

MEREMERE SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

School Directory

Ministry Number: 1373

Principal: Maxine Stensness

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Accountant / Service Provider:

Education  Services.
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MEREMERE SCHOOL

Annual Report - For the year ended 31 December 2021

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Meremere 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.

Alison Kirkwood

Full Name of Presiding Member

MAXINE STENSNESS

Full Name of Principal

[Signature]

Signature of Presiding Member

[Signature]

Signature of Principal

2/6/22

Date:

31/5/22

Date:

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

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue				
Government Grants	2	473,119	442,208	501,606
Locally Raised Funds	3	11,873	6,700	10,679
Interest Income		66	-	65
		<u>485,058</u>	<u>448,908</u>	<u>512,350</u>
Expenses				
Locally Raised Funds	3	1,438	-	2,768
Learning Resources	4	272,197	260,671	271,276
Administration	5	58,472	41,065	37,200
Property	6	111,359	132,587	137,355
Depreciation	10	19,969	18,819	21,111
Loss on Uncollectable Accounts Receivable		188	-	433
		<u>463,623</u>	<u>453,142</u>	<u>470,143</u>
Net Surplus / (Deficit) for the year		21,435	(4,234)	42,207
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>21,435</u>	<u>(4,234)</u>	<u>42,207</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.

Meremere 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		94,477	52,255	51,006
Total comprehensive revenue and expense for the year		21,435	(4,234)	42,207
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant		-	-	1,264
Equity at 31 December		115,912	48,021	94,477
Retained Earnings		115,912	48,021	94,477
Equity at 31 December		115,912	48,021	94,477

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.

Meremere School Statement of Financial Position

As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Assets				
Cash and Cash Equivalents	7	84,982	20,555	39,496
Accounts Receivable	8	31,628	12,221	20,976
GST Receivable		-	569	7,942
Prepayments		302	971	949
Inventories	9	2,273	1,585	2,467
Funds owed for Capital Works Projects	15	-	-	4,161
		119,185	35,901	75,991
Current Liabilities				
GST Payable		1,335	-	-
Accounts Payable	11	24,464	24,554	27,254
Revenue Received in Advance	12	13,719	-	-
Provision for Cyclical Maintenance	13	21,482	1,867	-
Finance Lease Liability	14	2,460	2,460	2,460
		63,460	28,881	29,714
Working Capital Surplus/(Deficit)		55,725	7,020	46,277
Non-current Assets				
Property, Plant and Equipment	10	84,257	68,344	91,871
		84,257	68,344	91,871
Non-current Liabilities				
Provision for Cyclical Maintenance	13	19,765	18,118	36,906
Finance Lease Liability	14	4,305	9,225	6,765
		24,070	27,343	43,671
Net Assets		115,912	48,021	94,477
Equity		115,912	48,021	94,477

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

Meremere 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	153,101	136,254	167,902
Locally Raised Funds	24,847	4,700	9,636
Goods and Services Tax (net)	9,277	-	(7,373)
Payments to Employees	(72,600)	(55,298)	(59,359)
Payments to Suppliers	(58,340)	(64,691)	(58,920)
Interest Received	66	-	65
Net cash from/(to) Operating Activities	56,351	20,965	51,951
Cash flows from Investing Activities			
Purchase of Property Plant & Equipment (and Intangibles)	(12,355)	(1,500)	(10,648)
Net cash from/(to) Investing Activities	(12,355)	(1,500)	(10,648)
Cash flows from Financing Activities			
Furniture and Equipment Grant	-	-	1,264
Finance Lease Payments	(2,671)	(2,460)	(2,460)
Funds Administered on Behalf of Third Parties	4,161	-	(4,161)
Net cash from/(to) Financing Activities	1,490	(2,460)	(5,357)
Net increase/(decrease) in cash and cash equivalents	45,486	17,005	35,946
Cash and cash equivalents at the beginning of the year	7 39,496	3,550	3,550
Cash and cash equivalents at the end of the year	7 84,982	20,555	39,496

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.

Meremere School

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the Statement of Financial Position as property, plant, and equipment, whereas for an operating lease no such asset is recognised.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Buildings	20 years
Furniture and Equipment	10 years
Information and Communication Technology	5 years
Library Resources	12.5% DV
Leased assets held under a Finance Lease	Term of Lease

k) Intangible Assets

Software costs

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

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

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

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

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the surplus or deficit.

