

West Gore School
Our Place to Grow
E Kikiri Tātou

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

School Directory

Ministry Number:	4050
Principal:	Linda Fraser
School Address:	120 Kitchener Street, Gore 9710
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WEST GORE SCHOOL

Annual Report - For the year ended 31 December 2021

Index

Page	Statement
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	Financial Statements
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1	Statement of Responsibility
2	Members of the Board
3	Statement of Comprehensive Revenue and Expense
4	Statement of Changes in Net Assets/Equity
5	Statement of Financial Position
6	Statement of Cash Flows
7 - 17	Notes to the Financial Statements

	Other Information
--	--------------------------

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

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

	Independent Auditor's Report
--	------------------------------

West Gore 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.

Ceri Anne Larsen Macleod
Full Name of Presiding Member


Signature of Presiding Member

18/05/2022
Date:

Linda Margaret Fraser
Full Name of Principal


Signature of Principal

18/5/2022
Date:

West Gore School

Members of the Board

For the year ended 31 December 2021

Name	Position	How Position Gained	Term Expired/ Expires
Ceri MacLeod	Presiding Member	Elected	Sep 2022
Linda Fraser	Principal ex Officio		
Rebekah Prattley	Acting Principal ex Officio		Term 1 Only
Torrone Smith	Parent Representative	Elected	Sep 2022
Jo Ruddenklau	Parent Representative	Elected	Sep 2022
Chris Giles	Parent Representative	Elected	Sep 2022
Matt Short	Parent Representative	Co-opted	Sep 2022
Heather McNaughton	Staff Representative	Elected	Sep 2022

West Gore School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

		2021	2021	2020
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	1,926,370	1,924,882	2,007,445
Locally Raised Funds	3	35,105	31,500	34,730
Interest Income		3,065	4,000	5,136
		<u>1,964,540</u>	<u>1,960,382</u>	<u>2,047,311</u>
Expenses				
Locally Raised Funds	3	18,836	13,000	12,035
Learning Resources	4	1,534,465	1,417,217	1,486,375
Administration	5	121,509	110,350	114,617
Finance		2,318	-	2,584
Property	6	316,873	387,618	384,620
Depreciation	10	33,650	31,000	28,925
Loss on Disposal of Property, Plant and Equipment		502	-	310
		<u>2,028,153</u>	<u>1,959,185</u>	<u>2,029,466</u>
Net (Deficit)/Surplus for the year		(63,613)	1,197	17,845
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(63,613)</u>	<u>1,197</u>	<u>17,845</u>

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



West Gore School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Equity at 1 January		461,255	461,255	440,183
Total comprehensive revenue and expense for the year		(63,613)	1,197	17,845
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	3,227
Equity at 31 December		397,642	462,452	461,255
Retained Earnings		397,642	462,452	461,255
Equity at 31 December		397,642	462,452	461,255

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.



West Gore School

Statement of Financial Position

As at 31 December 2021

		2021	2021	2020
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	7	154,092	158,460	227,429
Accounts Receivable	8	115,249	107,036	107,036
GST Receivable		4,070	12,031	12,031
Prepayments		7,659	7,812	7,812
Investments	9	151,862	151,702	151,702
Funds owing for Capital Works Projects	15	18,571	2,320	2,320
		451,503	439,361	508,330
Current Liabilities				
Accounts Payable	11	134,344	140,493	140,493
Revenue Received in Advance	12	52	52	52
Provision for Cyclical Maintenance	13	98,000	278	83,278
Finance Lease Liability	14	8,967	8,555	8,555
Funds Held on Behalf of the COL Cluster	16	23,918	28,982	28,982
		265,281	178,360	261,360
Working Capital Surplus/(Deficit)		186,222	261,001	246,970
Non-current Assets				
Property, Plant and Equipment	10	268,811	271,184	276,185
		268,811	271,184	276,185
Non-current Liabilities				
Provision for Cyclical Maintenance	13	48,122	52,844	45,011
Finance Lease Liability	14	9,269	16,889	16,889
		57,391	69,733	61,900
Net Assets		397,642	462,452	461,255
Equity		397,642	462,452	461,255

