

# KINGSLEA SCHOOL



## FINANCIAL STATEMENTS

**FOR THE YEAR ENDED 31 DECEMBER 2016**

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Ministry Number: 518

# KINGSLEA SCHOOL

Financial Statements - For the year ended 31 December 2016

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## Kingslea School

### Statement of Responsibility

For the year ended 31 December 2016

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 2016 fairly reflects the financial position and operations of the school.

The School's 2016 financial statements are authorised for issue by the Board.

Alan Bruce Dineen  
Full Name of Board Chairperson

  
Signature of Board Chairperson

30 May 2017  
Date

Tina Maria Loney  
Full Name of Principal

  
Signature of Principal

30 May 2017  
Date

# Kingslea School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2016

	Notes	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
<b>Revenue</b>				
Government Grants	2	3,156,348	2,658,841	2,727,395
Locally Raised Funds	3	17,115	36,500	40,456
Interest Earned		17,538	22,000	22,698
		3,191,001	2,717,341	2,790,548
<b>Expenses</b>				
Locally Raised Funds	3	5,198	5,000	7,270
Learning Resources	4	2,627,263	2,387,325	2,510,388
Administration	5	286,501	249,700	263,120
Finance Costs		1,014	-	-
Depreciation	6	48,392	80,000	74,874
Loss on Disposal of Property, Plant and Equipment		2,814	-	1,362
		2,971,182	2,722,025	2,857,014
<b>Net Surplus / (Deficit)</b>		219,819	(4,684)	(66,465)
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>219,819</b>	<b>(4,684)</b>	<b>(66,465)</b>

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

## Kingslea School

### Statement of Changes in Net Assets/Equity

For the year ended 31 December 2016

	2016 Actual	2016 Budget (Unaudited)	2015 Actual
	\$	\$	\$
Balance at 1 January	632,178	632,178	698,643
Total comprehensive revenue and expense for the year	219,819	(4,684)	(66,465)
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	114,150	-	-
Equity at 31 December	966,147	627,494	632,178
Retained Earnings	966,147	627,494	632,178
Equity at 31 December	966,147	627,494	632,178

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



# Kingslea School

## Statement of Financial Position

As at 31 December 2016

	Notes	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	219,420	98,852	23,536
Accounts Receivable	8	280,477	226,897	226,897
GST Receivable		9,457	13,972	13,972
Prepayments		3,723	1,854	1,854
Investments	9	495,046	445,983	445,983
		<b>1,008,123</b>	<b>787,557</b>	<b>712,241</b>
<b>Current Liabilities</b>				
Accounts Payable	11	160,360	231,212	231,212
Revenue Received in Advance	12	2,200	-	-
Finance Lease Liability - Current Portion	13	36,118	-	-
		<b>198,678</b>	<b>231,212</b>	<b>231,212</b>
<b>Working Capital Surplus/(Deficit)</b>		<b>809,445</b>	<b>556,345</b>	<b>481,029</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	10	256,320	71,149	151,149
		<b>256,320</b>	<b>71,149</b>	<b>151,149</b>
<b>Non-current Liabilities</b>				
Finance Lease Liability	13	99,618	-	-
		<b>99,618</b>	<b>-</b>	<b>-</b>
<b>Net Assets</b>		<b>966,147</b>	<b>627,494</b>	<b>632,178</b>
<b>Equity</b>		<b>966,147</b>	<b>627,494</b>	<b>632,178</b>

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



# Kingslea School

## Statement of Cash Flows

For the year ended 31 December 2016

	Notes	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		1,033,446	608,841	654,400
Locally Raised Funds		(92,186)	36,500	20,636
Goods and Services Tax (net)		5,376	-	(1,718)
Payments to Employees		(433,610)	(184,125)	(345,031)
Payments to Suppliers		(377,026)	(327,900)	(383,717)
Interest Received		16,453	22,000	25,565
Net cash from/(to) the Operating Activities		152,453	155,316	(29,865)
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of PPE (and Intangibles)		(988)	-	(41,453)
Purchase of PPE (and Intangibles)		(11,440)	(80,000)	102,564
Purchase of Investments		(49,063)	-	-
Net cash from/(to) the Investing Activities		(61,491)	(80,000)	61,111
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		114,150	-	-
Finance Lease Payments		(9,226)	-	-
Net cash from/(to) the Financing Activities		104,924	-	-
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>195,886</b>	<b>75,316</b>	<b>31,246</b>
Cash and cash equivalents at the beginning of the year	7	23,536	23,536	(7,710)
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>219,420</b>	<b>98,852</b>	<b>23,536</b>

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

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



## Kingslea School

### Notes to the Financial Statements

## 1. Statement of Accounting Policies

For the year ended 31 December 2016

### Statement of Accounting Policies

#### 1.1 Reporting Entity

Kingslea School (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 2016 to 31 December 2016 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 10.



