(10,620)	-	-
Provision at the End of the Year	<u>-</u>	<u>10,060</u>	<u>10,060</u>
Cyclical Maintenance - Current	-	5,500	5,500
Cyclical Maintenance - Term	-	4,560	4,560
	<u>-</u>	<u>10,060</u>	<u>10,060</u>

14. Finance Lease Liability

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
No Later than One Year	20,582	15,306	15,306
Later than One Year and no Later than Five Years	22,179	27,983	27,983
Later than Five Years	-	-	-
	<u>42,761</u>	<u>43,289</u>	<u>43,289</u>

15. Related Party Transactions

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

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

The Proprietor of the School (St Mark's School Board of Proprietors) is a related party of the Board because the Proprietor appoints representatives to the Board, giving the Proprietor significant influence over the Board. Any services or contributions between the Board and Proprietor that are material transactions that have occurred has been disclosed appropriately.

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



16. Remuneration

Key management personnel compensation

Key management personnel of the School include all trustees of the Board, Principal, Deputy Assistant Principals and team leaders.

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	1,100	1,650
Full-time equivalent members	0.10	0.10
<i>Leadership Team</i>		
Remuneration	410,523	422,638
Full-time equivalent members	5.00	5.00
Total key management personnel remuneration	411,623	424,288
Total full-time equivalent personnel	5.10	5.10

The full time equivalent for Board members has been determined based on attendance at Board meetings, Committee meetings and for other obligations of the Board, such as stand downs and suspensions, plus the estimated time for Board members to prepare for meetings.

Principal

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

	2018 Actual \$000	2017 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	120 - 130	120 - 130
Benefits and Other Emoluments	0 - 0	0 - 0
Termination Benefits	0 - 0	0 - 0

Other Employees

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

Remuneration \$000	2018 FTE Number	2017 FTE Number
110 - 120	-	-
100 - 110	-	1.00
	-	1.00

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

17. Compensation and Other Benefits Upon Leaving

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

	2018 Actual \$	2017 Actual \$
Total	-	-
Number of People	-	-



18. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2018 (Contingent liabilities and assets at 31 December 2017: nil).

Holidays Act Compliance – schools payroll

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

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance, however the potential impact on any specific school or individual and any associated historical liability will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2018, a contingent liability for the school may exist.

Contingent Liability - Cyclical Maintenance

The School has an obligation to maintain in good order and repair at all times the land, buildings and other facilities on the School site. At the present time there is significant uncertainty over how the rebuild will affect the School. As a result, the School cannot make a reliable estimate of the maintenance required on the School's buildings so no cyclical maintenance provision has been recognised, even though the school will be required to maintain any buildings that are not replaced.

19. Commitments

(a) Capital Commitments

As at 31 December 2018 the Board has not entered into contract agreements.

(Capital commitments at 31 December 2017: \$nil)

(b) Operating Commitments

As at 31 December 2018 the Board has entered into the following contracts:

(a) operating lease of a photocopier;

	2018 Actual \$	2017 Actual \$
No later than One Year	-	2,791
Later than One Year and No Later than Five Years	-	-
Later than Five Years	-	-
	<u>-</u>	<u>2,791</u>

20. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.



21. Financial Instruments

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

Loans and Receivables

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash and Cash Equivalents	39,554	71,487	60,739
Receivables	62,277	60,462	60,462
Investments - Term Deposits	216,708	160,000	160,000
Total Cash and Receivables	<u>318,539</u>	<u>291,949</u>	<u>281,200</u>

Financial liabilities measured at amortised cost

Payables	71,830	64,842	64,842
Finance Leases	41,052	42,591	42,591
Total Financial Liabilities Measured at Amortised Cost	<u>112,882</u>	<u>107,433</u>	<u>107,433</u>

22. Events After Balance Date

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

23. Comparatives

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





St Mark's School

Kiwisport 2018

Kiwisport is a Government funding initiative to support students' participation in organised sport. During 2018, the school received total Kiwisport funding of \$3234.39 (excluding GST). The funding was spent on transport. Every student from Year 5 - 8 participated in Canterbury sports programmes including hockey, football, netball and table tennis.

All students at St Mark's School participated in a two week instructional swimming program that required travel to a community pool.

Additional sports programs - softball, basketball, junior hockey, water polo, miniball and bowls were included in school sports programs and incurred cost.



