

NELSON CHRISTIAN ACADEMY

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021



Ministry Number:	1148
Principal:	Jenny Laidlaw
School Address:	100 Marsden Valley Road, Nelson 7011
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Accountant / Service Provider:	Accounting For Schools Limited

NELSON CHRISTIAN ACADEMY

Annual Report - For the year ended 31 December 2021

Index

Page	Statement
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	Financial Statements
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1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 10	Statement of Accounting Policies
11 - 18	Notes to the Financial Statements

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

19	Members of the Board
20	Kiwisport
21	Analysis of Variance
	Auditors Report

NELSON CHRISTIAN ACADEMY

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.

Kelli-Anne Eastmond.

Full Name of Presiding Member

Jennifer Ann Laidlaw

Full Name of Principal

[Signature]
Signature of Presiding Member

Date:

23rd November 2022

Date:

23rd November 2022

NELSON CHRISTIAN ACADEMY

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	1,980,947	1,907,183	1,836,275
Locally Raised Funds	3	73,289	80,850	54,352
Use of Proprietors land and buildings		225,962	230,000	252,615
Interest income		715	500	162
Gain on Sale of Property, Plant and Equipment		-	-	41,180
		2,280,913	2,218,533	2,184,583
Expenses				
Locally Raised Funds	3	16,624	15,200	11,079
Learning Resources	4	1,518,787	1,496,050	1,411,973
Administration	5	154,150	151,306	124,995
Finance		8,193	2,000	2,088
Property	6	320,372	336,300	335,415
Depreciation	11	54,244	50,836	64,249
Loss on Disposal of Property, Plant and Equipment		1,640	-	-
Transport		164,629	166,475	157,541
		2,238,639	2,218,167	2,107,339
Net Surplus / (Deficit) for the year		42,274	366	77,244
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		42,274	366	77,244

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

NELSON CHRISTIAN ACADEMY

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

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Balance at 1 January		288,434	288,436	180,572
Total comprehensive revenue and expense for the year		42,274	366	77,244
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		7,997	-	30,618
Equity at 31 December		338,705	288,802	288,434
Retained Earnings		338,705	288,802	288,434
Equity at 31 December		338,705	288,802	288,434

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.

NELSON CHRISTIAN ACADEMY

Statement of Financial Position

As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Assets				
Cash and Cash Equivalents	7	101,591	137,502	140,800
Accounts Receivable	8	100,345	92,000	85,102
GST Receivable		11,932	10,000	8,528
Prepayments		9,244	5,000	3,518
Inventories	9	7,516	7,000	6,336
Investments	10	90,407	-	-
		<u>321,035</u>	<u>251,502</u>	<u>244,284</u>
Current Liabilities				
Accounts Payable	12	128,033	119,700	117,559
Revenue Received in Advance	13	1,762	3,000	5,461
Finance Lease Liability	14	30,595	25,000	23,554
		<u>160,390</u>	<u>147,700</u>	<u>146,574</u>
Working Capital Surplus/(Deficit)		<u>160,645</u>	<u>103,802</u>	<u>97,710</u>
Non-current Assets				
Property, Plant and Equipment	11	219,002	225,000	219,664
		<u>219,002</u>	<u>225,000</u>	<u>219,664</u>
Non-current Liabilities				
Finance Lease Liability	14	40,942	40,000	28,940
		<u>40,942</u>	<u>40,000</u>	<u>28,940</u>
Net Assets		<u>338,705</u>	<u>288,802</u>	<u>288,434</u>
Equity		<u>338,705</u>	<u>288,802</u>	<u>288,434</u>

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

NELSON CHRISTIAN ACADEMY
Statement of Cash Flows
For the year ended 31 December 2021

