

# HUTT INTERNATIONAL BOYS' SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2022

#### School Directory

<b>Ministry Number:</b>	4158
<b>Principal:</b>	Tom Gordon
<b>School Address:</b>	Granville Street, Trentham, Upper Hutt
<b>School Postal Address:</b>	PO Box 48101, Silverstream 5142
<b>School Phone:</b>	0064 4 5286227
<b>School Email:</b>	<a href="mailto:admin@hibs.school.nz">admin@hibs.school.nz</a>

#### Members of the Board of Trustees

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Kath Beare	Chair Person	Elected Parent Trustee	Sep-25
Tom Gordon	Principal	ex Officio School Principal	
Suzie Chang	Parent Rep	Selected Parent Trustee	Sep-25
Angela Bingham	Parent Rep	Selected Parent Trustee	Sep-25
Anita Guthrie	Parent Rep	Elected Parent Trustee	Sep-25
Reid Hebden	Parent Rep	Elected Parent Trustee	Sep-25
Andrew Rae	2022 Proprietor Rep	Proprietor Appointee	
Trevor Lawrence	Staff Rep	Elected Staff Trustee	Sep-25
Oscar Reid	Student Rep	Elected Student Trustee	Sep-23
Richard Longman	ex Parent Rep	Elected Parent Trustee	Sep-22
Dave Bealing	ex Parent Rep	Elected Parent Trustee	Feb-22
Dirk Bylsma	ex Parent Rep	Elected Parent Trustee	Sep-22

# HUTT INTERNATIONAL BOYS' SCHOOL

Annual Report - For the year ended 31 December 2022

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# Hutt International Boys' School

## Statement of Responsibility

For the year ended 31 December 2022

The Board of Trustees accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2022 fairly reflects the financial position and operations of the school.

The School's 2022 financial statements are authorised for issue by the Board.

KATH BEARE

Full Name of Board Chairperson



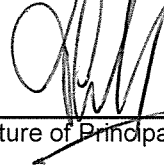
Signature of Board Chairperson

25-5-23

Date:

T GOADON

Full Name of Principal



Signature of Principal

25-5-23

Date:

# Hutt International Boys' School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

		2022	2022	2021
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Revenue</b>				
Government Grants	2	6,327,839	5,809,339	5,892,129
Locally Raised Funds	3	3,803,330	3,730,776	3,709,777
Use of Proprietor's Land and Buildings		1,322,500	2,116,000	1,322,500
Interest income		1,811	600	325
Gain on Sale of Property, Plant and Equipment		12,497	-	
		<u>11,467,977</u>	<u>11,656,715</u>	<u>10,924,731</u>
<b>Expenses</b>				
Locally Raised Funds	3	806,526	815,540	763,998
Learning Resources	4	6,758,954	6,409,608	6,511,462
Administration	5	1,659,754	1,476,446	1,381,601
Finance		11,206	15,000	10,548
Property	6	1,822,522	2,672,642	1,887,714
Depreciation	7	361,587	322,390	395,106
		<u>11,420,548</u>	<u>11,711,625</u>	<u>10,950,429</u>
<b>Net Surplus / (Deficit) for the year</b>		47,428	(54,910)	(25,698)
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u><u>47,428</u></u>	<u><u>(54,910)</u></u>	<u><u>(25,698)</u></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.

# Hutt International Boys' School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	Actual 2022 \$	Budget (Unaudited) 2022 \$	Actual 2021 \$
<b>Balance at 1 January</b>		<u>1,587,682</u>	<u>1,587,682</u>	<u>1,587,849</u>
Total comprehensive revenue and expense for the year		47,428	(54,910)	(25,698)
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant		31,125	-	25,531
<b>Equity at 31 December</b>		<u>1,666,235</u>	<u>1,532,771</u>	<u>1,587,682</u>
Accumulated comprehensive revenue and expense		1,666,235	1,532,771	1,587,682
<b>Equity at 31 December</b>		<u>1,666,235</u>	<u>1,532,771</u>	<u>1,587,682</u>

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.

# Hutt International Boys' School

## Statement of Financial Position

As at 31 December 2022

		2022	2022	2021
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	8	445,836	453,458	428,499
Accounts Receivable	9	1,470,025	1,080,000	1,125,244
GST Receivable		33,063	49,992	34,768
Prepayments		67,396	-	34,028
Inventories	10	134,686	130,000	127,282
		<u>2,151,006</u>	<u>1,713,450</u>	<u>1,749,822</u>
<b>Current Liabilities</b>				
Accounts Payable	12	907,979	710,000	751,330
Revenue Received in Advance	13	105,550	1,000	-
Provision for Cyclical Maintenance	14	46,551	10,834	83,902
Finance Lease Liability - Current Portion	15	39,504	40,000	20,799
Funds held in Trust	16	30	-	30
		<u>1,099,614</u>	<u>761,834</u>	<u>856,061</u>
<b>Working Capital Surplus/(Deficit)</b>		1,051,392	951,616	893,761
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	883,093	889,968	932,359
Work in Progress		-	-	5,292
		<u>883,093</u>	<u>889,968</u>	<u>937,651</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	226,987	263,813	216,944
Finance Lease Liability	15	41,263	45,000	26,786
		<u>268,250</u>	<u>308,813</u>	<u>243,730</u>
<b>Net Assets</b>		<u>1,666,235</u>	<u>1,532,771</u>	<u>1,587,682</u>
<b>Equity</b>		<u>1,666,235</u>	<u>1,532,771</u>	<u>1,587,682</u>