Transforming lives through the St Mark's Story

Analysis of Variance Reporting



School Name:	St Mark's School	School Number:	4135
Strategic Aim:	<p>Develop future focussed thinkers and learners through Ako and the pursuit of Equity and Excellence.</p> <p>Identify and grow every student's God given gifts and talents.</p>		
Annual Aim:	<p>To raise student achievement and accelerate student learning in Literacy with a continued Writing focus in 2019 by maintaining and sustaining a wide range of research based literacy programs and interventions.</p>		
Target:	<p>Student Achievement Target One: Writing</p> <p>To improve progress and raise achievement with a particular focus on target students in year 1-8 achieving below the expected curriculum level for their age. At the end of 2018 13% students were below their expected curriculum level and these students were spread across the school. This was achieved as at the end of 2017 the percentage of students "below" or "well below" the National Standards was 19% with the total number of students across the school in these categories reduced to 31 students.</p> <p>In 2019 we expect to maintain and continue these gains by further reducing the number of "at risk students" by a further 1% or from 31 students to 28 students.</p>		
Baseline Data:	<p>Analysis of School-Wide assessment data in November 2018 identified a large positive change in progress and achievement in Writing at all year levels from the end of year 2017 data. Writing data indicates that there was a large reduction in the number of students who were not meeting their expected age levels in all aspects of writing assessment. (EOY 2017 n=43, EOY 2018 n=30). Across the full school roll this represented a shift from 19.3% of students not meeting the National Standards Criteria (expected curriculum level) in 2017 to 13% at the end of 2018.</p> <p>As the school roll increases across the year, the data and statistics continue to be variable.</p>		

Analysis of Variance Reporting



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>We identified that differentiating for individual needs was a crucial next step -an unrelenting focus on student need was the focus.</p> <p>We identified that staff needed upskilling in the Learning Progressions Framework to actively plan for need.</p> <p>Collaborative planning in staff teams was seen as an opportunity to draw on individual strengths.</p> <p>Collaborative and Personal Inquiry, and Professional Learning was seen as vital to building professional capacity and teaching and learning expertise.</p> <p>Data boards were used to “name” need.</p> <p>Centrally funded PLD enabled accessing an expert partner.</p> <p>“Storytelling Schools” and ongoing PLD was implemented school wide.</p>	<p>The number of students who were “below” or “well below” the National Standards reduced from 43 to 30.</p> <p>Staff driven Collaborative Inquiry with a focus on Writing articulated the changes in pedagogy, impact of teaching and learning in collaboration with Evaluation Associates Expert Partner</p> <p>Whole staff participation and innovation in school in “Story Telling Schools” writing PLD.</p> <p>Data boards continued to name the concerns for our writing programs.</p> <p>Staff drew on the strengths of collaborating with teams, and building personal and collective capacity</p> <p>Learning Intentions and Success criteria were linked to student voice.</p> <p>Moderation of Writing in teams and as a staff was a key part of team development and assessing progress against the Learning Progressions Framework</p>	<p>Staff were able identify “next steps” for students more readily and accelerate and adapt programs based on the shifts in pedagogy for targeted students.</p> <p>Collective responsibility and shared teaching enabled a climate of sharing practice and accountability.</p> <p>Building on experience and past knowledge, staff were able to break down writing tasks against levels of student success.</p> <p>Shifting into using the Learning Progressions framework confidently gave power to the Overall Teacher Judgements based on sound assessment and moderation</p> <p>Community forums ensured whanau were sharing the strategic direction of the school.</p>	<p>Embedding the Learning Progressions Framework and using a complete PaCT tool data set for comparison data.</p> <p>Using self-reflective practice to monitor the impact of individual teaching and learning on student outcomes.</p> <p>Collaborating with other schools in our Kahui Ako to share and challenge practice.</p> <p>The impact of specific strategies in writing to serve as a prototype for localising the school curriculum.</p> <p>Identification of Leadership and Within School position to sustain the capabilities that support the momentum of change.</p> <p>Differentiated programs of support and extension with careful tracking and monitoring of outcomes.</p>

Planning for next year:

- Embedding of Learning Progressions Framework for moderation, OTJ's and data storage.
- Use leadership capacity within the school to drive continued Collaborative Inquiry.
- Personal Inquiry to focus on using data for impact.
- Additional staffing to support differentiated programs.
- Alignment of Appraisal to monitor, track and report progress.
- Embedding of a Reflection document where staff are constantly reflecting on practice against strategic and personal goals, codes and standards of the profession and impact of teaching and learning.
- Review reporting structures and timing for Years 0 – 3 in light of the removal of National Standards.