		2021	2021	2020
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		726,634	701,550	670,072
Locally Raised Funds		72,289	76,456	63,788
Goods and Services Tax (net)		(3,405)	(1,469)	1,886
Payments to Employees		(288,844)	(281,997)	(279,467)
Payments to Suppliers		(419,683)	(452,671)	(376,256)
Interest Paid		(8,193)	(2,000)	(2,088)
Interest Received		582	500	162
Net cash from Operating Activities		79,380	40,369	78,097
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		-	-	(70,304)
Purchase of PPE (and Intangibles)		(25,913)	(36,173)	137,417
Purchase of Investments		(90,407)	-	-
Net cash from Investing Activities		(116,320)	(36,173)	67,113
Cash flows from Financing Activities				
Furniture and Equipment Grant		7,997	-	30,618
Finance Lease Payments		(10,266)	(7,494)	(38,097)
Net cash from Financing Activities		(2,269)	(7,494)	(7,479)
Net increase/(decrease) in cash and cash equivalents		(39,209)	(3,298)	137,731
Cash and cash equivalents at the beginning of the year	7	140,800	140,800	3,069
Cash and cash equivalents at the end of the year	7	101,591	137,502	140,800

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

NELSON CHRISTIAN ACADEMY

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

a) Reporting Entity

Nelson Christian Academy (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.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

NELSON CHRISTIAN ACADEMY

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

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.

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 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.

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.

Other Grants

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

Grants for the use of land and buildings are also not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Proprietor. Use of land and building grants are recorded as revenue in the period the school uses the land and building.

Donations, Gifts and Bequests

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

Interest Revenue

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

NELSON CHRISTIAN ACADEMY

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

d) Use of Land and Buildings Expense

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

e) 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.

f) 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.

g) 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.

h) 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.

i) Inventories

Inventories are consumable items held for sale and comprise 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.

j) 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.

k) Property, Plant and Equipment

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

Improvements to buildings owned by the 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 \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

NELSON CHRISTIAN ACADEMY

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	4 years
Library resources	12.5% Diminishing value

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.

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

NELSON CHRISTIAN ACADEMY

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

o) 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 international students, should the School be unable to provide the services to which they relate.

p) Provision for Cyclical Maintenance

The property from which the school operates is owned by the Proprietor. The Board is responsible for maintaining the land, building and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provisions for cyclical maintenance represents the obligations the Board has to the Proprietor and is based on the Board's ten year property plan (10YPP).

q) 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 and finance lease liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

r) 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.

s) Budget Figures

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

t) 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.

NELSON CHRISTIAN ACADEMY

Notes to the Financial Statements

For the year ended 31 December 2021

2. Government Grants

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	392,839	383,655	397,183
Teachers' Salaries Grants	1,248,680	1,200,000	1,160,570
Other MoE Grants	117,161	106,028	97,643
Transport grants	190,452	192,500	180,879
Other Government Grants	31,815	25,000	-
	<u>1,980,947</u>	<u>1,907,183</u>	<u>1,836,275</u>

The other MOE grants total includes additional COVID-19 funding totalling \$3,066 for the year ended 31 December 2021 (2020: \$8,843).

3. Locally Raised Funds

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

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations & Bequests	33,807	39,900	29,958
Fees for Extra Curricular Activities	5,264	7,200	9,233
Fundraising & Community Grants	20,006	23,750	106
Other Revenue	-	-	1,579
Trading	14,212	10,000	13,476
	<u>73,289</u>	<u>80,850</u>	<u>54,352</u>
Expenses			
Extra Curricular Activities Costs	5,168	5,200	5,773
Trading	11,456	10,000	5,306
	<u>16,624</u>	<u>15,200</u>	<u>11,079</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>56,665</u>	<u>65,650</u>	<u>43,273</u>

4. Learning Resources

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	47,843	68,450	24,262
Equipment Repairs	1,593	2,000	2,124
Extra-Curricular Activities	1,315	2,950	1,825
Library Resources	62	300	527
Employee Benefits - Salaries	1,448,740	1,397,000	1,367,693
Staff Development	19,234	25,350	15,542
	<u>1,518,787</u>	<u>1,496,050</u>	<u>1,411,973</u>