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

# Hutt International Boys' School

## Statement of Cash Flows

For the year ended 31 December 2022

		2022	2022	2021
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		1,722,434	1,343,962	1,378,953
Locally Raised Funds		3,589,751	4,186,631	3,526,187
Goods and Services Tax (net)		1,705	(15,224)	12,827
Payments to Employees		(3,033,218)	(2,760,579)	(2,762,388)
Payments to Suppliers		(2,009,727)	(2,382,007)	(1,985,962)
Cyclical Maintenance Payments in the year		(13,987)	(96,078)	(33,660)
Interest Paid		(11,206)	(15,000)	(10,548)
Interest Received		1,811	544	325
Net cash from Operating Activities		<u>247,563</u>	<u>262,248</u>	<u>125,734</u>
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of PPE (and Intangibles)		18,800	-	-
Purchase of PPE (and Intangibles)		(240,320)	(264,707)	(257,343)
Net cash from Investing Activities		<u>(221,520)</u>	<u>(264,707)</u>	<u>(257,343)</u>
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		31,125	-	25,531
Finance Lease Payments		(39,830)	27,415	(41,685)
Funds Administered on Behalf of Third Parties		-	-	30
Net cash from Financing Activities		<u>(8,705)</u>	<u>27,415</u>	<u>(16,124)</u>
<b>Net increase/(decrease) in cash and cash equivalents</b>		<u><u>17,338</u></u>	<u><u>24,957</u></u>	<u><u>(147,733)</u></u>
Cash and cash equivalents at the beginning of the year	8	428,500	428,501	576,234
<b>Cash and cash equivalents at the end of the year</b>	8	<u><u>445,838</u></u>	<u><u>453,458</u></u>	<u><u>428,501</u></u>

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.

# Hutt International Boys' School

## Notes to the Financial Statements

### For the year ended 31 December 2022

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Hutt International Boys' 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 of Trustees (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 2022 to 31 December 2022 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 Proprietor'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 14

#### *Useful lives of property, plant and equipment*

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

### **Critical Judgements in applying accounting policies**

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

#### *Classification of leases*

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. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. 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. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 20b.

#### *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 Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period they relate to. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

The property from which the School operates is owned by the Proprietor. Grants for the use of land and buildings are also not received in cash by the school however they equate to the deemed expense for using the land and buildings. This expense is based on an assumed market rental yield on the 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 where conditions exist**

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 recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

**Interest Revenue**

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

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.

**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 expected 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 comprise of 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 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 (funded by the Board) to buildings owned by the Proprietor are recorded at cost, less accumulated depreciation and impairment losses.

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

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

### **Finance Leases**

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

### **Depreciation**

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

The estimated useful lives of the assets are:

Building improvements	10–75 years
Furniture and equipment	5–10 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

### **k) 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. If such indication exists, the School estimates the asset's recoverable service amount. 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.

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information. The valuation is based on [details of the valuer's approach to determining market value (i.e. what valuation techniques have been employed, comparison to recent market transaction etc.)].

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. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

### **l) 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.

### **m) Employee Entitlements**

#### *Short-term employee entitlements*

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

#### *Long-term employee entitlements*

Employee benefits that are not expected to be settled wholly before 12 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. Remeasurements are recognised in surplus or deficit in the period in which they arise.

**n) Revenue Received in Advance**

Revenue received in advance relates to fees received from parent contribution for international trips 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 travel, should the School be unable to provide the services to which they relate.

**o) 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 Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

**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).

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 the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

The schools carries out painting maintenance of the whole school over a 7 to 10 year period, the economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

**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 initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

**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.

**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.

## 2. Government Grants

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	1,567,061	1,279,168	1,310,355
Teachers' Salaries Grants	4,605,405	4,465,377	4,513,175
Other MoE Grants	129,956	46,144	45,588
Other Government Grants	25,417	18,650	23,010
	<u>6,327,839</u>	<u>5,809,339</u>	<u>5,892,129</u>

## 3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>			
Donations	2,408,103	2,376,058	2,346,158
Activities	247,384	228,400	216,229
Trips	145,367	30,000	83,920
Trading	284,295	283,832	275,163
Fundraising	26,597	106,318	89,727
Other Revenue	691,583	706,168	698,581
	<u>3,803,330</u>	<u>3,730,776</u>	<u>3,709,777</u>
<b>Expenses</b>			
Activities	324,727	328,960	242,069
Trips	78,898	30,000	87,035
Trading	315,906	300,232	292,445
Fundraising (Costs of Raising Funds)	27,238	106,318	88,253
Other Locally Raised Funds Expenditure	59,757	50,030	54,196
	<u>806,526</u>	<u>815,540</u>	<u>763,998</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>2,996,804</u>	<u>2,915,236</u>	<u>2,945,779</u>

During the year ended December 2022 1 international trip was undertaken:

### International Service 2022

16 students and 3 staff members went to Fiji to complete a service project at a cost of \$60,949 in 2022 (\$12,317 in 2021). The students painted a classroom, washed a School and helped finance and built a septic tank.

#### 4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	341,741	412,086	338,579
Equipment Repairs	138,699	138,849	163,978
Information and Communication Technology	1,925	4,000	7,110
Employee Benefits - Salaries	6,240,476	5,824,673	5,990,286
Staff Development	36,112	30,000	11,510
	<u>6,758,954</u>	<u>6,409,608</u>	<u>6,511,462</u>

#### 5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	13,657	13,006	12,259
Board of Trustees Fees	4,510	6,000	4,895
Communication	29,782	25,712	24,782
Consumables	464	-	130
Operating Lease	15,505	2,495	(129)
Legal Fees	-	3,000	-
Other	320,370	227,999	271,378
Employee Benefits - Salaries	1,220,733	1,141,123	1,026,939
Insurance	54,314	57,110	41,346
	<u>1,659,754</u>	<u>1,476,446</u>	<u>1,381,601</u>

#### 6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	51,826	24,000	29,661
Consultancy and Contract Services	21,934	780	25,562
Cyclical Maintenance Provision	(13,322)	69,878	66,241
Grounds	27,927	34,395	31,349
Heat, Light and Water	128,269	147,200	126,392
Rates	4,951	6,000	6,078
Repairs and Maintenance	17,619	20,000	18,389
Use of Land and Buildings	1,322,500	2,116,000	1,322,500
Security	-	-	-
Employee Benefits - Salaries	260,818	254,388	261,541
	<u>1,822,522</u>	<u>2,672,642</u>	<u>1,887,714</u>