### ***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 13.

#### ***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.

Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. 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.

#### ***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 Use of Land and Buildings Expense**

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of 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 expense that is offset by a non-cash grant from the Ministry.

### **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 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 impairment.

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 under section 73 of the Education Act 1989 in relation to the acquisition of securities.

### 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.

Property, plant and equipment acquired with individual values under \$500 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 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:

Furniture and Equipment	10-15 years
Information and Communication Technology	4-5 years
Motor Vehicles	5 years
Leased Assets	4 years

### 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, 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.

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

### 1.15 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, 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.

#### **1.16 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.

#### **1.17 Budget Figures**

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

#### **1.18 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

	2016 Actual	2016 Budget (Unaudited)	2015 Actual
	\$	\$	\$
Operational grants	490,036	492,841	500,516
Teachers' salaries grants	2,101,918	2,050,000	2,072,995
Other MoE Grants	461,862	93,000	122,704
Other government grants	102,532	23,000	31,180
	<u>3,156,348</u>	<u>2,658,841</u>	<u>2,727,395</u>

## 3 Locally Raised Funds

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

	2016 Actual	2016 Budget (Unaudited)	2015 Actual
	\$	\$	\$
<b>Revenue</b>			
Donations	10,757	35,000	31,200
Fundraising	-	-	6,955
Other revenue	6,358	1,500	2,300
	<u>17,115</u>	<u>36,500</u>	<u>40,456</u>
<b>Expenses</b>			
Fundraising (costs of raising funds)	5,198	5,000	7,270
	<u>5,198</u>	<u>5,000</u>	<u>7,270</u>
<i>Surplus for the year Locally Raised Funds</i>	<u>11,917</u>	<u>31,500</u>	<u>33,186</u>

## 4 Learning Resources

	2016 Actual	2016 Budget (Unaudited)	2015 Actual
	\$	\$	\$
Curricular	81,636	158,200	95,226
Information and communication technology	71,105	61,000	69,627
Employee benefits - salaries	2,448,764	2,148,125	2,323,795
Staff development	25,758	20,000	21,740
	<u>2,627,263</u>	<u>2,387,325</u>	<u>2,510,388</u>

#### 5 Administration

	2016 Actual	2016 Budget (Unaudited)	2015 Actual
	\$	\$	\$
Audit Fee	4,671	4,670	4,706
Board of Trustees Fees	9,000	8,580	9,060
Board of Trustees Expenses	17,289	5,000	10,038
Communication	17,007	21,200	18,056
Consumables	12,506	11,900	12,885
Other	116,022	98,950	111,675
Employee Benefits - Salaries	97,146	86,000	82,744
Insurance	3,590	4,400	4,461
Service Providers, Contractors and Consultancy	9,270	9,000	9,495
	286,501	249,700	263,120

#### 5 Depreciation of Property, Plant and Equipment

	2016 Actual	2016 Budget (Unaudited)	2015 Actual
	\$	\$	\$
Furniture and Equipment	17,844	25,000	31,022
Information and Communication Technology	22,121	40,000	42,026
Motor Vehicles	1,826	5,000	1,826
Leased Assets	6,601	10,000	-
	48,392	80,000	74,874

#### Cash and Cash Equivalents

	2016 Actual	2016 Budget (Unaudited)	2015 Actual
	\$	\$	\$
Cash on Hand	200	200	200
Bank Current Account	58,289	98,652	15,343
Bank Call Account	160,931	-	7,992
	219,420	98,852	23,536

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

## 8 Accounts Receivable

	2016 Actual	2016 Budget (Unaudited)	2015 Actual
	\$	\$	\$
Receivables	121,320	9,820	9,820
Receivables from the Ministry of Education	41,561	-	20,577
Interest Receivable	3,371	2,286	2,286
Teacher Salaries Grant Receivable	114,225	214,791	194,214
	280,477	226,897	226,897
Receivables from Exchange Transactions	124,692	12,106	12,106
Receivables from Non-Exchange Transactions	155,786	214,791	214,791
	280,477	226,897	226,897

## 9 Investments

The School's investment activities are classified as follows:

	2016 Actual	2016 Budget (Unaudited)	2015 Actual
	\$	\$	\$
<b>Current Assets</b>			
Short-term Bank Deposits	495,046	445,983	445,983
	495,046	445,983	445,983

The carrying value of long term deposits longer than 12 months approximates their fair value at 31 December 2016.