NELSON CHRISTIAN ACADEMY

Notes to the Financial Statements

For the year ended 31 December 2021

5. Administration

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	4,501	4,000	3,501
Board of Trustees Fees	5,300	6,200	4,985
Board of Trustees Expenses	6,722	11,046	6,618
Communication	2,834	4,000	3,975
Consumables	23,465	8,400	6,140
Other	13,338	18,060	17,547
Employee Benefits - Salaries	86,361	85,000	68,865
Insurance	4,486	7,300	6,805
Service Providers, Contractors and Consultancy	7,143	7,300	6,559
	<u>154,150</u>	<u>151,306</u>	<u>124,995</u>

6. Property

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	38,072	42,000	35,319
Grounds	12,353	10,000	4,504
Heat, Light and Water	12,433	15,800	11,779
Repairs and Maintenance	29,797	35,500	26,123
Use of Land and Buildings	225,962	230,000	252,615
Security	1,755	3,000	2,312
Employee Benefits - Salaries	-	-	2,762
	<u>320,372</u>	<u>336,300</u>	<u>335,415</u>

The use of land and buildings figure represents 5% of the school's total property value. This is used as a 'proxy' for the market rental of the property. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Cash and Cash Equivalents

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Current Account	22,516	20,000	16,319
Bank Call Account	79,075	117,502	124,481
Cash and cash equivalents for Cash Flow Statement	<u>101,591</u>	<u>137,502</u>	<u>140,800</u>

NELSON CHRISTIAN ACADEMY

Notes to the Financial Statements

For the year ended 31 December 2021

8. Accounts Receivable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Receivables	3,395	2,000	67
Interest Receivable	133	-	-
Teacher Salaries Grant Receivable	96,817	90,000	85,035
	<u>100,345</u>	<u>92,000</u>	<u>85,102</u>
Receivables from Exchange Transactions	3,528	2,000	67
Receivables from Non-Exchange Transactions	96,817	90,000	85,035
	<u>100,345</u>	<u>92,000</u>	<u>85,102</u>

9. Inventories

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
School Uniforms	7,516	7,000	6,336
	<u>7,516</u>	<u>7,000</u>	<u>6,336</u>

10. Investments

The School's investment activities are classified as follows:

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Asset			
Short-term Bank Deposits	90,407	-	-
Total Investments	<u>90,407</u>	<u>-</u>	<u>-</u>

NELSON CHRISTIAN ACADEMY

Notes to the Financial Statements

For the year ended 31 December 2021

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2021						
Furniture and Equipment	136,285	22,118	(1,562)	-	(20,871)	135,970
Information Technology	13,752	3,793	(78)	-	(1,253)	16,214
Motor Vehicles	10,800	-	-	-	(2,731)	8,069
Leased Assets	52,781	44,693	(15,383)	-	(28,631)	53,460
Library Resources	6,045	-	-	-	(757)	5,289
Balance at 31 December 2021	219,663	70,604	(17,023)	-	(54,243)	219,002

The net carrying value of equipment held under a finance lease is \$53,460 (2020: \$52,871).

	2021 Cost or Valuation \$	2021 Accumulated Depreciation \$	2021 Net Book Value \$	2020 Cost or Valuation \$	2020 Accumulated Depreciation \$	2020 Net Book Value \$
Furniture and Equipment	291,097	(155,127)	135,970	311,271	(174,986)	136,285
Information Technology	75,776	(59,562)	16,214	104,284	(90,532)	13,752
Motor Vehicles	13,652	(5,583)	8,069	13,652	(2,852)	10,800
Leased Assets	89,584	(36,124)	53,460	144,366	(91,585)	52,781
Library Resources	23,150	(17,861)	5,289	23,150	(17,105)	6,045
	493,259	(274,257)	219,002	596,723	(377,060)	219,663

12. Accounts Payable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Creditors	25,992	25,000	23,443
Accruals	4,501	4,000	2,751
Banking Staffing Overuse	-	-	5,633
Employee Entitlements - Salaries	96,817	90,000	85,035
Employee Entitlements - Leave Accrual	723	700	697
	128,033	119,700	117,559
Payables for Exchange Transactions	128,033	119,700	117,559
	128,033	119,700	117,559

The carrying value of payables approximates their fair value.