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



West Gore School

Statement of Cash Flows

For the year ended 31 December 2021

		2021	2021	2020
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		515,952	495,714	520,201
Locally Raised Funds		35,769	31,500	38,861
Goods and Services Tax (net)		7,961	-	(36,218)
Payments to Employees		(334,375)	(233,496)	(304,849)
Payments to Suppliers		(248,412)	(340,688)	(205,756)
Interest Received		3,055	4,000	5,600
Net cash (to)/from Operating Activities		(20,050)	(42,970)	17,839
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(24,846)	(25,999)	(23,426)
Purchase of Investments		(160)	-	(298)
Net cash (to)/from Investing Activities		(25,006)	(25,999)	(23,724)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	3,227
Finance Lease Payments		(6,966)	-	(6,387)
Funds Administered on Behalf of Third Parties		(21,315)	-	(186,388)
Net cash (to)/from Financing Activities		(28,281)	-	(189,548)
Net (decrease)/increase in cash and cash equivalents		(73,337)	(68,969)	(195,433)
Cash and cash equivalents at the beginning of the year	7	227,429	227,429	422,862
Cash and cash equivalents at the end of the year	7	154,092	158,460	227,429

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.

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



West Gore School

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

1.1. Reporting Entity

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

1.2. Basis of Preparation

Reporting Period

The financial 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.

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.

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.

1.4. Operating Lease Payments

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

1.5. Finance Lease Payments

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

1.6. Cash and Cash Equivalents

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

1.7. Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses (uncollectable debts). The School's receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.



1.8. Inventories

Inventories are consumable items held for sale and comprised of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

1.9. Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

1.10. Property, Plant and Equipment

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

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	10–75 years
Furniture and equipment	6.67–15 years
Information and communication technology	4–5 years
Leased assets held under a Finance Lease	3–4 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.

The reversal of an 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. Employee 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, and also 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.

1.14. Revenue Received in Advance

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

1.15. 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 Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

1.16. 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.

1.17. 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, 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.

1.18. 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.



1.19. 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.

1.20. Budget Figures

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

1.21. 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	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	402,149	399,355	409,927
Teachers' Salaries Grants	1,163,135	1,168,678	1,225,364
Use of Land and Buildings Grants	182,014	258,885	257,269
Other MoE Grants	115,460	97,964	74,477
Other Government Grants	63,612	-	40,408
	<u>1,926,370</u>	<u>1,924,882</u>	<u>2,007,445</u>

The School has opted in to the donations scheme for this year. Total amount received was \$32,550 (2020: \$34,500).

3. Locally Raised Funds

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

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations & Bequests	3,794	3,000	4,162
Fees for Extra Curricular Activities	3,955	4,000	3,393
Trading	4,824	4,500	5,261
Fundraising & Community Grants	19,611	20,000	20,943
Other Revenue	2,921	-	971
	<u>35,105</u>	<u>31,500</u>	<u>34,730</u>
Expenses			
Extra Curricular Activities Costs	4,145	5,000	3,394
Trading	5,107	5,000	4,005
Fundraising & Community Grant Costs	9,584	3,000	4,636
	<u>18,836</u>	<u>13,000</u>	<u>12,035</u>
	<u>16,269</u>	<u>18,500</u>	<u>22,695</u>

Surplus / (Deficit) for the year Locally raised funds

4. Learning Resources

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	56,400	74,088	42,306
Information and Communication Technology	3,399	4,500	6,260
Library Resources	829	1,250	1,349
Employee Benefits - Salaries	1,451,250	1,315,879	1,420,033
Staff Development	22,587	21,500	16,427
	<u>1,534,465</u>	<u>1,417,217</u>	<u>1,486,375</u>

5. Administration

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	4,959	4,200	4,133
Board Fees	2,800	4,500	3,645
Board Expenses	7,785	7,600	6,962
Communication	4,136	3,700	4,725
Consumables	13,608	19,300	14,009
Operating Lease	726	800	792
Other	3,499	3,850	3,438
Employee Benefits - Salaries	70,266	52,900	63,427
Insurance	5,400	5,000	5,015
Service Providers, Contractors and Consultancy	8,330	8,500	8,471
	<u>121,509</u>	<u>110,350</u>	<u>114,617</u>