The reversal of an impairment loss is recognised in the surplus or deficit.

m) Accounts Payable

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

n) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before twelve months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows.

o) Revenue Received in Advance

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

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

p) Funds Held in Trust

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

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

q) Shared Funds

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

r) Provision for Cyclical Maintenance

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

s) Financial Instruments

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

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

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

t) Borrowings

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

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

u) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

v) Budget Figures

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

w) Services received in-kind

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

2. Government Grants

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Operational Grants	129,363	122,229	133,786
Teachers' Salaries Grants	226,823	213,425	229,370
Use of Land and Buildings Grants	78,105	94,529	104,042
Other MoE Grants	38,828	12,025	34,408
	<u>473,119</u>	<u>442,208</u>	<u>501,606</u>

The school has opted in to the donations scheme for this year. Total amount received was \$4,650.

3. Locally Raised Funds

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue			
Donations & Bequests	1,000	-	200
Other Revenue	9,439	6,700	8,741
Trading	1,434	-	1,738
	<u>11,873</u>	<u>6,700</u>	<u>10,679</u>
Expenses			
Other Locally Raised Funds Expenses	208	-	1,695
Trading	1,230	-	1,073
	<u>1,438</u>	<u>-</u>	<u>2,768</u>
<i>Surplus for the year Locally raised funds</i>	<u>10,435</u>	<u>6,700</u>	<u>7,911</u>

4. Learning Resources

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Curricular	12,520	16,068	11,213
Library Resources	280	300	75
Employee Benefits - Salaries	256,150	238,303	258,071
Staff Development	3,247	6,000	1,917
	<u>272,197</u>	<u>260,671</u>	<u>271,276</u>

5. Administration

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Audit Fee	5,060	4,600	4,600
Board Fees	1,900	3,000	1,975
Board Expenses	1,663	1,640	-
Communication	968	500	1,269
Consumables	2,728	2,100	2,086
Other	5,204	5,310	6,256
Employee Benefits - Salaries	19,124	18,340	16,540
Insurance	219	375	292
Service Providers, Contractors and Consultancy	5,560	5,200	4,182
Healthy School Lunch Programme	16,046	-	-
	<u>58,472</u>	<u>41,065</u>	<u>37,200</u>

6. Property

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Caretaking and Cleaning Consumables	1,114	1,200	968
Cyclical Maintenance Provision	4,341	4,000	2,921
Grounds	2,189	7,700	-
Heat, Light and Water	6,411	4,500	5,585
Rates	4,804	3,200	3,986
Repairs and Maintenance	3,730	4,578	4,339
Use of Land and Buildings	78,105	94,529	104,042
Security	466	800	778
Employee Benefits - Salaries	10,199	12,080	14,736
	<u>111,359</u>	<u>132,587</u>	<u>137,355</u>

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

7. Cash and Cash Equivalents

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Bank Accounts	84,982	20,555	39,496
Cash and cash equivalents for Statement of Cash Flows	<u>84,982</u>	<u>20,555</u>	<u>39,496</u>

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

8. Accounts Receivable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Receivables	2,597	1,009	1,852
Receivables from the Ministry of Education	47	-	-
Banking Staffing Underuse	13,550	-	-
Teacher Salaries Grant Receivable	15,434	11,212	19,124
	<u>31,628</u>	<u>12,221</u>	<u>20,976</u>
Receivables from Exchange Transactions	2,644	1,009	1,852
Receivables from Non-Exchange Transactions	28,984	11,212	19,124
	<u>31,628</u>	<u>12,221</u>	<u>20,976</u>

9. Inventories

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Uniform	1,540	1,028	1,511
Stationery	733	557	956
	<u>2,273</u>	<u>1,585</u>	<u>2,467</u>

10. Property, Plant and Equipment

2021	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Furniture and Equipment	66,559	3,724	-	-	(12,983)	57,300
Information and Communication Technology	5,745	8,630	-	-	(2,706)	11,669
Motor Vehicles	4,405	-	-	-	(1,043)	3,362
Leased Assets	10,622	-	-	-	(2,669)	7,953
Library Resources	4,540	-	-	-	(568)	3,973
Balance at 31 December 2021	91,871	12,354	-	-	(19,969)	84,257