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. Depreciation

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings - School	485	496	485
Furniture and Equipment	125,954	112,947	121,518
Information and Communication Technology	172,433	183,989	209,710
Motor Vehicles	12,559	14,043	14,597
Leased Assets	40,885	-	38,277
Library Resources	9,271	10,916	10,519
	<u>361,587</u>	<u>322,390</u>	<u>395,106</u>

## 8. Cash and Cash Equivalents

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	2,150	-	1,070
Bank Current Account	117,299	220,288	229,802
Bank Call Account	326,387	233,170	197,627
Cash and cash equivalents for Cash Flow Statement	<u>445,836</u>	<u>453,458</u>	<u>428,499</u>

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

## 9. Accounts Receivable

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	553,961	30,000	21,187
Board of Proprietors Receivable	510,000	700,000	723,645
Teacher Salaries Grant Receivable	406,064	350,000	380,413
	<u>1,470,025</u>	<u>1,080,000</u>	<u>1,125,244</u>
Receivables from Exchange Transactions	553,961	30,000	21,187
Receivables from Non-Exchange Transactions	916,064	1,050,000	1,104,057
	<u>1,470,025</u>	<u>1,080,000</u>	<u>1,125,244</u>

## 10. Inventories

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
School Uniforms	134,686	130,000	127,282
	<u>134,686</u>	<u>130,000</u>	<u>127,282</u>

## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
<b>2022</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>
Buildings	3,757	-	-	-	(485)	<b>3,272</b>
Furniture and Equipment	473,330	59,417	(4,604)	-	(125,954)	<b>402,189</b>
Information and Communication	333,246	155,369	-	-	(172,433)	<b>316,182</b>
Motor Vehicles	33,502	20,426	(1,700)	-	(12,559)	<b>39,670</b>
Leased Assets	44,904	73,013	-	-	(40,885)	<b>77,031</b>
Library Resources	43,619	10,401	-	-	(9,271)	<b>44,749</b>
<b>Balance at 31 December 2022</b>	<b>932,359</b>	<b>318,626</b>	<b>(6,304)</b>	<b>-</b>	<b>(361,587)</b>	<b>883,094</b>

### Restrictions

There are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2022 Cost or Valuation	2022 Accumulated Depreciation	2022 Net Book Value	2021 Cost or Valuation	2021 Accumulated Depreciation	2021 Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	4,848	(1,576)	<b>3,272</b>	4,848	(1,091)	<b>3,757</b>
Furniture and Equipment	1,691,577	(1,289,388)	<b>402,189</b>	1,644,716	(1,171,385)	<b>473,330</b>
Information and Communication	1,331,758	(1,015,576)	<b>316,182</b>	1,176,390	(843,143)	<b>333,246</b>
Motor Vehicles	226,942	(187,272)	<b>39,670</b>	212,516	(179,014)	<b>33,502</b>
Leased Assets	141,545	(64,514)	<b>77,031</b>	141,787	(96,884)	<b>44,904</b>
Library Resources	93,914	(49,165)	<b>44,749</b>	83,514	(39,895)	<b>43,619</b>
<b>Balance at 31 December 2022</b>	<b>3,490,584</b>	<b>(2,607,491)</b>	<b>883,093</b>	<b>3,263,770</b>	<b>(2,331,411)</b>	<b>932,359</b>

## 12. Accounts Payable

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Operating Creditors	151,581	100,000	104,386
Accruals	11,157	10,000	10,759
Employee Entitlements - Salaries	640,327	550,000	580,356
Employee Entitlements - Leave Accrual	104,914	50,000	55,829
	<u>907,979</u>	<u>710,000</u>	<u>751,330</u>
Payables for Exchange Transactions	906,081	710,000	749,432
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	1,898	-	1,898
	<u>907,979</u>	<u>710,000</u>	<u>751,330</u>

The carrying value of payables approximates their fair value.

## 13. Revenue Received in Advance

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Other Revenue in Advance	105,550	1,000	-
	<u>105,550</u>	<u>1,000</u>	<u>-</u>

## 14. Provision for Cyclical Maintenance

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	300,846	300,846	268,265
Increase to the Provision During the Year	(27,308)	(26,200)	65,480
Use of the Provision During the Year			(2,356)
Other Adjustments			(30,543)
Provision at the End of the Year	<u>273,538</u>	<u>274,647</u>	<u>300,846</u>
Cyclical Maintenance - Current	46,551	10,834	83,902
Cyclical Maintenance - Non current	226,987	263,813	216,944
	<u>273,538</u>	<u>274,647</u>	<u>300,846</u>

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2023. This plan is based on the schools 10 Year Property plan.

## 15. Finance Lease Liability

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

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
No Later than One Year	39,504	40,000	20,799
Later than One Year and no Later than Five Years	41,263	45,000	26,786
	<u>80,767</u>	<u>85,000</u>	<u>47,585</u>

### Represented by

Finance lease liability - Current	39,504	40,000	20,799
Finance lease liability - Non current	41,263	45,000	26,786
	<u>80,767</u>	<u>85,000</u>	<u>47,585</u>

## 16. Funds held in Trust

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Funds Held in Trust on Behalf of Third Parties - Current	30	-	30
	<u>30</u>	<u>-</u>	<u>30</u>

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expenditure of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

## 17. Related Party Transactions

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

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

The Proprietor of the School (Hutt Independent Boys' School 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".

Under an agency agreement, the Proprietor collects funds on behalf of the School. These include Parent Contribution and Activities Donation payable to the School. The amounts collected in total were \$2,352,235 (2021: \$2,301,337). These represent revenue in the financial statements of the school. Any balance not transferred at the year end is treated as an asset. The total funds held by the school on behalf of the proprietor are \$0, (2021: \$0).

In addition the school has entered into a Service Level Agreement with the Proprietor for the provision of services, including administration, Chaplain costs, Internationalisation, grounds maintenance and payroll, for the amount of \$612,000.