NELSON CHRISTIAN ACADEMY

Notes to the Financial Statements

For the year ended 31 December 2021

13. Revenue Received in Advance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Other	1,762	3,000	5,461
	<u>1,762</u>	<u>3,000</u>	<u>5,461</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	34,236	25,000	23,554
Later than One Year and no Later than Five Years	44,573	40,000	28,940
Future Finance Charges	(7,273)	-	-
	<u>71,537</u>	<u>65,000</u>	<u>52,494</u>
Represented by			
Finance lease liability - Current	30,595	25,000	23,554
Finance lease liability - Term	40,942	40,000	28,940
	<u>71,537</u>	<u>65,000</u>	<u>52,494</u>

15. Related Party Transactions

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

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

The Proprietor of the School, New Life Ministries (Inc), is a related party of the Board because the proprietor appoints representatives to the Board, giving the proprietor significant influence over the Board. Any services or contributions between the Board and Proprietor have been disclosed appropriately, if the proprietor collects fund on behalf of the school (or vice versa) the amounts are disclosed.

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

NELSON CHRISTIAN ACADEMY

Notes to the Financial Statements

For the year ended 31 December 2021

16. Remuneration

Key management personnel compensation

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

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration	5,025	4,985
<i>Leadership Team</i>		
Remuneration	342,544	322,113
Full-time equivalent members	3	3
Total key management personnel remuneration	347,569	327,098
Total full-time equivalent personnel	3.00	3.00

There are eight members of the Board excluding the Principal. The Board had held ten full meetings of the Board in the year. 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

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	130 - 140	130 - 140
Benefits and Other Emoluments	3 - 4	3 - 4

Other Employees

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

Remuneration \$000	2021 Actual FTE	2020 Actual FTE
100-110	3	1

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

17. 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.

NELSON CHRISTIAN ACADEMY

Notes to the Financial Statements

For the year ended 31 December 2021

18. Commitments

(a) Capital Commitments

As at 31 December 2021 the Board has entered into no contract agreements for capital works.
(Capital commitments at 31 December 2020: nil)

(b) Operating Commitments

As at 31 December 2021 the Board has entered into no contracts.
(Operating commitments at 31 December 2020: nil)

19. Financial Instruments

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Financial assets measured at amortised cost			
Cash and Cash Equivalents	101,591	137,502	140,800
Receivables	100,345	92,000	85,102
Investments - Term Deposits	90,407	-	-
Total Financial assets measured at amortised cost	292,343	229,502	225,902
Financial liabilities measured at amortised cost			
Payables	128,033	119,700	117,559
Finance Leases	71,537	65,000	52,494
Total Financial Liabilities Measured at Amortised Cost	199,570	184,700	170,053

20. Events After Balance Date

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

21. Comparatives

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

NELSON CHRISTIAN ACADEMY

Notes to the Financial Statements

For the year ended 31 December 2021

22. COVID 19 Pandemic on going implication

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.

NELSON CHRISTIAN ACADEMY

Members of the Board

For the year ended 31 December 2021

Name	Position	How position on Board gained	Occupation	Term expires
Kelli-Anne Eastmond	Presiding Member	Re-elected June 2019	Administrator	
Jenny Laidlaw	Principal	Appointed		
Richard Batchelar	Parent Rep	Elected June 2019	Pastor	September 2025
Jan Higgins	Proprietor Rep	Appointed September 2013	Financial Administrator	September 2025
Marilyn Walter	Staff Rep	Elected June 2019		September 2025
Hayden Wright	Parent Rep	Elected April 2021	Self-Employed	September 2025
Rupert MacLachlan	Parent Rep	Elected April 2021	Pilot	September 2025
Zane Elliot	Parent Rep	Elected April 2021	Minister	September 2025
Sonya De Vries	Parent Rep	Elected September 2022	Lawyer	September 2025
Shane Jette	Parent Rep	Elected April 2021	Missionary	Resigned May 2022
Tracey Fallow	Parent Rep	Elected June 2019	Teacher Aide	Resigned January 2021
Isaac Carnegie	Parent Rep	Re-elected June 2019	Manager	Resigned February 2021