6. Property

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	7,492	7,300	6,954
Consultancy and Contract Services	28,425	18,200	21,497
Cyclical Maintenance Provision	17,833	17,833	14,556
Grounds	3,927	5,500	5,449
Heat, Light and Water	21,948	21,700	22,661
Rates	5,715	5,800	5,944
Repairs and Maintenance	15,110	15,900	12,694
Use of Land and Buildings	182,014	258,885	257,269
Security	894	1,500	1,246
Employee Benefits - Salaries	33,515	35,000	36,350
	<u>316,873</u>	<u>387,618</u>	<u>384,620</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	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	154,092	158,460	227,429
Cash and cash equivalents for Statement of Cash Flows	<u>154,092</u>	<u>158,460</u>	<u>227,429</u>

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

Of the \$154,092 Cash and Cash Equivalents, \$2,783 is held by the School on behalf of the Ministry of Education. These funds have been provided for the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2022 on Crown owned school buildings.

Of the \$154,092 Cash and Cash Equivalents, \$23,918 is held by the School on behalf of the COL cluster. See note 16 for details of how the funding received for the cluster has been spent in the year.

8. Accounts Receivable

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	3,042	3,706	3,706
Receivables from the Ministry of Education	24,748	-	-
Interest Receivable	460	450	450
Teacher Salaries Grant Receivable	86,999	102,880	102,880
	<u>115,249</u>	<u>107,036</u>	<u>107,036</u>
Receivables from Exchange Transactions	3,502	4,156	4,156
Receivables from Non-Exchange Transactions	111,747	102,880	102,880
	<u>115,249</u>	<u>107,036</u>	<u>107,036</u>

9. Investments

The School's investment activities are classified as follows:

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	151,862	151,702	151,702
Total Investments	<u>151,862</u>	<u>151,702</u>	<u>151,702</u>



10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2021	\$	\$	\$	\$	\$	\$
Building Improvements	184,937	-	-	-	(9,065)	175,872
Furniture and Equipment	49,295	8,751	(192)	-	(7,708)	50,146
Information and Communication Technology	6,161	14,627	-	-	(5,787)	15,001
Leased Assets	24,764	1,932	-	-	(9,567)	17,129
Library Resources	11,028	1,468	(310)	-	(1,523)	10,663
Balance at 31 December 2021	276,185	26,778	(502)	-	(33,650)	268,811

The net carrying value of equipment held under a finance lease is \$17,129 (2020: \$24,764)

	2021 Cost or Valuation	2021 Accumulated Depreciation	2021 Net Book Value	2020 Cost or Valuation	2020 Accumulated Depreciation	2020 Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	407,863	(231,991)	175,872	407,862	(222,925)	184,937
Furniture and Equipment	381,211	(331,065)	50,146	416,396	(367,101)	49,295
Information and Communication Technology	108,625	(93,624)	15,001	236,018	(229,857)	6,161
Leased Assets	34,818	(17,689)	17,129	32,887	(8,123)	24,764
Library Resources	56,079	(45,416)	10,663	56,188	(45,160)	11,028
Balance at 31 December	988,596	(719,785)	268,811	1,149,351	(873,166)	276,185

11. Accounts Payable

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Creditors	15,023	27,327	27,327
Accruals	4,959	4,415	4,415
Banking Staffing Overuse	14,862	1,605	1,605
Employee Entitlements - Salaries	94,795	102,880	102,880
Employee Entitlements - Leave Accrual	4,705	4,266	4,266
	134,344	140,493	140,493
Payables for Exchange Transactions	134,344	140,493	140,493
	134,344	140,493	140,493

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Other Revenue in Advance	52	52	52
	52	52	52

13. Provision for Cyclical Maintenance

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Provision at the Start of the Year	128,289	128,289	114,233
Increase/ (decrease) to the Provision During the Year	17,833	17,833	14,556
Use of the Provision During the Year	-	(93,000)	(500)
Provision at the End of the Year	146,122	53,122	128,289
Cyclical Maintenance - Current	98,000	278	83,278
Cyclical Maintenance - Term	48,122	52,844	45,011
	146,122	53,122	128,289