# 10 Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
<b>2016</b>	\$	\$	\$	\$	\$	\$
Furniture and equipment	81,916	5,179	(3,434)	-	(17,844)	65,817
Information and communication	57,363	8,424	(554)	-	(22,121)	43,112
Motor vehicles	11,869	-	-	-	(1,826)	10,043
Leased assets	-	143,949	-	-	(6,601)	137,348
<b>Balance at 31 December 2016</b>	<b>151,148</b>	<b>157,552</b>	<b>(3,988)</b>	<b>-</b>	<b>(48,392)</b>	<b>256,320</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
<b>2016</b>	\$	\$	\$
Furniture and equipment	360,650	(294,834)	65,816
Information and communication	378,580	(335,469)	43,112
Motor vehicles	18,261	(8,217)	10,043
Leased assets	143,949	(6,601)	137,348
<b>Balance at 31 December 2016</b>	<b>901,440</b>	<b>(645,121)</b>	<b>256,319</b>

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
<b>2015</b>	\$	\$	\$	\$	\$	\$
Furniture and equipment	88,165	24,890	(117)	-	(31,022)	81,916
Information and communication	74,071	26,563	(1,245)	-	(42,026)	57,363
Motor vehicles	13,696	-	-	-	(1,826)	11,870
<b>Balance at 31 December 2015</b>	<b>175,932</b>	<b>51,453</b>	<b>(1,362)</b>	<b>-</b>	<b>(74,874)</b>	<b>151,149</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
<b>2015</b>	\$	\$	\$
Furniture and equipment	374,041	(292,125)	81,916
Information and communication	434,461	(377,098)	57,363
Motor vehicles	18,261	(6,391)	11,870
<b>Balance at 31 December 2015</b>	<b>826,762</b>	<b>(675,614)</b>	<b>151,149</b>

# 1 Accounts Payable

	2016 Actual	2016 Budget (Unaudited)	2015 Actual
<b>Operating creditors</b>	\$ 37,480	\$ 32,985	\$ 32,985
Employee Entitlements - salaries	121,607	194,980	194,981
Employee Entitlements - leave accrual	1,274	3,247	3,247
	<b>160,360</b>	<b>231,212</b>	<b>231,212</b>
<b>Payables for Exchange Transactions</b>	<b>160,360</b>	<b>231,212</b>	<b>231,212</b>
	<b>160,360</b>	<b>231,212</b>	<b>231,212</b>

The carrying value of payables approximates their fair value.



## 12 Revenue Received in Advance

	2016 Actual	2016 Budget (Unaudited)	2015 Actual
Other	\$ 2,200	\$ -	\$ -
	2,200	-	-

## 13 Finance Lease Liability

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

	2016 Actual	2016 Budget (Unaudited)	2015 Actual
No later than one year	\$ 37,625	\$ -	\$ -
Later than one year and no later than five years	100,599	-	-
	138,224	-	-

## 14 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.

## 15. Remuneration

### Key management personnel compensation

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

	2016 Actual \$	2015 Actual \$
<b>Board Members</b>		
Remuneration	9,000	9,060
Full-time equivalent members	0.53	0.50
<b>Leadership Team</b>		
Remuneration	549,695	163,214
Full-time equivalent members	6.00	1.00
Total key management personnel remuneration	558,695	172,274
Total full-time equivalent personnel	6.53	1.50

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:

	2016 Actual \$000	2015 Actual \$000
<b>Salaries and Other Short-term Employee Benefits:</b>		
Salary and Other Payments	130 - 140	150 - 160
Benefits and Other Emoluments	15 - 16	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	2016 FTE Number	2015 FTE Number
110-120	2.00	-
100-110	-	-
	2.00	-

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

## 16. 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:

	2016 Actual	2015 Actual
Total	\$12,600	\$5,000
Number of People	1	1



## 17 Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2016 (Contingent liabilities and assets at 31 December 2015: nil).