The net carrying value of equipment held under a finance lease is \$7,953 (2020: \$10,622)

	2021 Cost or Valuation \$	2021 Accumulated Depreciation \$	2021 Net Book Value \$	2020 Cost or Valuation \$	2020 Accumulated Depreciation \$	2020 Net Book Value \$
Buildings	5,156	(5,156)	-	5,156	(5,156)	-
Furniture and Equipment	210,409	(153,109)	57,300	206,684	(140,125)	66,559
Information and Communication Technology	74,979	(63,310)	11,669	66,349	(60,604)	5,745
Motor Vehicles	5,217	(1,855)	3,362	5,217	(812)	4,405
Leased Assets	24,960	(17,007)	7,953	24,960	(14,338)	10,622
Library Resources	36,086	(32,113)	3,973	36,086	(31,546)	4,540
Balance at 31 December	356,807	(272,550)	84,257	344,452	(252,581)	91,871

11. Accounts Payable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Creditors	3,283	8,367	3,845
Accruals	5,050	4,500	3,190
Employee Entitlements - Salaries	15,434	11,212	19,124
Employee Entitlements - Leave Accrual	697	475	1,095
	24,464	24,554	27,254
Payables for Exchange Transactions	24,464	24,554	27,254
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	24,464	24,554	27,254

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Income in Advance	13,599	-	-
Melysa Rental Bond	120	-	-
	<u>13,719</u>	<u>-</u>	<u>-</u>

13. Provision for Cyclical Maintenance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Provision at the Start of the Year	36,906	15,985	33,985
Increase to the Provision During the Year	4,342	4,000	4,342
Adjustment to the Provision	(1)	-	(1,421)
Provision at the End of the Year	<u>41,247</u>	<u>19,985</u>	<u>36,906</u>
Cyclical Maintenance - Current	21,482	1,867	-
Cyclical Maintenance - Term	19,765	18,118	36,906
	<u>41,247</u>	<u>19,985</u>	<u>36,906</u>

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	2,460	2,460	2,460
Later than One Year and no Later than Five Years	4,305	9,225	6,765
	<u>6,765</u>	<u>11,685</u>	<u>9,225</u>
Represented by			
Finance lease liability - Current	2,460	2,460	2,460
Finance lease liability - Term	4,305	9,225	6,765
	<u>6,765</u>	<u>11,685</u>	<u>9,225</u>

15. Funds Held (Owed) for Capital Works Projects

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

2021	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
SIP-Paths, Signage, Bark & Driveway Repairs	221915	(4,161)	4,336	(175)	-	-
AMS 5YA Classroom Refurb & Electrical	228371	-	109,291	(109,291)	-	-
Totals		<u>(4,161)</u>	<u>113,627</u>	<u>(109,466)</u>	-	-

Represented by:

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

-
-
<u>-</u>

2020	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
SIP-Paths, Signage, Bark & Driveway Repairs	221915	-	45,000	(49,161)	-	(4,161)
Totals		<u>-</u>	<u>45,000</u>	<u>(49,161)</u>	-	<u>(4,161)</u>

16. Related Party Transactions

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

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

17. Remuneration

Key management personnel compensation

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

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration	1,900	1,975
<i>Leadership Team</i>		
Remuneration	115,245	117,147
Full-time equivalent members	1.00	1.00
Total key management personnel remuneration	<u>117,145</u>	<u>119,122</u>

There are 5 members of the Board excluding the Principal. The Board had held 7 full meetings of the Board in the year. The Board also has Finance (0 members) and Property (0 members) that met 0 and 0 times respectively. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	110 - 120	110 - 120
Benefits and Other Emoluments	-	-
Termination Benefits	-	-

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	-	-
	<u>0.00</u>	<u>0.00</u>

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

18. Compensation and Other Benefits Upon Leaving

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

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

19. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

20. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2021.

(Capital commitments as at 31 December 2020: nil)

(b) Operating Commitments

There are no operating commitments as at 31 December 2021 (Operating commitments at 31 December 2020: nil).