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	10,367	10,710	10,710
Later than One Year and no Later than Five Years	10,106	18,979	18,979
Future Finance Charges	(2,237)	(4,245)	(4,245)
	<u>18,236</u>	<u>25,444</u>	<u>25,444</u>
Represented by:			
Finance lease liability - Current	8,967	8,555	8,555
Finance lease liability - Term	9,269	16,889	16,889
	<u>18,236</u>	<u>25,444</u>	<u>25,444</u>

15. Funds Held for Capital Works Projects

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

2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Block A&C ILE Remodel	(2,320)	-	(19,034)	-	(21,354)
LSC Remodel	-	8,250	(5,467)	-	2,783
Totals	<u>(2,320)</u>	<u>8,250</u>	<u>(24,501)</u>	<u>-</u>	<u>(18,571)</u>
Represented by:					
Funds Held on Behalf of the Ministry of Education					2,783
Funds Due from the Ministry of Education					<u>(21,354)</u>
					<u>(18,571)</u>

2020	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Block A&C ILE Remodel	213,050	135,810	(351,180)	-	(2,320)
Totals	<u>213,050</u>	<u>135,810</u>	<u>(351,180)</u>	<u>-</u>	<u>(2,320)</u>

16. Funds Held on Behalf of the COL Cluster

West Gore School was the lead school and holds funds on behalf of the COL cluster, a group of schools funded by the Ministry of Education to share professional support.

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Funds Held at Beginning of the Year	28,982	28,982	-
Funds Received from Cluster Members	2,813	-	30,642
Funds Spent on Behalf of the Cluster	(7,877)	-	(1,660)
Funds Held at Year End	<u>23,918</u>	<u>28,982</u>	<u>28,982</u>

17. Related Party Transactions

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

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



18. Remuneration

Key management personnel compensation

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

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration	2,800	3,645
<i>Leadership Team</i>		
Remuneration	365,509	350,597
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	368,309	354,242

There are 6 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has Finance and Property members that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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	140 - 150	140 - 150
Benefits and Other Emoluments	3 - 4	3 - 4
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	2021 FTE Number	2020 FTE Number
100 - 110	2.00	2.00
	2.00	2.00

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

19. 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:

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

20. 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.



21. Commitments

(a) Capital Commitments

As at 31 December 2021 the Board has entered into the following contract agreements for capital works.

(b) \$440,535 contract for A&C ILE upgrade as agent for the Ministry of Education. This project is fully funded by the Ministry of Education. \$364,388 has been received of which \$385,742 has been spent on the project to balance date, and

(b) The LSC Remodel is in the design phase. The project is fully funded by the Ministry of Education and \$8,250 has been received of which \$5,467 has been spent on the project to balance date.

(Capital commitments in relation to Ministry projects at 31 December 2020: \$440,535)

(b) Operating Commitments

As at 31 December 2021 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2020: nil)

22. 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	154,092	158,460	227,429
Receivables	115,249	107,036	107,036
Investments - Term Deposits	151,862	151,702	151,702
Total Financial assets measured at amortised cost	421,203	417,198	486,167

Financial liabilities measured at amortised cost

Payables	134,344	140,493	140,493
Finance Leases	18,236	25,444	25,444
Total Financial liabilities measured at amortised Cost	152,580	165,937	165,937

23. Events After Balance Date

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

24. Comparatives

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

25. 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.



Analysis of Variance Reporting



School Name:	West Gore School	School Number:	4050
Strategic Aim:	2. Literacy All students will engage and achieve success in learning, across all areas of the NZ Curriculum, giving priority to Literacy, Numeracy and Physical Activity. (NELP Objective 1)		
Annual Aim:	2.1 Teachers track the progress of students who are in target groups for writing 2.2 With target groups, teachers will address the students low self-efficacy and engagement in writing by providing effective support and scaffolding 2.3 Kahui Ako Literacy Professional Development Project led by Lauren Latimer (Regional Coordinator: Accelerating Learning in Literacy)		
Target:	Target: The 12 students in Year 4 who are working below the curriculum level expected and the 5 students in Year 4 working well below expectation will make 'accelerated progress' to be working at curriculum level 2 or higher in writing by the end of the year.		
Baseline Data:	LITERACY: Baseline data: There are 12 students in Year 3, 2020, who are working below the curriculum level expected for their year in writing and 5 students in Year 3 working well below expectation. This is 46% of the Year 3 cohort, 17 out of 37 Year 3 students.		