2016 Employment dispute in progress.

## 18 Commitments

### Capital Commitments

As at 31 December 2016 the Board has entered into no contract agreements for capital works.

(Capital commitments at 31 December 2015 : nil)

### Operating Commitments

As at 31 December 2016 the Board has entered into the following contracts:

(a) operating lease of a photocopier, laptops and a computer.

	2016 Actual	2015 Actual
	\$	\$
No later than One Year	9,434	42,648
Later than One Year and No Later than Five Years	3,338	45,984
	12,772	88,632

## 19 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.

## 20 Financial Instruments

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

### Loans and Receivables

	2016 Actual	2016 Budget (Unaudited)	2015 Actual
	\$	\$	\$
Cash and Cash Equivalents	219,420	98,852	23,536
Receivables	280,477	226,897	226,897
Investments - Term Deposits	495,046	445,983	445,983
Total Loans and Receivables	994,943	771,732	696,416

### Financial Liabilities Measured at Amortised Cost

Payables	160,360	231,212	231,212
Finance Leases	135,737	-	-
Total Financial Liabilities Measured at Amortised Cost	296,097	231,212	231,212

#### 21 Provision for Cyclical Maintenance

No provision has been made for cyclical maintenance of the buildings occupied by the school. All school sites operate from land and buildings provided by Child, Youth and Family who pays all operating, repairs and maintenance and capital costs. No rental is charged.

#### 22 Events After Balance Date

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



## Analysis of Variance 2016

### Historical

Students enrolling at Kingslea School arrive with poor attitudes to education, variable engagement and rarely any records from previous schools. Attitudes towards literacy and numeracy are especially negative. As many of our students have a history of truancy, suspensions and exclusions they are usually operating academically well below their peers in mainstream.

### Student Achievement Targets for 2016 READING

#### READING GOAL: Assessment Target Group A

Reading Goal: 80% of student will increase their reading age by half a year progression every twelve weeks.

Youth Justice	Data Group 1 Section 311 Students (Supervision with Residence 4-6 month sentence) and Long Term Remands	Data Group 1a Students that identify as Maori.	Data Group 1b. Students that identify as Pasifika.
Te Puna Wai o Tuhinapo	60%	0%	100%
Te Maioha o Parekarangi	50%	50%	nil
Care & Protection	Data Group 2 Care and Protection students.	Data Group 2a. Care and Protection students that identify as Maori.	Data Group 2b. Care and Protection students that identify as Pasifika.
Te Oranga	100%	100%	nil
Puketai	100%	100%	nil

#### READING GOAL: Assessment Target Group B

Reading Goal: 80% of student will increase their reading by one e-asTTle sub level every twelve weeks.

Youth Justice	Data Group 1 Section 311 Students (Supervision with Residence 4-6 month sentence) and Long Term Remands	Data Group 1a Students that identify as Maori.	Data Group 1b. Students that identify as Pasifika.
Te Puna Wai o Tuhinapo	63%	80%	50%

<b>Te Maioha o Parekarangi</b>	50%	67%	0%
<b>Care &amp; Protection</b>	<b>Data Group 2</b> Care and Protection students.	<b>Data Group 2a.</b> Care and Protection students that identify as Maori.	<b>Data Group 2b.</b> Care and Protection students that identify as Pasifika.
<b>Te Oranga</b>	67%	50%	100%
<b>Puketai</b>	100%	100%	nil

### READING GOAL: Assessment Target Group C

Reading Goal: These students are typically working above level 3 of the New Zealand Curriculum in the area of English and are eligible to begin or continue working towards NCEA levels 1 or 2.

<b>Youth Justice</b>	<b>Data Group 1</b> Section 311 Students (Supervision with Residence 4-6 month sentence) and Long Term Remands	<b>Data Group 1a</b> Students that identify as Maori.	<b>Data Group 1b.</b> Students that identify as Pasifika.
<b>Te Puna Wai o Tuhinapo</b>	64%	100%	100%
<b>Te Maioha o Parekarangi</b>	86%	67%	100%
<b>Care &amp; Protection</b>	<b>Data Group 2</b> Care and Protection students.	<b>Data Group 2a.</b> Care and Protection students that identify as Maori.	<b>Data Group 2b.</b> Care and Protection students that identify as Pasifika.
<b>Te Oranga</b>	100%	nil	nil
<b>Puketai</b>	100%	100%	nil

### 2016 EVALUATION:

Our overall results for reading in 2016 were disappointing. With our high turnover of students, 600% for Youth Justice, we believe our current system of data collection failed to show a true reflection of student achievement. A high percentage of our students did however improve in their attitude and engagement with reading. This is evidenced by an increase in requests to use the Kindles and/or borrow books for use after school and during the holidays. During 2017 we will be collating student achievement data in reading based on Individual Learner Profile goals achieved.