As a result of the above related party transactions, the amount owing from the Proprietor at 31 December 2022 was \$985,409 (2021: \$723,645) and the amount owing to the Proprietor by the Board at the same date was \$0 (2021: \$0)

## 18. Remuneration

### *Key management personnel compensation*

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

	<b>2022 Actual \$</b>	<b>2021 Actual \$</b>
<i>Board Members</i> Remuneration	4,510	4,895
<i>Leadership Team</i> Remuneration	818,180	804,116
Full-time equivalent members	6	6
Total key management personnel remuneration	<u>822,690</u>	<u>809,011</u>
Total full-time equivalent personnel	<u>6.00</u>	<u>6.00</u>

There are 7 members of the Board excluding the Principal and 4 seats available for the Board of Proprietors. The Board had held 11 full meetings of the Board in the year. The Board also has a Finance Committee with 3 Board of Trustees members and 1 Board of Proprietors members that meet twice per year.

### *Principal*

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

	<b>2022 Actual \$000</b>	<b>2021 Actual \$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	180 - 190	180 - 190
Benefits and Other Emoluments	0 - 6	0 - 5
Termination Benefits	0	0

### *Other Employees*

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

<b>Remuneration \$000</b>	<b>2022 FTE Number</b>	<b>2021 FTE Number</b>
100 - 110	21	18
110 - 120	10	8
120 - 130	1	0
130 - 140	1	1
150 - 160	1	1
	<u>34</u>	<u>28</u>

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

## 19. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2022 (Contingent liabilities and assets at 31 December 2021: nil).

### Holidays Act Compliance – schools payroll

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

The Ministry'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 2022, a contingent liability for the school may exist.

## 20. Commitments

### (a) Capital Commitments

As at 31 December 2022 the Board had not entered into contract agreements for capital works.

(Capital commitments at 31 December 2021: \$0)

### (b) Operating Commitments

As at 31 December 2022 the Board has entered into the following contracts:

(a) operating lease of a EFTPOS Machine;

	<b>2022 Actual \$</b>	<b>2021 Actual \$</b>
No later than One Year	2,243	2,243
Later than One Year and No Later than Five Years	996	3,365
Later than Five Years	-	-
	<u>3,240</u>	<u>5,609</u>

The total lease payments incurred during the period were \$2,243 (2021: \$527).

## 21. Managing Capital

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

## 22. Financial Instruments

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

### Financial assets measured at amortised cost

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Cash and Cash Equivalents	445,836	453,458	428,499
Receivables	1,470,025	1,080,000	1,125,244
Total Financial assets measured at amortised cost	<u>1,915,861</u>	<u>1,533,458</u>	<u>1,553,744</u>

### Financial liabilities measured at amortised cost

Payables	906,081	710,000	749,431
Finance Leases	80,767	100,000	47,585
Total Financial Liabilities Measured at Amortised Cost	<u>986,849</u>	<u>810,000</u>	<u>797,016</u>

## 23. Events After Balance Date

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

## Analysis of Variance for 2022 Strategic Goals

### ANNUAL GOALS 2022

<b>NAG 1 Improve Academic Achievement Improvement Plan – Domain: Learning</b>			
<b>Strategic Goals:</b> Consistently improve outcomes for all students, particularly Māori, Pasifika and students with special needs.			
<b>Annual Goal:</b> Maintain a combined L1 (2021) Merit and Excellence endorsement rate of 85% at L2		<b>Annual Target:</b> Achieve a combined Merit and Excellence endorsement rate at Level 2 of at least 77% or greater	
<p><b>Baseline data:</b> Over the last 6 years our combined endorsement rate at Level 2 has dropped off by an average of 16.3% from the combined endorsement rate each cohort has achieved at Level 1. While, this drop off is common nationally given the increase in the academic rigor of the courses at Level 2, we would like to reduce the percentage of drop off our current Level 2 cohort experience in 2022. During the aforementioned 6 years, in 2020 the drop off from L1 to L2 was only 2.7% dropping from a 77.3% combined endorsement rate at L1 to a 74.6% drop off at L2.</p> <p>Our current data for the 2022 L2 cohort suggests that they are capable of maintaining a combined endorsement rate closer to that which they achieved in L1. In 2020, 44% of the credits our tama gained across L1 - 3 were derived from external standards. This is reflected in the high number of students gaining course endorsements. Given this data we aim to reduce our endorsement drop off rate to 8% or less at L2 in 2022.</p>			
<b>Key Improvement Strategies:</b>			
<b>When:</b>	<b>What: (examples)</b>	<b>Who:</b>	<b>Indicators of Progress:</b>
January 2022	Communication with students regarding course selection to ensure placement in correct courses.	VHU/JMO HoDs to identify	Students in appropriate courses
February 2022	Determine strategic Goals with Principal/BoT Raise awareness of strategic goals with staff in general and HoDs specifically. Departments set goals in their courses as they relate to this annual goal. (25 Feb - Dept mtgs) Expectation is that all learners gain at least 14 credits or more in each of their courses	Principal / BOT DP Curriculum HoDs Year 12 subject teachers Careers / Vocational Pathway HoD HoD Learning Support	<ul style="list-style-type: none"> <li>• Achievement data (current and historical)</li> <li>• Pass rates for Internal Ach Standards Internal Evidence Exam results.</li> <li>• Practice results for externals (end of topic tests)</li> <li>• Course endorsements at L1</li> <li>• Externally achieved credit total (%)</li> <li>• Benchmarks/milestones for portfolios</li> <li>• Motivation Grades</li> <li>• Housemaster targeting of lower end motivation grade achievers and academic counselling.</li> </ul>