NELSON CHRISTIAN ACADEMY

Kiwisport Funding

For the year ended 31 December 2021

Kiwisport is a Government funding initiative to support students participation in organised sport.

In 2021 the School received total Kiwisport funding of \$3,382 (2020: \$3,413). The funding has been used to contribute to the costs of administration for both internal and inter school sports, as well as out of school sports teams.

1. Our sports administrator arranged for external providers to come in- these included Rugby with one of the Tasman Makos, basketball with the Nelson Giants, tennis lessons, and the bikes in schools programme.
2. All our children had 2 weeks of swimming lessons at the Richmond Aquatic Centre.
3. We had swimming sports and cross country events at school and then some of our children participated in inter-school events.
4. Our administrator arranged and organised teams to participate in a wide range of after school sports including rippa, hockey, mini-ball, basketball, T-Ball, softball, touch and volleyball. Additionally this included organising equipment & uniform and communicating the weekly draws and any cancellations.

Analysis of Variance Reporting



School Name:	Nelson Christian Academy for 2021 (submitted Feb 2022)	School Number:	1148
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Strategic Aim:	Targeted and deliberate teaching practices will positively impact the progress of all learners		
Annual Aim:	To accelerate the progress, engagement and conceptual understanding of all students not yet at their expected curriculum level in Literacy (Reading and Writing)		
2021 Target Literacy	Accelerate progress of students not yet achieving at their expected curriculum level in Literacy 2 <ul style="list-style-type: none"> 49 students who were working towards their expected level in 2020 will achieve their expected curriculum level in reading 67 students who were working towards their expected level in 2020 will achieve their expected curriculum in writing. 80% of Māori students will be reading and writing at their expected curriculum level 		
Baseline Data 2020	Reading Baseline data EoY 2020: Above: 70/226 (18%) At: 99/226 (51%) Working towards: 49/226 (22%) Well Below: 8/226 (3%) 25 /113 Boys were working towards the expected curriculum level.	Writing Baseline data EOY 2020 Above: 39/227 (17%) At:119/227 (53.4%) Working Towards: 67/227 (29.6%) Well below: 0 36/114 Boys were working towards the expected curriculum	

Tātaritanga raraunga



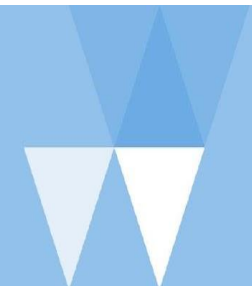
	<p>24/113 Girls were working towards the expected curriculum level.</p> <p>11/35 Maori students were working towards the expected curriculum level.</p>	<p>31/113 Girls were working towards the expected curriculum level</p> <p>11/34 Maori students were working towards the expected curriculum level</p>
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Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> - ESOL Support, 2x T/A's Bilingual, appointed 1x ESOL Coordinator - 5 x teachers participated in ELLP training modules. - All staff participated in a Professional Growth Cycle with a goal based on their RBL impact coaching- co construction of goals with students and power sharing - Junior teachers participated in the BSLA programme-targeted approach to Literary in Yr 	<p>ESOL students/whānau more engaged in programmes. Learning Partnership strengthened, 3 Way Conferences were more meaningful and student needs communicated more effectively with teachers</p> <p>Staff willingly participated in Impact Coaching session. PGC discussions indicated Impact that the RBL profile is becoming embedded into teaching and programmes.</p>	<p>Covid 19 disrupted consistent programme delivery. Online learning challenged a number of our ESOL families. Many of our students were reluctant to come back from lockdown and families were anxious and under stress due to vaccine mandates.</p> <p>ESOL families continue to enrol at NCA, many of them direct migrants and have never been to school in NZ and have limited English.</p> <p>Staff are beginning to implement RBL profile into their teaching and learning programmes, however</p>	<p>Drive Assessment for Learning, the Data is now accurate. The focus is to continue to use data effectively to drive teaching and learning programmes.</p> <p>Staff will know curriculum level targets and be able to identify next steps for learning. Co constructing goals and power sharing will ensure that our students know what they are learning and why.</p> <p>A complete PGC cycle will be driven throughout the coming year to ensure that the RBL process continues to become embedded in our school. This should support Māori and Pasifika students.</p>