Actions What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?																												
<ul style="list-style-type: none">Developed a tracking sheet for the year showing where the target students were working at the end of 2020 and then monitored their progress each term.Moderation of target student writing occurred each term.Writing Support Plans were developed based on students' identified strengths and needs and reviewed/updated termly.Teachers worked collaboratively to determine strategies/approaches to close the gap in achievement.Students with low self-efficacy were supported by strategies to build confidence and share successes e.g. awards/certificates, home partnershipKahui Ako PLD with Lauren Latimer (Regional Coordinator Accelerating Literacy Learning), observation / feedback model used in all classes with more intensive support for identified teachers / classroomsOngoing in-school Literacy Leadership support for identified teachers using Kevin Knight 8 People model (building effective practice / developing higher quality learning conversations)PLD focuses on explicit instructional teaching to meet the learners needs, differentiating the delivery, modelling approaches and creating a literacy rich environment.	<table><tr><th>Achievement Shift</th><th>Term 4, 2020 (17)</th><th>Term 1, 2021 (17)</th><th>Term 2, 2021 (17)</th><th>Term 4, 2021 (16)</th><th colspan="2">Current Progress</th></tr><tr><td>Well Below</td><td>14</td><td>12</td><td>10</td><td>7</td><td>Insufficient</td><td>8</td></tr><tr><td>Below</td><td>3</td><td>4</td><td>6</td><td>8</td><td>Sufficient</td><td>5</td></tr><tr><td>At</td><td>0</td><td>1</td><td>1</td><td>1</td><td>Accelerated</td><td>3</td></tr></table> <ul style="list-style-type: none">3 students have made accelerated progress with 1 student now achieving at expected level4 students are currently 1 sub-level from achieving at expected level for their ageAll students have made some progress this year (ie 1 curriculum sub-level or more)8 students have made insufficient progress (7 of these students are Well Below their peers / 6 boys 1 girl)All students are engaged in writing and show high levels of self-efficacy and self-motivation.5 students who were interviewed spoke about the change in themselves as learners with words like 'resilience,' 'confidence,' 'happy' and 'proud' used within their stories. They all were confident that they had made progress and were proud to share their writing with their classmates. The writing they were most proud of came from self-chosen topics. This was important as they could write about things that mattered to	Achievement Shift	Term 4, 2020 (17)	Term 1, 2021 (17)	Term 2, 2021 (17)	Term 4, 2021 (16)	Current Progress		Well Below	14	12	10	7	Insufficient	8	Below	3	4	6	8	Sufficient	5	At	0	1	1	1	Accelerated	3	<p>The impact of closely tracking target student progress has meant increased attention paid to these students (teachers noticing, recognising and responding to needs), increased urgency around progress, a shared focus on closing the gap through explicit teaching, collective responsibility for these learners, the sharing of resources/ideas and greater discussion on how to affect change.</p> <p>Teacher feedback was that the Literacy Learning Progressions Rubric refined the moderation process giving teachers a tool for identifying smaller gains in student progress.</p> <p>Although we did not achieve our target of accelerated progress for all students, 7 students made excellent progress and are well on track to reaching Curriculum Level 2 next year. At the current rate of progress, these students will be working towards Level 3 by the end of 2022.</p> <p>The students working well below expected level in the base-line data were unlikely to meet the target, even with accelerated progress. These students require 1-1 support and will need to be referred to the RTLB</p>	<p>Kahui Ako PLD 2022 - Cultural Capabilities and Literacy PLD to have greater alignment.</p> <p>Work with our Cultural Capabilities leaders and MAC facilitators to build our knowledge of data practices that could be informed by Māori ways of knowing. By understanding the intersection between data practices and te Ao Māori, further insight might be gained into the experiences Māori students have with their learning and how we can enhance these experiences.</p> <p>Continue to work with Lauren Latimer (Regional Coordinator: Accelerating Learning in Literacy) to further enhance literacy programmes, to notice, recognise and respond effectively to student learning needs.</p> <p>A different cohort of Year 4 students have been identified as at risk of under-achieving. This has been an area of the school that is identified due to the jump in curriculum expectation from Level 1 to Level 2. A review of expectations and predictions of progress will be important to ensure this pattern of under-achieving does not continue. A focus on building teachers' knowledge of effective literacy practice in Years 3-4 is necessary moving forward.</p>
Achievement Shift	Term 4, 2020 (17)	Term 1, 2021 (17)	Term 2, 2021 (17)	Term 4, 2021 (16)	Current Progress																										
Well Below	14	12	10	7	Insufficient	8																									
Below	3	4	6	8	Sufficient	5																									
At	0	1	1	1	Accelerated	3																									