### WRITING

**WRITING GOAL: Assessment Target Group A**

Writing Goal: 80% of students will improve their writing by one e-asTTle sub level every twelve weeks.

<b>Youth Justice</b>	<b>Data Group 1</b> Section 311 Students (Supervision with Residence 4-6 month sentence) and Long Term Remands	<b>Data Group 1a</b> Students that identify as Maori.	<b>Data Group 1b.</b> Students that identify as Pasifika.
<b>Te Puna Wai o Tuhinapo</b>	67%	50%	nil
<b>Te Maioha o Parekarangi</b>	100%	100%	nil
<b>Care &amp; Protection</b>	<b>Data Group 2</b> Care and Protection students.	<b>Data Group 2a.</b> Care and Protection students that identify as Maori.	<b>Data Group 2b.</b> Care and Protection students that identify as Pasifika.
<b>Te Oranga</b>	100%	100%	nil
<b>Puketai</b>	100%	100%	nil

**WRITING GOAL: Assessment Target Group B**

Writing Goal: 80% of students will increase their writing by one e-asTTle sub level every twelve weeks.

<b>Youth Justice</b>	<b>Data Group 1</b> Section 311 Students (Supervision with Residence 4-6 month sentence) and Long Term Remands	<b>Data Group 1a</b> Students that identify as Maori.	<b>Data Group 1b.</b> Students that identify as Pasifika.
<b>Te Puna Wai o Tuhinapo</b>	82%	100%	33%
<b>Te Maioha o Parekarangi</b>	67%	67%	nil
<b>Care &amp; Protection</b>	<b>Data Group 2</b> Care and Protection students.	<b>Data Group 2a.</b> Care and Protection students that identify as Maori.	<b>Data Group 2b.</b> Care and Protection students that identify as Pasifika.
<b>Te Oranga</b>	89%	100%	100%
<b>Puketai</b>	100%	100%	nil

**WRITING GOAL: Assessment Target Group C**

Writing Goal: These students are typically working above level 3 of the New Zealand Curriculum in the area of English and are eligible to begin or continue working towards NCEA levels 1 or 2.

<b>Youth Justice</b>	<b>Data Group 1</b> Section 311 Students (Supervision with Residence 4-6 month sentence) and Long Term Remands	<b>Data Group 1a</b> Students that identify as Maori.	<b>Data Group 1b.</b> Students that identify as Pasifika.
<b>Te Puna Wai o Tuhinapo</b>	80%	100%	100%
<b>Te Maioha o Parekarangi</b>	86%	38%	38%
<b>Care &amp; Protection</b>	<b>Data Group 2</b> Care and Protection students.	<b>Data Group 2a.</b> Care and Protection students that identify as Maori.	<b>Data Group 2b.</b> Care and Protection students that identify as Pasifika.
<b>Te Oranga</b>	100%	nil	nil
<b>Puketai</b>	100%	100%	nil

## 2016 EVALUATION:

With our high turnover of students, 600% for Youth Justice, we believe our current system of data collection fails to show a true reflection of student achievement. During 2017 we will be collating student achievement data in writing based on Individual Learner Profile goals achieved. A high percentage of our students did however improve in their attitude and engagement with writing as a curriculum focus in 2016.

## NUMERACY

### NUMERACY GOAL: Assessment Target Group A

Numeracy Goal: 80% of students will improve their numeracy by one stage every twelve weeks.

<b>Youth Justice</b>	<b>Data Group 1</b> Section 311 Students (Supervision with Residence 4-6 month sentence) and Long Term Remands	<b>Data Group 1a</b> Students that identify as Maori.	<b>Data Group 1b.</b> Students that identify as Pasifika.
<b>Te Puna Wai o Tuhinapo</b>	nil	nil	nil
<b>Te Maioha o Parekarangi</b>	nil	nil	nil



Care & Protection	Data Group 2 Care and Protection students.	Data Group 2a. Care and Protection students that identify as Maori.	Data Group 2b. Care and Protection students that identify as Pasifika.
Te Oranga	100%	100%	nil
Puketai	100%	100%	nil

### NUMERACY GOAL: Assessment Target Group B

Numeracy Goal: 80% of students will increase their numeracy by one e-asTTle sub level every twelve weeks.