21. Financial Instruments

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

Financial assets measured at amortised cost

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash and Cash Equivalents	84,982	20,555	39,496
Receivables	31,628	12,221	20,976
Investments - Term Deposits	-	-	-
Total Financial assets measured at amortised cost	116,610	32,776	60,472

Financial liabilities measured at amortised cost

Payables	24,464	24,554	27,254
Finance Leases	6,765	11,685	9,225
Total Financial Liabilities Measured at Amortised Cost	31,229	36,239	36,479

22. Events After Balance Date

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

23. Comparatives

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

24. COVID 19 Pandemic on going implications

Impact of Covid-19

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

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

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

Impact on operations

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

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

Reduction in locally raised funds

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

Increased Remote learning additional costs

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

Meremere School

Members of the Board

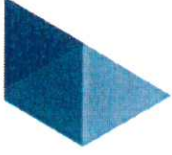
Name	Position	How Position Gained	Term Expired/ Expires
Maxine Stensness	Principal		
John Ngatai	Parent Representative	Elected	Sep 2022
Alison Kirkwood	Parent Representative	Elected	Sep 2022
Hamayoon Khan	Parent Representative	Elected	Sep 2022
Jane Telfer	Staff Representative	Elected	Sep 2022

Meremere School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2021, the school received total Kiwisport funding of \$337 (excluding GST). The funding was spent on sporting endeavours.

Analysis of Variance Reporting



School Name:	Meremere School 2020 2021	School Number:	1373
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Strategic Aim:	<p>1 Ensure a high level of student learning and achievement</p> <p>1.1 Ensure all students access the New Zealand Literacy Curriculum as evidenced by achievement against the Curriculum Expectations in Reading</p> <p>1.2 Ensure all students access the New Zealand Literacy Curriculum as evidenced by achievement against the Curriculum Expectations in Writing</p> <p>1.3 Ensure all students access the New Zealand Mathematics Curriculum as evidenced by achievement against the Curriculum Expectations in Mathematics</p>
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Annual Aim:	<p>1 To lift Reading levels across the school</p> <p>2 To lift Writing levels across the school</p> <p>3 To lift Maths levels across the school</p>
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Target:	<p>Reading 78% of the school will be AT or ABOVE Curriculum Expectations</p> <p>Writing 85% of the school will be AT or ABOVE the National Standards Mathematics</p> <p>85% of the school will be AT or ABOVE the National Standards</p>
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Baseline Data:	Baseline data: Reading				
	Well Below	Below	At	Above	Well Above
Year 8					2
Year 7	1			1	1
Year 6	2	1			1
Year 5			2		1
Year 4	3	1			3
Year 3	2	1	2		
Year 2		2			
Year 1			2		

Whole school	8	5	6	1	8
Baseline data: Writing					
Year 8	Well Below	Below	At	Above	Well Above
Year 7		1	2		
Year 6		2			
Year 5	3		1		
Year 4	1	2			
Year 3	4	1	2		
Year 2	2	3			
Year 1		2			
Whole school	10	11	7		
Baseline data: Maths					
Year 8	Well Below	Below	At	Above	Well Above
Year 7		1	1	1	
Year 6	1		1		
Year 5	3				
Year 4		3			
Year 3	4		2		1
Year 2	5				
Year 1		2			
Whole school	13	6	7	1	1