Tātaritanga raraunga

- A progressions rubric (based on the Literacy Learning Progressions) was designed and used to support planning to meet identified needs.
- Student voice surveys completed in Term 2 and Term 4 to gather student perspectives about writing.

them, things they felt they could write about and wanted to write about.

service in 2022.

Planning for next year:

- Kahui Ako PLD hours to be applied for in 2022 - Cultural Capabilities and Literacy
- Coaching / mentoring Year 3 - 4 teachers / Te Tipuranga (Kevin Knight 8 People Model - Building effective teaching practice)
- Exploring alternative ways to show / track student progress, particularly with a perspective on Maori ways of knowing
- RTLB group referral for Year 4 students working well below expectation

Analysis of Variance Reporting



School Name:	West Gore School	School Number:	4050
Strategic Aim:	<p>1.Cultural Capabilities: Develop a strategy for lifting Māori student achievement, guiding teachers as they develop their own capabilities by making explicit, effective approaches to teaching (NELP Objectives 1, 3)</p> <p>4.Māori Learners: Māori Learners enjoying and achieving educational success as Māori (NELP Objective 1 and 2)</p>		
Annual Aim:	<p>1. Cultural Capabilities 1.2 Participate in twice termly Kahui Ako Inquiry Groups to improve knowledge of effective teaching practice 1.3 Māori Achievement Collective professional learning project by Linda Fraser, West Gore School Principal, to 'inquire into, recognise and delete barriers impeding the outcomes of our Māori students.' Sabbatical 2021, Term 1.</p> <p>4. Māori Learners 4.1 Carry out a Māori student voice survey on Well being / Emotional health and use the results to create goals for staff. 'Belief in themselves as learners' was an identified need from the 2020 survey 4.2 To work in partnership with whanau to develop relationships and conversations around student achievement and identity</p>		
Target:	<p>Target: Those Māori students who make up the 38% who did not make sufficient progress in 2020, will make accelerated progress in 2021.</p> <p>Achievement can be considered to be accelerated when a student makes more than one year's progress over a year e.g. a Year 4 student working at the end of curriculum Level 1 to the end of Level 2 or above.</p>		
Baseline Data:	<p>Baseline data: 52% of our identified Māori students in Yr 0 - 6 are achieving at or above the expected level in Writing (16 out of 31 Māori students)</p> <p>48% are achieving below or well below expected level (15 out of 31 with 4 of those students well below), 38% have made insufficient progress (less than 6 months progress from July to December, 2020)</p>		