Tātaritanga raraunga



<ul style="list-style-type: none"> ½ classes. 1x led teacher , 4x teachers - 2x Tier Two target Literacy groups Terms ¾ - Support staff participated in PD programme to raise student achievement in Literacy. - Staff participated in PD Hero and can confidently use Hero to identify next steps and targets for individual students. - Introduction to <i>Assessment for Learning</i> Term 4 - All students had access to Steps Web or Lexia 	<p>BSLA up and running in all Junior classrooms. Evidence indicates that students are more confident when decoding unknown words when reading and writing.</p> <p>100 % Year 1 students are working at their expected level for Writing</p> <p>Support Staff beginning to confidently transfer knowledge back into their support programmes. Covid lock down did impact negatively on the number of sessions.</p> <p>School reports were directly from Hero. Staff entered data and identified next steps with students and whānau.</p> <p>AFL Coordinator observed teachers and teachers are introducing strategies to differentiate programmes better. Students engaged in Lexia during Lockdown and continued into Terms 3-4 . StepsWeb was not</p>	<p>85% of students do not know what they are learning and why. Co-construction continues to be a goal for many in PGC as our cycle was interrupted with covid.</p> <p>BSLA is a new approach to teaching Reading and Writing, staff were just becoming familiar with the programme, as training is across the year. Due to disrupted learning programmes we did not have time to moderate learning which may account for a lack of consistency across the staff when making OTJ's around curriculum levels.</p> <p>WE lost 15 families to Home Learning which impacted negatively on our assessment results.</p> <p>We lost 5 staff due to the vaccine mandate and new staff were appointed at very short notice and not familiar with our systems or our tamariki.</p>	<p>Teachers to monitor attendance of all students in particular Māori and Pasifika students and proactively address any issues with whānau.</p> <p>Creating expectations about specific planning required by teachers, including appraisal and accountability.</p> <p>Professional development around deliberate acts of teaching - Assessment for learning PD</p> <p>Continue with the PD digital curriculum integrated into planning to enhance student engagement.</p> <p>Team Leaders and SLT to actively monitor students 'at risk' and ensure these students are well monitored by teachers to ensure progress.</p> <p>Ensure appropriate supports and resourcing are put in place eg MOE/RTLB</p> <p>ESOL programmes driven</p>
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Tātaritanga raraunga

	<p>that popular and students were reluctant to engage in programme.</p> <p>Māori and Pasifika students are failing to meet the expected curriculum levels in both Reading and Writing. Girls are out performing the Boys in Literacy.</p>	<p>Assessment for Learning PD only started late Term 3/4. Staff are becoming familiar with expectations across curriculum levels.</p> <p>Covid impacted Māori and Pasifika student engagement in learning. Home learning had low engagement even with extra support. Students also did not return promptly to school after Lockdown and three families when on trips up North during mid terms so were not present for learning.</p>	<p>2x Tier 2 Literacy support groups throughout the year.</p>
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Planning for next year:

Tātaritanga raraunga

- All staff participate in a complete Personal Growth Cycle, goals based on the outcome of their RBL Impact Coaching session, feed forward, back, co construction and power sharing. Students will know what they are learning, why and will be able to co construct their goals with teachers
- Continue with Staff Professional Development around Hero, focus teaching to identified targets.
- Staff to drive IEP's - SENCO to monitor
- Two teachers TESSOL scholarship - share knowledge with staff to support ESOL Learners
- ESOL PLG to participate in TALL programme (Terms ½)- share knowledge with staff to further enhance their ESOL programmes
- Drive BSLA- 2x Tier 2 groups throughout the year. NCA funding 1x Tier 2 teacher, RR to run 1x Tier 2 group
- NCA funding 1x ESOL Coordinator .2 FTTE to provide further support both staff and students.
- All staff participate on *Assessment for Learning* contract.
- Teachers to meet in Hubs collaboratively to discuss student progress, fortnightly.
- Lexia licenses available to target students, T/A to monitor student access to programme.
- Continue to drive PB4L across the curriculum.
- Support Staff to complete their PLD from 2021
- Continue to promote play based learning to enhance Junior classes to support vocabulary development.

Tātaritanga raraunga

School Name:	Nelson Christian Academy	School Number:	1148
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Strategic Aim:	Targeted and deliberate teaching practices will positively impact the progress of all learners.		
Annual Aim: Mathematics	To accelerate the progress, engagement and conceptual understanding of all students not yet at their expected curriculum level in Mathematics		
2021 Maths Target:	<p>Acceleration = 2 or more sub levels (i.e. L1 Beginning, L1 Middle, L1 Upper) in one year in relation to academic progress.</p> <p>Target cohorts identified based on EOY data 2020</p> <p>Based on the whole school 2020 End of year data in Numeracy and those who will remain at NCA, the following will be the target groups for 2021</p> <ul style="list-style-type: none"> 11/27 Year 4 (2021) boys and girls working towards the expected curriculum level, 12/16 Year 8 (2021) girls who are working towards the expected curriculum level. 		
2020 Baseline Data:	<p>Whole school data 2020</p> <p>Ab - 18%</p> <p>At - 51%</p> <p>Wt - 24%</p> <p>WB - 7 %</p>	<p>Year 3 2020 Boys and Girls</p> <p>Ab - 3/27</p> <p>At - 13/27</p> <p>Wt - 11/27</p> <p>WB</p>	<p>Year 7 2020 Girls</p> <p>Ab -</p> <p>At - 2/16</p> <p>Wt - 12/16</p> <p>W</p>

Tātaritanga raraunga



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Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>School wide focus on improving teacher practice:</p> <ul style="list-style-type: none"> - Rich math tasks in all rooms - Math integration into life experience, connect with personal experiences. - Assessment for Learning professional development - Mathletics programme Yr 5-8 	<p>School wide students performed well with whole school performance at 70% of students achieving in the expected curriculum level for their year level.</p> <p>2021 Target group 55% of Year 7 girls achieving at their expected level in Maths, an increase of 47% from 2020</p> <p>2021 Target Group 100 % Yr 4 boys and girls achieved at their expected level, an increase of 39%</p>	<p>Assessment for Learning PD only started late Term 3/4. Staff are becoming familiar with expectations across curriculum levels.</p> <p>Covid 19 disrupted consistent programme delivery. Online learning challenged a number of our ESOL families. Many of our students were reluctant to come back from lockdown and families were anxious and under stress due to vaccine mandates.</p> <p>ESOL have limited Mathematical Curriculum language</p>	<p>ESOL support staff to work with the development of mathematical vocabulary.</p> <p>Continue with Assessment for Learning PD and develop a bank of strategies to support teachers and learners.</p> <p>Continue to support teachers to drive the RBL within mathematics and power share/co construct next learning steps.</p> <p>Establish an RBL PLG who will help to drive the AFL programme.</p>

Tātaritanga raraunga

Planning for next year:

- All staff to complete in a full Personal Growth Cycle goals from Impact Coaching sessions.
- ALL staff are supported to transfer Assessment for Learning strategies into their programmes
- Drive RBL and help students to connect mathematics with everyday life so that it has deeper meaning.
- ESOL team to support ESOL students to increase their mathematical vocabulary so they can understand mathematical concepts.