School Name:	St Mark's School	School Number:	4135
Strategic Aim:	<p>Develop future focussed thinkers and learners through Ako and the pursuit of Equity and Excellence.</p> <p>Identify and grow every student's God given gifts and talents.</p>		
Annual Aim:	<p>To raise student achievement and accelerate student learning in Mathematics with a school- wide Mathematics professional learning focus in 2019 to maintaining and sustaining a wide range of research based numeracy programs and interventions.</p>		
Target:	<p>Student Achievement Target Two: Mathematics</p> <p>To improve progress and raise achievement with a particular focus on target students in year 1-8 achieving below the expected curriculum level for their age. At the end of 2018, 16% of students were below their expected curriculum level and these students were spread across the school. This was a similar number to at the end of 2017, where the percentage of students "at" or "above" the National Standards was 84.65%. The total number of students across the school at the end of 2018 not meeting the expected curriculum level for age was 37 students.</p> <p>It is our expectation that we can further reduce the number of "at risk" students from n=37 to n=30 with targeted programs and focussed individual programs supported by high quality professional development.</p>		
Baseline Data:	<p>Analysis of school-wide assessment data in November 2018 little change in progress and achievement in Mathematics across the school = 0.65% Mathematics data also indicated that there were some differences in the way teachers were using data to inform their OTJ's. There was a need for the personalisation of data for all students and whanau, with greater attention to differentiated programs and individual need. Although the data was generally positive coherence of the curriculum across the school was identified by staff as an important area of professional learning.</p>		

Analysis of Variance Reporting



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>Staff used the PACT tool with end of year data providing a baseline for 2019.</p> <p>Staff continued to focus on small group work with a “at-risk” students.</p> <p>The use of Matific (school wide) was used to support mathematics programs in particular matching students to curriculum needs. This allowed access from home.</p> <p>Assessment for learning practices became more established.</p> <p>Numeracy teaching strategies were developed and shared in teams.</p> <p>A dedicated Mathematics Curriculum Team inquired into the current “state” of Mathematics at St Mark’s School, consulting with staff and reporting regularly to whole staff meetings.</p> <p>Staff trialled different resources to build capacity with the various resources designed for use in the classroom.</p> <p>Staff in teams began a process of documenting their practice and pedagogy.</p> <p>Additional staffing was allocated for support and extension programs.</p>	<p>There were small incremental gains within curriculum levels and across the school for individuals and groups.</p> <p>Staff documented the developmental nature of the curriculum and the integration with other curriculum areas.</p> <p>Collaborative work in teams embedded and recorded in relation to impact for students.</p> <p>Unrelenting focus on groups and individuals and shifts in teaching and learning practice</p> <p>Both summative and formative data were provided at regular intervals particularly mid-year and end of year</p> <p>Staff began adapting their pedagogy for individuals.</p> <p>Assessment practices in Mathematics were identified as inconsistent.</p> <p>Within Schools Teacher began work challenging practice across the school.</p>	<p>Collaborative team planning and practice was new in this area of the curriculum at St Mark’s School.</p> <p>Increased use of technology through Matific supported learning at school and in home learning.</p> <p>Staff continued to develop rich tasks as prototypes for working with multilevel groups.</p> <p>The Within Schools teacher identified inconsistent use of multilevel grouping and use of strategies which prompted staff to explore their own practice.</p> <p>Strategy articulation by students was a window into student thinking and the application to real world problems.</p>	<p>A focus on strategy development, and a balance between formative and summative assessment is needed to enable students to reach their potential.</p> <p>A school wide localised curriculum is crucial that is flexible, responsive to need, and well-articulated is vital for outcomes for students.</p> <p>Engagement with UC Plus staff for specific professional learning delivered through inquiry and co-teaching methods.</p> <p>Partnering with other schools in the Kahui Ako to build a problem solving collaborative approach, shared practice and challenge – a Tukana/Teina model.</p> <p>Engagement with Brent Langford Evaluation Associates - Inquiry.</p>

Planning for next year:

- Evaluate the effectiveness of specialist programs in Mathematics.
- The school will be allocated a Within School Teacher in 2019 via the Kahui Ako – this teacher will continue to outwork the vision of the Board across the school and this program will be decided by all staff.
- External professional development using a collaborative inquiry model will explore current and future practices in Mathematics in the school.
- PACT will continue to be used to aid teacher judgements.
- External PLD with Evaluate Associates will facilitate conversations in the inquiry to facilitate change in pedagogy and practice.
- Whanau hui, forums and “Maths Cafés” will seek community voice on assessment and links to the curriculum.
- A number of staff will join the Mathematics Inquiry Team of the Kahui Ako.