March 2022	<p>Subject staff discuss possible/suitable goals for their subject with their classes/individuals.</p> <p>Individual Goal setting at Yr 11, 12 and 13</p> <p>Including Achievement Standards they can gain to achieve the required credits.</p>	<p>DP - Curriculum</p> <p>Teaching staff (Yr 12)</p> <p>Students</p> <p>Careers Advisor</p>	<p>Students reflect on their goals with VH during goal setting/tracking/academic conferencing.</p> <p>Feedback at L2 focused on maintaining their L1 endorsement and strategies to achieve this.</p> <p>Teacher contact home re assessments starting/coming to an end.</p> <p>Positive tracking data</p>
March- November 2022	<p>Track student achievement (monthly) L2 credits from end of Term 2.</p> <p>Identify students tracking less positively compared to their peers. Raise awareness with DP Operations and Housemasters, subject teachers and Learning Support HoD.</p> <p>Teachers and or VH (if needed) make connections with home where students are tracking less positively. Identify Māori, Pacific students with learning differences/needs and prioritise resources, connections with home and learning support where required. Update Whānau Rōpū termly regarding data for Māori tama.</p> <p>Targeted interventions by AP (assembly - students, Newsletters- parents, highlight components for UE, Study Skills/Exam Technique session/s etc)</p> <p>Scholarship classes offered before school/lunchtime and afterschool including opportunities for L2 students</p>	<p>VHU</p> <p>Pastoral Team / HM</p> <p>HoDs, subject teachers at Year 13</p> <p>CJO, HM, (tutors) Yr 13 teachers, RBE, VHU</p> <p>VHU</p> <p>Teaching staff (HoDs)</p>	<p>Term 2, 3 and 4 achievement and progress data.</p> <p>Tracking Term 2/3/4.</p> <p>Pass rates</p> <p>Internal Evidence Exams (IEE) results.</p> <p>Student goal discussions.</p> <p>Motivation grades (Term 1 and 3).</p> <p>Targeted learning interventions supporting learning progress and achievement. Teaching as Inquiry outcome reflections.</p> <p>Positive implications for the boys in their subject classes.</p>

**Monitoring:**

1. Departments will revisit and monitor their specific goals as their Level 2 course(s) progress.
2. Tracking NCEA Level 2 credits as data is recorded.
3. Academic discussions with students as they are progressing through the year.
4. HoD analysing individual teacher's achievement data and data from across common courses to pinpoint strengths and next steps – these may link to Teachers individual goals for 2022.
5. Sharing academic achievement data with staff regularly from end Term 2, Whānau Rōpū, community (Newsletters) and the BoTs. Department Analysis of Variance documents.

**Resourcing:**

- Schedule time for AP to track and analyse data
- Allocated time for staff development of their Teaching goals and actions throughout the year.
- Support for HoDs to access and use department achievement data
- Funding for required resourcing allocated within Dept budgets
- Targeted review at HoD meetings to raise profile and importance of goals and progress towards them during the year.
- Continued support for the HoD of Learning Support.

**Analysis of Variance**

Raising the achievement of the combined Merit and Excellence endorsements at Level 2 was an optimistic goal to work towards. On average (previous six years), the drop off in endorsements between Level 1 and Level 2 was 16.3%. We aimed to reduce this decrease to 8% or less in this 2022 Level 2 cohort. To achieve this, we needed to gain a combined endorsement of 77% or more at Level 2. The analysis of the first round of data released from NZQA identified that we gained a Level 2 combined endorsement rate of 79.5%, achieving and surpassing our target of 77% by 2.5%.

<b>NAG 1 Improve Academic Achievement</b>			
<b>Improvement Plan – Domain: Learning</b>			
<b>Strategic Goals:</b> Consistently improve outcomes for all students, particularly Māori, Pacific People and students with special needs.			
<b>Annual Goal:</b> Maintain the UE pass rate at Level 3 gained in 2021.		<b>Annual Target:</b> Achieve a UE pass rate of 93% or greater in 2022.	
<p><b>Baseline data:</b> With the exception of 2018 and 2019, five of the past seven years we have gained a UE pass rate in excess of 90%. In 2014 we were just .2% short of the 90% and in 2018 we dropped to 83.1% pass rate and in 2019 to 80.4%. We experienced extenuating circumstances within our student body during the earlier part of 2018 which impacted the wellbeing of our school community and in particular students in our Yr 13 cohort. Since that time our focus has been aligned more strategically on wellbeing. However, we found that refocusing our emphasis back to our vision ‘Encourage and expect Excellence’ and targeted individual Goal Setting, feedback and review implemented again in 2020, helped us achieve the UE goal we had set for our Year 13 cohort in 2020 and 2021.</p> <p>Our current data on our 2022 Yr 13 cohort reflects positively heading into the year. They gained an overall endorsement rate of 69.5% at L2 in 2021. This was 3.9% lower than the 73.4% gained by our 2020 cohort at L2. In NCEA Level 1, they gained 96.7% pass rate and a total endorsement rate of 85%. Given this data we aim to maintain our UE pass rate of 93% for this cohort.</p>			
<b>Key Improvement Strategies:</b>			
<b>When:</b>	<b>What: (examples)</b>	<b>Who:</b>	<b>Indicators of Progress:</b>
January 2022	Communication with students regarding course selection to ensure placement in correct courses.	VHU/JMO/HoDs	Students in the right courses for 2022.
February 2022	Encourage HoDs and staff within Depts to identify previous student achievement as it pertains to their current L3 students.	VHU/HoDs/Staff	Achievement data
	Reflect on students’ strengths and weaknesses as preparations are made for Teaching and Learning. Determine and raise awareness of goals with staff in general and HOD’s specifically.	VHU/HOD’s	Pass rates for Internal Standards Internal Evidence Exam (IEE) results (T4)
	Departments set goals specific to their courses as they relate to this annual goal.		Practice results for Externals, eg. End of topic tests
	Consider resourcing, support, teaching and learning. Subject staff discussing goals in classroom situations with students.	RBE/Teachers	Benchmarks/milestones for portfolios/tasks Portal and reporting feedback to whanau Motivation grades and awards.