Youth Justice	Data Group 1 Section 311 Students (Supervision with Residence 4-6 month sentence) and Long Term Remands	Data Group 1a Students that identify as Maori.	Data Group 1b. Students that identify as Pasifika.
Te Puna Wai o Tuhinapo	75%	57%	100%
Te Maioha o Parekarangi	50%	50%	nil
Care & Protection	Data Group 2 Care and Protection students.	Data Group 2a. Care and Protection students that identify as Maori.	Data Group 2b. Care and Protection students that identify as Pasifika.
Te Oranga	80%	75%	100%
Puketai	100%	100%	nil

### NUMERACY GOAL: Assessment Target Group C

Numeracy Goal: These students are typically working above level 3 of the New Zealand Curriculum in the area of Mathematics and are eligible to begin or continue working towards NCEA levels 1 or 2.

Youth Justice	Data Group 1 Section 311 Students (Supervision with Residence 4-6 month sentence) and Long Term Remands	Data Group 1a Students that identify as Maori.	Data Group 1b. Students that identify as Pasifika.
Te Puna Wai o Tuhinapo	100%	100%	100%
Te Maioha o Parekarangi	88%	67%	100%
Care & Protection	Data Group 2	Data Group 2a.	Data Group 2b.

	Care and Protection students.	Care and Protection students that identify as Maori.	Care and Protection students that identify as Pasifika.
<b>Te Oranga</b>	nil	nil	nil
<b>Puketai</b>	100%	100%	nil

## 2016 EVALUATION:

With our high turnover of students, 600% for Youth Justice, we believe our current system of data collection fails to show a true reflection of student achievement. During 2017 we will be collating student achievement data in Numeracy based on Individual Learner Profile goals achieved. A high percentage of our students did however improve in their attitude and engagement with numeracy.

## National Standards

We have very few students in Years 1-8 that attend Kingslea School for a whole school year. For those students in Years 1-8 who attended Kingslea School during 2016

### Data Groups:

Group 2: Care and Protection students

Group 2a: Care and Protection students that identify as Maori

Group 2b: Care and Protection students that identify as Pasifika

Writing	Below	At	Above
<b>Group 2</b>	55%	45%	nil
<b>Group 2a</b>	62%	38%	nil
<b>Group 2b</b>	100%	nil	nil
Reading	Below	At	Above
<b>Group 2</b>	55%	27%	18%
<b>Group 2a</b>	62%	38%	nil
<b>Group 2b</b>	100%	nil	nil
Numeracy	Below	At	Above
<b>Group 2</b>	64%	18%	18%
<b>Group 2a</b>	75%	25%	nil
<b>Group 2b</b>	100%	nil	nil

## 2016 EVALUATION

Personalised learning is a strength at Kingslea School. Student achievement information is used to plan programmes that take into account their individual learning needs and strengths.

27% of students who achieved below the National Standard in Writing, Reading and Numeracy were diagnosed with dyslexia in 2016. A high percentage of our students did however improve in their attitude and engagement in Writing, Reading and Literacy.

Actions	Responsibility	Timeframes
<b>Monitor student achievement in Reading, Writing and Numeracy</b> <ul style="list-style-type: none"> <li>Student progress is formally reported using Kingslea School's Individual Learner Profile (ILP).</li> <li>ILPs are generated within the first four weeks of school attendance.</li> <li>ILPs are reviewed every four weeks of attendance and focus goals set.</li> <li>A snapshot of data will be collected regularly to analyse student achievement trends.</li> </ul>	SLT C-COP All staff	Ongoing End of each term
<b>Build staff capacity</b> <ul style="list-style-type: none"> <li>Staff use technology to communicate, collaborate and innovate across all sites.</li> <li>Staff participate in regular C-COP meetings.</li> <li>Professional development.</li> <li>Participation in local cluster meetings and Communities of Learning.</li> </ul>	Principal SLT C-COP All staff	Ongoing

At Kingslea School we teach New Zealand's most vulnerable children and youth who are amongst the most challenging students encountered in our education system. Most have been disenchanted and disengaged from schooling. It is common for them to have fixed or false mindsets about their educational capability that limits, inhibits and prevents engagement. This impacts self-efficacy. Self-efficacy impacts achievement. We have something special going on at our school which enables our students to feel a sense of belonging. Our teachers are exceptionally skilled at building relationships and communicating with our students, to find solutions to problems that contribute to their challenging behaviours, enabling them to learn and achieve academic success.