School Name:	Nelson Christian Academy	School Number:	1148
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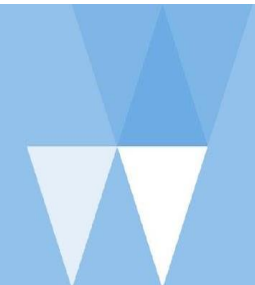
2021 Strategic Aim:	Cultures, languages, wellbeing and identities will be nurtured
2021 Annual Aim:	All of our students understand identity, and can share who they are and where they have come from.
2021 Target:	All of our students understand identity, and can share who they are and where they have come from.

Tātaritanga raraunga

2020 Baseline Data:

Through the [School Charter Consultation at the end of 2020](#), parents stated that they believe it's important for their child's culture and heritage to be celebrated. 66% of parents agreed or strongly agreed, with 25% neutral.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Grow teacher knowledge and practice around culturally responsive pedagogies</p> <ul style="list-style-type: none"> Whole staff TOD Restorative Practice Day Employed a Chin/Burmese Interpreters to share their cultural protocols, support staff to communicate during 3 Way Learning Conferences /enrolments . Asian cultural performance group. Kapa Haka group Yr 5-8 leads Mihi Whakatau Mihi Whakatau held at the start of each term. new whanau and students feel welcomed onto school site. Parent engaged to support Kapa Haka, developed school song and haka. 	<ul style="list-style-type: none"> Review indicated that parents value the interpreters' support. Attendance at 3 Way Learning conferences has increased and teachers find it easier understand student needs and whānau expectations. Whānau & new students feel welcomed onto the school site. Staff beginning to drive the behaviour card system across the school. Student Wellbeing system indicates that students understand behaviour expectations and our Values Students feel their voice is valued. 	<ul style="list-style-type: none"> Staff Cafes could not take place because of Covid restrictions. Covid has interrupted whole school events Limited opportunities to engage with whānau due to Covid 	<ul style="list-style-type: none"> Parent Cafe's re PB4L Behaviour management carding system and RP Continue to drive RP/Card system across the school, teach to students Staff to participate in a cultural team building day to enhance their understanding of Te O Māori, tikanga, local history. Open Kapa Haka up to whole school Yrs 0-8 Drive NZCER student survey feedback. Provide more opportunities to gather student voice. Drive whole school Zones of Regulation to support students with their feelings and emotions.



Tātaritanga raraunga

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|--|--|--|--|
| <ul style="list-style-type: none"> • Parent Cafe's to support whānau to access our communication systems. • Streamlined schoolwide practices around PB4L • Introduced Behaviour card system • Whanau Fun days, celebrations were well attended when we were able to host them. | <ul style="list-style-type: none"> • SET Data indicated that 90% of students understand the Values system in place at NCA | | |
|--|--|--|--|

Planning for next year:

- Parent Cafe's Restorative /PB4L
- Māori PLG- to drive Kapa HaKa, Tikanga across the school
- PB4L Fun Events- when traffic light system allows
- PB4L/ESOL Wellbeing to drive Zones of regulation
- PB4L to provide regular to feedback to both staff and students re behaviour management system
- Annual parent, staff and student wellbeing survey's
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INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF NELSON CHRISTIAN ACADEMY'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2021

The Auditor-General is the auditor of Nelson Christian Academy (the School). The Auditor-General has appointed me, Philip Sinclair, using the staff and resources of Crowe, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 18, that comprise the Statement of Financial Position as at 31 December 2021, the Statement of Comprehensive Revenue and Expense, Statement of Changes in Net Assets/Equity and Cash Flow Statement for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 23 November 2022. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included in the Members of the Board report, Kiwisport report and Analysis of Variance, 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.



Philip Sinclair
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Nelson, New Zealand