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>
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<p>Reading Actions What did we do?</p>	<p>Reading Outcomes What happened?</p>	<p>Reading Reasons for the variance Why did it happen?</p>	<p>Reading Evaluation Where to next?</p>																		
<p>Teachers continue to run Individualised Reading programmes but group children at the same level. Teachers in the Junior School targeted three Well Below or Below children daily as did the Senior room</p> <p>The Teacher Aide worked with six Well Below and Below children four times a week for twenty minutes each. The lesson was based on the needs of the children.</p> <p>Progress of children continued to be monitored and data collected every 5 weeks until Term 4 when this wasn't possible. This included their current level and where they sat against Curriculum expectations. This is recorded in classrooms on visual monitoring boards and in the principal's office.</p> <p>Reading resources were purchased to provide a range of supportive texts with a focus on the PM series.</p> <p>Parents were informed of their children's immediate progress with slips which go home and also at the two Three Way Conferences</p>	<p>We only reached 40% of children AT and ABOVE the Curriculum Expectations across the school, 38% below our target of 78% and 13% lower than we started the year with. These figures include all children in the school, at the end of the year and not just those we started the year with.</p> <p>The Junior room started with 44% AT or ABOVE Curriculum Expectations and rose to 63% before steadily declining to 33% while the Senior room started at 61% and dropped back to 47%. Across the school we started at 53% rose 5% to 58% but then declined to 40%.</p> <table border="0" data-bbox="925 1276 1149 1590"> <tr> <td>Junior room</td> <td></td> <td></td> </tr> <tr> <td>WB & B</td> <td>66%</td> <td>4</td> </tr> <tr> <td>AT & AB</td> <td>33%</td> <td>2</td> </tr> <tr> <td>Senior room</td> <td></td> <td></td> </tr> <tr> <td>WB & B</td> <td>53%</td> <td>9</td> </tr> <tr> <td>AT & AB</td> <td>47%</td> <td>8</td> </tr> </table>	Junior room			WB & B	66%	4	AT & AB	33%	2	Senior room			WB & B	53%	9	AT & AB	47%	8	<p>In Term 1 & 2 there were no school closures for COVID. This period allowed for stability and continuity of learning at the school.</p> <p>By Term 3 however Week 4 17 August the country went into Lockdown. This lasted for two weeks then the school went into Level 3 for a week on 2 September. On the 7 September the Waikato moved back to Level 2. By this time it was Week 7 and the children had missed 3 weeks of schooling. The school then had to settle back into routine with 3 weeks of learning before the northern part of the Waikato including Meremere went into Level 3 again a week before the holidays started. This resulted in only 5 weeks of schooling in Term 3; they were broken into a beginning of 3 weeks and an end of two weeks. This does not provide for the continuity of learning that is required to sustain progress and achievement.</p> <p>Following the holidays, the Waikato was still at Level 3 for 4 weeks and children did not return to school until the 16 November.</p>	<p>The principal will support children's learning working 1-1 with targeted children who are Well Below and Below.</p> <p>The principal will also work in a co-operative teaching situation with the Beginning Teacher to support her practice.</p> <p>The principal applied to the MOE for the ALL [Accelerated Literacy Learning] PLD and the school has been accepted to be a part of this. This will mean professional learning for both the principal and teacher in this specialised field and will enhance the teaching and provision of support for children who are Below or Well Below and allow the process of their learning to accelerate at a faster rate.</p> <p>Individual records will all include Year 7 & 8</p>
Junior room																					
WB & B	66%	4																			
AT & AB	33%	2																			
Senior room																					
WB & B	53%	9																			
AT & AB	47%	8																			

held in Term 1 and Term 3 and in the Half Year and End of Year report.

Teachers provided individualised and differentiated planning using running records and other relevant testing data such as PROBE to inform deliberate acts of teaching.

Teachers conducted PROBE testing mid-year and end of year with the Year 3, 4, 5, 6, 7 & 8 children

Reading Eggs was purchased as a ICT resource for all children in the senior room and the Year 3 in the junior room.

The school accessed the National Library, developed library skills in the school library and visited the local Community library fortnightly.

All the children who were Well Below and Below were taught the basic sight words.

The principal observed reading lessons and provided feedback and feedforward

Teachers discuss goals with children so that they can assess their work and progress

The children were then back at school in Week 5 and were present for 4 ½ weeks before the Christmas holidays started. This meant that in total they were only at school for 4 ½ weeks in Term 4 and 5 broken weeks in Term 3 a total of only 9 ½ weeks out of 20 for the second half of the year. This has had a significant impact on learning, and progress and achievement in 2021 which had started so well.

Writing
Actions

What did we do?

Progress of all students was monitored, and data collected every 5 weeks until Term 4 when this wasn't possible. Children's current levels were reflected on classroom monitoring boards and in the principal's office.

Reading Eggs was provided as a resource for all children in the senior room and for the Year 3 children who were WELL BELOW and BELOW in Reading. This resource supports Literacy and therefore Writing.

Whanau were informed of their children's current levels through two Three Way Conferences and Mid-Year and End of Year reports.

A structured teaching programme ensures an in-depth and surface feature is taught each term in both rooms. This supports the teaching of the in-depth and surface features of writing across the school year. From this work, individual records are completed. These are marked at the end of each term allowing teachers to record progress of the in-depth and surface features that had just been taught. These relate directly

Writing

Outcomes

What happened?