During 2016 we analysed our student wellbeing data by looking at our student voice. Our students set their own well-being goals through the direct teaching of our values:

- Tu Pono
- Manaaki and Awhi
- Porihanga
- Wairua Auaha, Wairua Uiui
- Ako

In analysing our student goals and reflections in Youth Justice:

**Target Group 1: Youth Justice students**

70% identified that they achieved their wellbeing goals

22% identified that they partially achieved their wellbeing goals

8% identified that they have not yet achieved their wellbeing goals

**Target Group 1a: Youth Justice students that identify as Maori.**

75% identified that they achieved their wellbeing goals.

21% identified that they partially achieved their wellbeing goals.

4% identified that they have not yet achieved their wellbeing goals.

**Target Group 1b: Youth Justice students that identify as Pasifika.**

0% identified that they achieved their wellbeing goals.

100% identified that they partially achieved their wellbeing goals.

0% identified that they have not yet achieved their wellbeing goals.

**Target Group 2: Care and Protection students**

73% identified that they achieved over 50% of their weekly wellbeing goals.

35% identified that they achieved over 80% of their weekly wellbeing goals.

**Target Group 2a: Care and Protection students that identify as Maori**

73% identified that they achieved over 50% of their weekly wellbeing goals.

43% identified that they achieved over 80% of their weekly wellbeing goals.

**Target Group 2b: Care and Protection students that identify as Pasifika.**

100% identified that they achieved over 50% of their weekly wellbeing goals.

In analysing our student goals and reflections in Care and Protection we took into consideration that they are placed in residence for a significantly longer period of time than our Youth Justice students and have weekly wellbeing goals.

In 2017 we will consider an OTJ when analysing our student wellbeing goals as most of our students find it extremely difficult to say anything positive about themselves. It was heartening to see however that some students mentioned in their reflections that they felt safe and a sense of belonging at Kingslea School.

Actions	Responsibility	Timeframes
<b>Monitor and support our Community of Practice Pastoral Care teams across the school</b>	Principal SLT P-COP	Dec 2017
<b>All students impacted by trauma will be able to reach their potential in our Trauma Sensitive School</b>	Principal SLT P-COP	Dec 2017
<b>Student well-being will be measured using student voice and OTJ Student's will set well-being goals based on our school values</b>	P-COP All staff	Ongoing



## BOARD OF TRUSTEES 2016

Name	Position	Held Until
Tina Lomax	Principal	June 2019
Alan Direen	Ministerial Appointed until June, then Co-opted July-December	June 2019
Dr David Ivory	Ministerial Appointed	June 2019
Shane Whitfield	Ministerial Appointed	June 2019
Nicola Hastie	Co-opted Member	June 2019
Russell Caldwell	Co-opted Member	June 2019
Dr Angus Macfarlane	Co-opted Member	June 2019
Colleen Bardsley	Co-opted Member until August 2016	August 2016
Jackie Freeman	Staff Representative	June 2019

**Kiwisport**

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2016, the school received \$2118.16 (excluding GST) which was spent on gymnastics, trampolining, rock climbing and other physical education resources.

**INDEPENDENT AUDITOR'S REPORT**  
**TO THE READERS OF KINGSLEA SCHOOL FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 DECEMBER 2016**

The Auditor-General is the auditor of Kingslea School (the School). The Auditor-General has appointed me, Grant Jarrold, using the staff and resources of Deloitte Limited, to carry out the audit of the financial statements of the School on his behalf.

**Opinion**

We have audited the financial statements of the School on pages 2 to 18 that comprise the statement of financial position as at 31 December 2016, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2016; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector - Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 30 May 2017. 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 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 of Trustees for the financial statements**

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. Other information has not been received by the auditor at the date the audit report has been signed. Other information does not include the financial statements, and our auditor's report thereon.

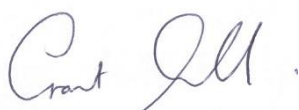
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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.



Grant Jarrold  
Deloitte Limited  
On behalf of the Auditor-General  
Christchurch, New Zealand