	<p>Ensure neurodiverse students have SAC allocations and their subject teachers are aware of these and strategies that support their learning in classes.</p> <p>Hold Awards Assembly to acknowledge and award certificates and badges to students who have achieved NCEA with either Merit or Excellence.</p> <p>Shared message from Principal to students regarding lifting their effort to maintain their achievement.</p>	TGO	Updated testing/progress
March/ April 2022	<p>Individual academic goal setting with all students. Consider and create their goal(s) at school and at home prior to their Interim Report.</p> <p>Share goals with parents in mid-year report.</p> <p>Review individual goals at the start of Term 3 following the mid-year report. Revise if needed.</p> <p>Share goal review with parents in the end of year report.</p>	Students/parents AP	<p>Success in assessments</p> <p>Student reflections on their goal achievement.</p> <p>Staff discussions with students about their learning goals in courses.</p>
March – November 2022	<p>HoD Learning Support share with staff, students with Learning Differences and higher learning needs. Look at strategies to support these students in class. Target specific courses aligned with their needs/interests and abilities.</p> <p>Targeted PLD/Mtgs with teachers of high needs learners.</p> <p>Identify SAC, apply for Special Assessment Conditions for eligible students.</p> <p>Track student achievement (Monthly from end Term 2) Identify students tracking less positively compared to their peers.</p> <p>Raise awareness with the DP Operations, Housemasters, subject teachers, parents.</p> <p>Make connections with home where students are tracking less positively.</p>	<p>HoD Learning Support/VHU/LSC</p> <p>VHU HoDs, Subject Teachers, HoD Learning Support/LSC DP Ops/Housemasters VHU, subject teachers TGO, BOT and teachers linking with the HIBS</p>	<p>Students achieving, feeling supported and engaged in their learning.</p> <p>Students accessing SAC for their assessments and class situations where required.</p> <p>Utilise SAC enabled technology in assessments (digital predominantly) allowed by NZQA.</p> <p>Achievement data tracking globally and individually and comparisons with previous cohorts' progress and achievement at the same time.</p> <p>School and home working on strategies together.</p>

	<p>Identify Māori, Pacific People and students with learning differences and prioritise resources, connections with home and Learning Support staff where required.</p> <p>Māori Whānau Rōpū hui – sharing Māori academic achievement and STEM achievement.</p> <p>Possible links to staff Teaching goals.</p> <p>Staff contacting home when students miss an Internal AS.</p> <p>Staff offering catch up sessions at lunchtime for students.</p> <p>Highlight progress in Assembly, and Newsletters</p> <p>Share information with parents regarding successful strategies for supporting their son's at home/parent workshop.</p> <p>Highlight progress in BoT Report from start Term 3.</p> <p>Excellent Effort Awards posted home 3 weekly. Identify and target possible Scholarship candidates. Foster and incentivise Scholarship pre school classes</p>	<p>Whānau Rōpū, TGO, SGO</p> <p>VHU Teaching Staff</p> <p>VHU/Academic Capt</p> <p>RBE</p> <p>Teachers/Lyanne HoDs/Teachers TGO, VHU, HoDs</p>	<p>Targeted learning interventions supporting learning progress and achievement.</p> <p>Teaching goal outcome reflections. Parents/whanau aware</p> <p>Reflect on progress and achievement</p>
<p><b>Monitoring:</b></p> <ol style="list-style-type: none"> <li>1. Departments will revisit and monitor their specific goals as their Level 3 course(s) progress.</li> <li>2. Tracking NCEA Level 3 credits as data is recorded.</li> <li>3. Academic discussions with students as they are progressing through the year.</li> <li>4. HoD analysing individual teacher's achievement data and data from across common courses to pinpoint strengths and next steps – these may link to Teachers individual goals for 2022.</li> <li>5. Sharing academic achievement data with staff regularly from end Term 2 and the BoTs.</li> <li>6. Department Analysis of Variance documents.</li> </ol>			
<p><b>Resourcing:</b></p> <ul style="list-style-type: none"> <li>• Schedule time for AP to track and analyse data, review and give feedback to all senior students on their initial goals</li> <li>• Allocated time for staff development of their Teaching goals and actions throughout the year.</li> <li>• Support for HoDs to access and use staff/department achievement data</li> <li>• Support HoDs as they plan and run Scholarship programmes</li> <li>• Funding for required resourcing allocated within Dept budgets</li> <li>• Targeted review at HoD meetings to raise profile and importance of goals and progress towards them during the year.</li> <li>• Continued support and resourcing for the HoD of Learning Support.</li> </ul>			

**Analysis of Variance**

Gaining a University Entrance pass rate of 93% was aspirational. This cohort of students had experienced disruption in every year of their senior qualifications caused by COVID. Unfortunately, we did not quite achieve our goal. Our initial NZQA data indicated that we had a UE pass rate of 89.7%. Whilst we missed our target of 93% by 3.3%, this cohort did extremely well when compared to the wider national data. We are currently waiting for updated UE achievement data for two ākonga who just missed gaining UE in 2022. The UE pass rate across All Schools was 49.5%, across Boys in all Schools 43.2%, across Boys in Boys Schools 53.8%, across Decile 10 Boys Schools 70.9% and across Girls in Decile 10 Schools with 84.9%. When compared to these other school groups we did remarkably well despite not quite reaching our goal. The Board and School will continue to target the 93% UE pass rate in 2023, applying the same actions identified in 2022. These were in large successful across the cohort. Further academic conversations with those intent on gaining UE but in a higher risk category are required from early in Term 3, when student academic goals are being reviewed.

## Goals Reviewed 2022

### ANALYSIS OF VARIANCE FOR 2022 STRATEGIC GOALS

The following strategic goals, set for 2022, were achieved in the 2022 school year. The Principal's Reports to the Board of Trustees, throughout 2022, described how these goals were achieved. These reports are available on request.

#### **Wellness - Enhance the Mental Wealth of our students and staff. Raise awareness, strengthen resiliency and build capability to manage challenging situations.**

- Evaluate the effectiveness of the Learning Planner (Years 7 - 9). Review implementation and trial of Learning Journal. Refine the Planner to reflect boys' learning and focus on the areas of most importance.
- Implement the revised and reduced Wellbeing programme during Monday Tutor time.
- Tutors and Year 13's supporting the programme development.
- Continue the implementation, promotion and review of School TV, targeting appropriate and topic content for the school community

#### **Physical Wealth - Enhance physical wealth of students, develop capabilities, increase physical activity**

- Consolidate and expand elite physical programmes.
- Explore and expand physical opportunities for students not involved in physical activity.