School Name:	St Mark's School	School Number:	4135
Strategic Aim:	<p>Develop future focussed thinkers and learners through Ako and the pursuit of Equity and Excellence.</p> <p>Identify and grow every student's God given gifts and talents</p>		
Annual Aim:	<p>To raise student achievement and accelerate student learning in Reading with a continued focus on achievement and acceleration in 2019 by maintaining and sustaining a wide range of research based literacy programs and interventions.</p>		
Target:	<p>Student Achievement Target Three: Reading</p> <p>To improve progress and raise achievement with a particular focus on target students in year 1-8 achieving below the expected curriculum level for their age. At the end of 2018, 7% students were below their expected curriculum level and these students were mainly located in the Junior school. At the end of 2017 the percentage of students "below" or "well below" the National Standards was 11% with the total number of students across the school in these categories numbering 22. At the end of 2018, the Interim data indicated that this number at reduced to 16, with those at the expected curriculum in reading now over 90%.</p> <p>In 2019 the aim is to sustain achievement at this level but seek to advance students not meeting expected curriculum levels within their curriculum level with confidence and success. The measure of this success will be calculated by numbers of students making progress within curriculum levels that are currently below their expected curriculum level.</p>		
Baseline Data:	<p>Analysis of school-wide assessment data in November 2018 showed positive change in progress and achievement in Reading across the school = 1.66% from 2017 End of Year data. Reading data also indicated that there were consistencies in the way teachers were using data to inform their OTJ's and their teaching practice in this area of the curriculum. Attention to differentiated programs and individual needs with additional staffing had a significant effect on the "reading mileage" students could cover. Learning support programs in this area are well established and show efficacy for most students once delivery is adapted.</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>Alignment of assessment in Reading to curriculum level in the Junior School was started.</p> <p>Teacher aides continued to support students both in class and on a one-to-one basis.</p> <p>Teacher aide support was realigned to need and priority.</p> <p>New resources were bought to supplement existing.</p> <p>Articulation by staff as to those strategies and teaching and learning practices that contribute to successful outcomes.</p> <p>At risk students were discussed in weekly team meetings.</p> <p>Collaborative planning and teaching practice enhanced strengths and skills of teachers.</p>	<p>Positive changes in data encouraged staff that “being better” and concentrating on student need can change practice.</p> <p>Collaborating with team members shared the load of planning.</p> <p>Attention to Phonics across the school re-established best practice in this area.</p> <p>A school wide spelling program embedded and well timetabled in classroom programs.</p>	<p>High levels of engagement in reading across all aspects of the curriculum is a strength at St Mark’s school.</p> <p>High levels of progress and achievement across the school can be attributed to a strong schoolwide approach to reading for meaning.</p> <p>Differentiation for reading in classes is more evident than other curriculum areas.</p> <p>The collaborative inquiry and practice analysis into writing, has linked both reading and writing in terms of literacy gains.</p> <p>An emphasis on oral language through the Storytelling approach has realigned ideation and reading for meaning as central to achievement.</p>	<p>The Reading progressions in the Learning Progressions Framework and are part of how staff evaluate progress at each level.</p> <p>Document the strategies that ensure success in reading at each level, and the impact various teaching and learning activities on students/groups of students.</p> <p>Continue to discuss those students who are at risk and ensure access for all to the curriculum.</p> <p>Localise a curriculum that innovates, creates, aims for equity and excellence and maintains flexibility for all learners.</p> <p>Provide external opportunities to visit other schools and/or collaborate within our Kahui Ako for best practice in reading.</p> <p>ALL – Accelerated Learning in Literacy program in school for those priority learners in year 4 and in the Senior School (2 staff funded in 2019)</p>

Planning for next year:

- Work with colleagues in Kahui Ako to share and develop best practice.
- Further professional development in Learning Progressions Framework is needed.
- Engage in Collaborative Inquiry and Personal Inquiry frameworks to support practice.
- Engage with whanau to share best practice and how Ako and working together will enhance outcomes for individuals.
- Continue to innovate around vertical and multilevel teaching and learning.
- Use practice analysis to focus on target students as a moderator of teaching and learning.

**INDEPENDENT AUDIT REPORT TO THE READERS OF
ST MARKS SCHOOL
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2018**

The Auditor-General is the auditor of St Marks School (the School). The Auditor-General has appointed me, Michael Rondel, using the staff and resources of BDO Christchurch, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 3 to 19 that comprise the statement of financial position as at 31 December 2018, 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:
 - financial position as at 31 December 2018; and
 - financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practices in New Zealand and have been prepared in accordance with Public Benefit Entity Standards with disclosure concessions.

Our audit was completed on 20 May 2019 . 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 of Trustees and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Basis of 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 of Trustees

The Board of Trustees 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 of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees 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 of Trustees' responsibilities arise from 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 of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees 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 of Trustees 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 of Trustees is responsible for the other information. The other information comprises the Analysis of Variance, Kiwisport notice and Board of trustees listing, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



Michael Rondel
BDO Christchurch

On behalf of the Auditor-General
Christchurch, New Zealand