Tātaritanga raraunga

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>
<ul style="list-style-type: none"> Appointed a Within School Lead Teacher (Kahui Ako role) as part of our Cultural Capabilities 2021 PLD Lead Teacher created an action plan for staff to develop their responsiveness to Māori learners and introduce some Te Āo Māori protocols to our school Supported the staff with implementation of protocols and embedding culturally responsive practices in classroom programmes, with an emphasis on Te Reo and tikanga Self review of environmental spaces by Lead Teacher Enhancing the profile of Te Reo at West Gore School through communication systems e.g. email, Facebook, Learning Stories, Student Progress Reports, etc Leadership team attended Dr Ann Milnes PD around 'Colouring in the white spaces' Kahui Ako Inquiry Groups (twice termly) - Focus areas: the history of NZ pre-treaty and the impact of changes made by the crown, embedding authentic Te Reo and tikanga Te Āo Māori PLD with Tamsin 	<p>Self-review of our environmental spaces provided some confronting information that has given us future goals to pursue becoming a bicultural school.</p> <p>As confidence grows for staff in all areas of Te Reo Māori and Te Ao Māori, so does our ability to recognise what is hooking our Māori learners in to engage them through their worldview, not ours. This was reflected during our Marae/Pa Exploration in Te Puawaitanga. The flow on effect of this engagement leads to deeper learning using a natural design for Maori learning through ako and tuakana teina.</p> <p>Our staff have made a good start on this mahi towards becoming culturally responsive but we need to be more deliberate about what we can implement and/or change over the next 12 months.</p> <p><u>Data:</u></p>	<p><u>What has made the biggest difference for those students who have made accelerated progress this year?</u></p> <ul style="list-style-type: none"> Tuakana teina relationships have been utilised regularly within classroom programmes This has taken many forms from peer to peer – teina teaching teina, tuakana teaching tuakana - to the able working alongside the less able. Creating a positive peer to peer culture Greater emphasis on oral language (talking before writing) Giving frequent feedback and information about how well they have understood and performed and how they might achieve their next learning step Setting specific, appropriate and challenging learning goals and making sure learning conversations relate directly to these goal Breaking up the learning / writing process into manageable chunks Mixed ability grouping (needs based rather than achievement based) 	<p>Continue to learn about students' lives and cultures. Find out about students' home life, family, iwi, cultural values and expectations, self-esteem, attitudes, religion, and experiences. This means making what students know, and how they know it, the foundation of learning and teaching interactions within writing programmes, including topic selection</p> <p>To intentionally and authentically contribute to the development of the strong, secure cultural identity of our Maori students. This is a school and community journey towards developing a more culturally responsive school.</p> <p>Kahui Ako Cultural Capability and Literacy PLD - Continue to work with our Cultural Capabilities leaders and MAC facilitators to build our knowledge of data practices that could be informed by Māori ways of knowing. By understanding the intersection between data practices and te Ao Māori, further insight might be gained into the experiences Māori students have with their learning and how we can enhance these</p>

Tātaritanga raraunga

<p>Hanley / Exploring the NZ Histories Curriculum</p> <ul style="list-style-type: none"> Maori Achievement Collective professional learning project by Linda Fraser, West Gore School Principal, to 'inquire into, recognise and delete barriers impeding the outcomes of our Maori students.' Sabbatical 2021, Term 1. 	<p>All Māori students were tracked and a writing achievement level recorded each term.</p> <p><u>Progress:</u></p> <p>Insufficient Progress 48% (12/25) Sufficient Progress 28% (7/25) Accelerated Progress 24% (6/25)</p> <p><u>Achievement:</u></p> <p>Well Below 16% (4/25) Below 40% (10/25) At 40% (10/25) Above 4% (1/25) (4 students working below expectation are 1 sub-level away from being at expectation)</p>		<p>experiences.</p>
<p>Planning for next year:</p>			
<ul style="list-style-type: none"> Kahui Ako PLD hours to be applied for in 2022 - Cultural Capabilities and Literacy Exploring alternative ways to show / track student progress, particularly with a perspective on Maori ways of knowing 			



West Gore School
Our Place to Grow
E Kikiri Tātou

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KIWISPORT 2021

Ministry of Education

Re Accountability for Kiwi Sport Funding

We cooperate with other primary schools in our area, to employ a sports Activator.

This person comes into our school, on a regular basis, to upskill all of our children with the fundamental skills required for them to participate successfully in any sporting opportunity that they wish to take up.

Many of our children translate what they are learning here in school, to an out of school organised sporting experience.

In 2021 West Gore School received \$3087.65.

Yours sincerely

Linda Fraser
Principal

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF WEST GORE SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2021

The Auditor-General is the auditor of West Gore School (the School). The Auditor-General has appointed me, Anna Campbell, using the staff and resources of Crowe, 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 17, 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 Cash Flow Statement 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 Sector – Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 18 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 is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 1 to 2, the Analysis of Variance and the Kiwisport report, 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.



Anna Campbell
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Invercargill, New Zealand