#### **Digital Wealth - Increase students' ability to use technology appropriately (self-manage), keep safe (learn strategies), raise awareness of the impact of technology use on wellbeing.**

- Develop the digital assessment framework further.
- Continue to develop e-learning frameworks for effective pedagogy, safety online and assessment.
- Investigate BYOD opportunities to prepare staff and students for e-learning – **decision to keep status quo and invest in some more laptops in-house**

#### **Māori Strategy – *Physical* - Raise visibility, recognise and integrate the unique place of tangata whenua at HIBS, Māori Strategy – *Kawa* - Acknowledge and understand the histories and heritage and culture of Te Tiriti o Waitangi partners, Māori Strategy – *Learning (Staff and Students)* - Practice and develop the use of Te Reo and tikanga Māori**

- Complete the consultation process of the waharoa with staff and students before beginning the designing stage. This project will be led by a sub-committee of HIBS Whānau members.
- Continue to develop student understanding and knowledge (kawa) around preparation and implementation of the hāngī process, pou and the pare. Some of the responsibility for sharing this knowledge will be given to our senior students.
- Facilitate opportunity for staff to be involved in the hāngī process (Teacher Only Day/ Year 10 Hāngī).
- Provide staff PLD on the correct pronunciation of student and staff names (Māori, Pacific and Chinese names).

- Begin to consolidate our journey in the implementation of Mana Ōrite mō te Mātauaranga Māori (promotion and acknowledgement of Māori knowledge).
- Projects - Review and establish possible options for implementation (additional piupiu funded by PSA funding project.)

### **Māori Strategy – *Kawa***

- Continue to foster and support our Māori whānau as they implement the Māori Strategy.
- Prioritise implementing Aotearoa New Zealand histories into our junior teaching programmes – *Across all four Junior year levels, 95% of the Aotearoa New Zealand Histories Curriculum content is being implemented in the classroom. The final change is the addition of a new term-long unit in Year 10 in 2024 which will cover the New Zealand Land Wars. The reason for the delay is to allow the current Year 10 cohort to have the chance to complete the Treaty of Waitangi unit that we have traditionally taught in Year 10 (and which has now been moved to Year 8 to fit in the New Zealand Wars unit).*

*The administrative side (updated/new unit plans, new department documents) is about 35% complete, with a scheduled completion date of December 2024. The reason for the delay is that this side involves not only the changes brought about by the Aotearoa New Zealand Histories Curriculum, but also the new requirements to teach literacy and numeracy explicitly in Social Studies as well as the recently released new Social Studies Curriculum.*

### **Learning (Staff and Students)**

- Continue to review staff professional learning development to identify next steps for implementation. Possible options include Whaitiri Poutawa, Neavin Broughton, Bus Tour etc.
- Maintain financial resourcing to support Te Ao Māori across the kura.
- Consult with HIBS Whānau Committee and review Cultural North Island trip. Plan subsequent cultural trips based on the review of the 2021 trip - 2023.
- Encourage and support staff financially to participate in Te Ao Māori courses/programmes.

### **Learning Support - Consistently improve outcomes for all students, particularly students with special learning needs**

- Offer a range of options across the year including, preparing for success, assessment and behavioural management.
- Work collaboratively with the English Dept to determine how best to support our neurodiverse learners develop key literacy skills which will enhance their capabilities and preparedness for the Literacy Standards.
- Implement opportunities to develop targeted Literacy Strategies in 2022 with SLD ākongā.
- Identify progress and report progress to parents.
- 

### **Curriculum – NAG 1 - Foster student achievement**

- Use Analysis of Variance to determine School and Department Goals.
- Review and amend the senior academic goal setting process, maintaining a focus on achievement.
- Implement opportunities to acknowledge ākongā success.



- Use motivation data to inform achievement/progress.
- Ākonga will be encouraged to challenge themselves to strive for endorsements.
- Maintain NCEA pass rates at Levels 1, 2 and 3. Strive to increase the proportion of ākonga achieving Merit and Excellence.
- Establish a framework for ākonga extension by enhancing access to Scholarship programmes
- Target junior core subject achievement data to identify areas of higher need. Consider and implement interventions as required.
- Gather core subject achievement data from Year 7-9 to measure ākonga progress and inform teaching and learning.
- Review the use of CEM data for the Year 11 cohort to identify strengths, weaknesses, information for kaiako and resourcing needs.
- Raise awareness of high needs ākonga with kaiako.
- Underachieving ākonga and those at risk of underachieving will be identified and appropriate interventions implemented.
- Implement opportunities for digital assessment in the junior school.
- Maintain and grow involvement in the Digital examinations.
- Provision PLD for teachers and develop teaching and learning courses in response to:
  - directions identified in the Education and Training Act 2020
  - NELP
  - NCEA changes (Literacy and Numeracy implementation in 2023)
  - Curriculum Refresh
  - Scholarship – establish a review of scholarship provision

### **Strategic Plan – NAG 2 - Self review, report to parents**

- Review and implement Appraisal processes, responding to any further changes proposed by the Teachers Council.
- Consider new MOE/ERO development/Teachers Council/School/Teacher needs.
- All parent/teacher interviews for 2022 will be online (COVID) and these will be followed by a review process.
- Report to our parents and whānau regarding ākonga progress and achievement.
- Maintain high quality external moderation standards.
- Self-review of Department moderation practices.
- Principal's Nominee complete bi-annual checking processes within and across Departments.
- Respond to feedback from MNA visit (2021).
- HOD(s) attend Best Practice Workshop and other PLD reflective of staff needs.

### **Personnel – NAG 3 - Be a good employer.**

- Every endeavour will be made to attract and recruit staff who best fit the Special Character of HIBS.
- Provide significant pastoral support and resources in order to ensure that classroom teachers can focus on student learning.
- Identify and address poor staff performance through targeted improvement plans.