We only reached 43% of children AT or ABOVE the Curriculum Expectations across the school which is 42% below our goal of 85%. We started with 25% of the school AT or ABOVE and reached 61% at the end of Term 2 but declined in Term 3 to 43%.

The Junior room started with 22% AT or ABOVE Curriculum Expectations and reached 67 in Term 2 dropping back to 33% at the end of Term 3 while the Senior room started at 23% rose to 60 then dropped to 53% at the end of Term 3.

Junior room	67%	4
WB & B	33%	2
AT & AB		
Senior room	47%	8
WB & B	53%	9
AT & AB		

Writing

Reasons for the variance

Why did it happen?

In Term 1 & 2 there were no school closures for COVID. This period allowed for stability and continuity of learning at the school.

By Term 3 however Week 4 17 August the country went into Lockdown. This lasted for two weeks then the school went into Level 3 for a week on 2

September. During Level 3 the children were involved in online learning. 7 September the Waikato moved back to Level 2. By this time it was Week 7 and the children had missed 3 weeks at school. The school had to settle back to routine with 3 weeks of learning before the northern part of the Waikato including Meremere went into Level 3 again a week before the holidays started. This resulted in only 5 weeks of schooling in Term 3; they were broken into a beginning of 3 weeks and an end of two weeks. This does not provide for the continuity of learning that is required to sustain progress and achievement.

Following the holidays, the Waikato was still at Level 3 for 4 weeks and children did not return to school until the 16 November.

Writing

Evaluation

Where to next?

The principal will support children's learning working 1-1 with targeted children who are Well Below and Below.

The principal will also work in a co-operative teaching situation with the Beginning Teacher to support her practice.

The principal applied to the MOE for the ALL [Accelerated Literacy Learning] PLD and the school has been accepted to be a part of this. This will mean professional learning for both the principal and teacher in this specialised field and will enhance the teaching and provision of support for children who are Below or Well Below and allow the process of their learning to accelerate at a faster rate.

Individual records will all include Year 7 & 8

The school will purchase the resource Crate Traits at all levels to enhance teaching of the in-depth and surface features

to the visual monitoring board in both rooms and give children a clear understanding of where they are at and their next stages.

Progress sheets have been developed for the children's writing books for all in-depth and surface features so that children and teachers can monitor progress and next steps. These translate to the children's individual records and the monitoring boards.

The teacher who moderates the writing is not on the staff. She completed this mid-year prior to the reports going out.

A structured and progressive spelling programme is embedded in the Senior class and in the Junior room with the Year 3s. This has a significant and positive impact on the writing programme. The children make huge progress with their spelling which means they are not encumbered by this as they were writing, allowing them to focus on the in-depth features instead.

Teachers targeted children who were WELL BELOW and BELOW in both rooms to accelerate their writing.

The Teacher Aide worked with six

The children were then back at school in Week 5 and were present for 4 ½ weeks before the Christmas holidays started. This meant that in total they were only at school for 4 ½ weeks in Term 4 and 5 broken weeks in Term 3; a total of only 9 ½ weeks out of 20 for the second half of the year.

The second half of the year with COVID Levels changes in NZ and the Waikato has had a significant impact on learning, and progress and achievement in 2021.

Well Below and Below children four times a week for twenty minutes each. The lesson was based on the needs of the children

Maths

Actions

What did we do?

The teacher in the senior room attended a Mathematics day in Hamilton

We continue to add resources to our Domain and Strand areas

Long term and short-term planning utilise the NZ Maths site.

Children are involved in problem solving as part of their on-going daily programmes. This is reflected in daily planning.

Deliberate acts of teaching are reflected in modelling books that teachers use for all groups.

Teachers use monitoring boards for Maths which show children where they are at and what their next steps are. These include the three domains and number knowledge.

Equipment is provided in both rooms for teaching groups and

Maths

Outcomes

What happened?

Our target was 85% of children AT or ABOVE Curriculum expectations. We only reached 62%

The Junior room accelerated from 22% to 87% but dropped back to 83% in Term 3.

The Senior room started at 39% moved to 47% and in Term 3 dropped back to 41%. Their progress was overall steady during the year.

Junior room		
WB & B	17%	1
AT & AB	83%	5
Senior room		
WB & B	59%	10
AT & AB	41%	7

Maths

Reasons for the variance

Why did it happen?

In Term 1 & 2 there were no school closures for COVID. This period allowed for stability and continuity of learning at the school. By Term 3 however Week 4 17 August the country went into Lockdown. This lasted for two weeks then the school went into Level 3 for a week on 2

September. On the 7 September the Waikato moved back to Level 2. By this time, it was Week 7 and the children had missed 3 weeks of schooling. The school then had to settle back into routine with 3 weeks of learning before the northern part of the Waikato including Meremere went into Level 3 again a week before the holidays started. This resulted in only 5 weeks of schooling in Term 3; they were broken into a beginning of 3 weeks and an end of two weeks. This does not provide for the continuity of learning that is required to sustain progress and achievement.

Maths

Evaluation

Where to next?

The principal will support children's learning working 1-1 with targeted children who are Well Below and Below.

The principal will work in a co-operative teaching situation with the Beginning Teacher to support her practice.

Teachers will continue to complete Individual records at the end of every five weeks for the strands and at the end of each term for the domains

The principal will check Maths's planning and observe Maths lessons

The principal and teachers will complete Gloss tests in July and December for Year 3-8 children

Teachers will continue to plan using the NZ Maths site

Teachers will continue to use

<p>individuals</p> <p>The school spent \$1538.35 on resources for the junior room and senior room.</p> <p>Any redundant resources continue to be culled.</p> <p>A basic facts programme is utilised to develop knowledge</p> <p>A Gloss test was taken mid-year but not at the end of the year. Children were only settling back to school after the long Lockdowns and the focus was on their wellbeing. Instead, the Gloss was taken at the beginning of 2022.</p> <p>Children were targeted in both rooms. Target children have their own individual modelling books.</p> <p>Teachers ensure that children understand their learning pathways. These are evaluated against clear criteria.</p> <p>The Junior room developed an individualised programme In Term 1 which was then followed by the development of an individualised programme in Room 3.</p> <p>The principal observes lessons and provides feedback and feedforward</p>	<p>Following the holidays, the Waikato was still at Level 3 for 4 weeks and children did not return to school until the 16 November. The children were then back at school in Week 5 and were present for 4 ½ weeks before the Christmas holidays started. This meant that in total they were only at school for 4 ½ weeks in Term 4 and 5 broken weeks in Term 3 a total of only 9 ½ weeks out of 20 for the second half of the year. This has had a significant impact on learning, and progress and achievement in 2021 which had started so well.</p>	<p>problem solving as part of their planning and teaching</p> <p>Teachers will use equipment and resources to deliver lessons</p> <p>Teachers will adhere to the 2 Year Maths programme teaching the domains for 4 days of the week</p> <p>Daily lessons will be 60 minutes long</p> <p>Mathletics will be used to support class programmes and will be regularly reviewed to ensure that programmes are current and that children are working at their correct levels</p> <p>Resources will be purchased that are relevant and necessary</p> <p>Children will continue to be taught to self-manage, complete tasks and work independently or work effectively within groups when required allowing the teacher to focus on teaching groups and individuals</p> <p>Teachers will continue to maintain individual records and discuss with children what their next steps are</p> <p>Teachers will ensure that visual monitoring boards are current</p>
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Teachers will develop the language of maths with children , teaching specialised vocabulary as required

The Maths centre will display current children's work

Teachers will continue to develop any resources that are necessary to the programme

Teachers will test children into the Basic Facts programme and set this up so that children are working on their current needs/levels

Planning for next year:

Provide a description of the actions the board will take to address any targets that were not achieved. This may involve including aims and targets in next year's charter to address the variance.

See Evaluation Next steps above

INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Meremere School (the School). The Auditor-General has appointed me, Bernard Lamusse, using the staff and resources of PKF Hamilton Audit Ltd, 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 19, that comprise the statement of financial position as at 31 December 2021, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 2 June 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 Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material

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

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

Our responsibilities arises 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 20 to 32, 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.



Bernard Lamusse
Director
PKF Hamilton Audit Ltd
On behalf of the Auditor-General
Hamilton, New Zealand