#### **Finance & Property – NAG 4 - Manage and enhance the financial resources of the School to meet educational needs.**

- Continue to improve the physical environment of the school so that all facilities are safe and fit for purpose.
- Implement Maintenance schedule.

#### **Health & Safety – NAG 5 - Provide a safe physical and emotional environment for students.**

- Continue HIBS culture of Encouragement & Expect Excellence to develop positive relationships within the school by creating and maintaining a safe and comfortable working environment.
- Work closely with the Health and Safety Committee and Board(s) to ensure adherence to current Health and Safety legislation and associated regulations with a focus on continuous improvement.
- Ensure all staff, students, contractors and Board(s) are informed of, understand and accept their responsibility for Health and Safety.
- Respond appropriately to advice for MOE/MOH regarding Covid-19.
- Ensure that Health and Safety is an agenda item at all SLT, Department and Board meetings and the student representative regularly updates students on Health and Safety matters and encourages student participation.
- Maintain building Warrants of Fitness throughout the school.

#### **Special Character - Enhance the special character of the School under the Key principles.**

- Continue to promote school wide implementation of the HIBS DNA Values and introduce the overarching principle of ‘love God - love people’
- Continue to refine and develop the four weeks ‘Building Men of Character’ Programme at Level 1, 2 and 3.
- Review how Māoritanga is reflected in our special character.
- Review the links between Pasifika culture and our Special Character.
- Maintain our provider obligations under the Code of Practice for International Students.
- Re-introduction of the Internationalisation Certificates at Year 10 and 13 and its attached programme to be launched in 2022, Term 2 – *Yes for Year 10 students in 2022. Seniors to be launched in 2023.*
- Review the status of enrolling International Students at HIBS – *the Board has decided that international students at HIBS is not a focus for the next five years.*
- To promote co-curricular activities that provides opportunities for Internationalisation for example MUNA, the Ethics Olympia

#### **Community Partnerships - Positively promote the School in the community.**

- Review and develop targeted relationships with other local schools to broaden HIBS students’ understanding of Māori culture, and its integration within the curriculum by HIBS teachers.
- Be family/whānau inclusive by holding a range of school/community events throughout the year.
- Create opportunities for HIBS to be showcased on the local and international stage.

### **Information Technology - Teaching and Learning**

- Continue to develop digital assessment guidelines and protocols.
- Continue to develop pedagogy to enhance universal design for learning.

### **Information Technology - Beyond the Classroom (Wider Community)**

- Continue to develop systems to support communication with the wider community - *ongoing*
- Continue to develop new systems to support parent involvement in student learning and activities - *ongoing*.

### **Information Technology - Teaching and Learning**

- Continue to develop digital assessment guidelines and protocols - *ongoing*
- Continue to develop pedagogy to enhance universal design for learning - *ongoing*
- 

### **Information Technology - Professional Development**

- Continue to develop resources to support development of staff digital literacy - *ongoing*
- Continue to explore and implement collaborative systems for staff - *ongoing*

### **Information Technology - Technology and Infrastructure**

- Continue to develop the wired and wireless network for greater bandwidth - *ongoing*
- Continue to explore new technology to optimize school processes. e.g. communication, content delivery, storage, backup - *ongoing*

The Following Strategic Goals Set For 2022 were not achieved in the 2022 school year

**Wellness – Review targeted Goal Setting in the Junior School. Focus is on Habits of Mind.**

**Digital Wealth – Increase students’ ability to use technology appropriately (self-manage), keep safe (learn strategies), raise awareness of the impact of technology use on wellbeing**

**Māori Strategy Physical**

- Due to the priority of other school projects, the pathway is set to be started in and around 2024-26.
- Establish a plaque for Mātairangi (our pou whenua) with name, meaning and provenance.

**Kawa**

- Utilise knowledge from John Henare’s Treaty of Waitangi PD session to help guide our teaching practices – *in progress*.

**Learning (Staff and Students)**

- Support and invest in our Māori Language teacher. Seeking opportunities to grow his professional practice and knowledge and assist him to continue to establish connections to other schools – *Rather than mini workshops, a more individualised approach was taken including mentoring teachers with specific struggles or areas where they needed support.*

**Learning Support**

- Consistently improve outcomes for all students, particularly students with special learning needs. Support staff with neurodiverse students in their classes. Develop mini workshops that provide PLD including targeted and proven strategies for staff across targeted areas (Dyslexia, Attentional Difficulties etc) – *Following review, renewed process highlighted in the manageability of implementation was more effective with individual Teacher PLD.*

**Curriculum – NAG 1 - Foster student achievement.**

- Promote opportunity for ākonga to enter Manu Korero-speech making contest in English and Te Reo Māori - *While we had successful students studying Te Reo Māori in the Senior School, a discussion with Matua Steve indicated that our Māori tama weren’t at the level of competing in Mana Korero. Our Te Tiriti tama are required to present using only Te Reo Māori and this was a significant challenge at this level.*



INCORPORATED & FOUNDED 1991

# *Hutt International*

## BOYS' SCHOOL

### **Sport at HIBS – 2022**

At Hutt International Boys School, we continue to have a high participation rate in the greater Wellington region. Sport isn't compulsory but over 80.9% of our students were involved in competitive sport in 2022. Despite the covid issues that has provided its disruptions along the way in 2022. The sporting year of 2023 has been off to a busy start with summer sports and our students have just enrolled for their winter code sports in a number of options.

### **Sports Teams**

In 2023 we are hoping to field over 100 teams across 25 different sports.

### **Sports Exchanges**

We also have traditional sports exchanges with a number of Schools from around the North Island (Both Summer & Winter). Having students from Year 7 to Year 13 being involved in these exchanges, helped them in their future development and the different cultures than you experience when away from home.

### **National & Regional Tournaments**

In 2022 we have a number of our teams looking to play in the Winter Tournament week events and this is seen as a real highlight for the students each year, being able to compete in some cases the best sportsmen in New Zealand. It is widely none that students who travel away to play in a national tournament for the first time is seen as a special experience.

Results from 2022 included the 1<sup>st</sup> XI Football team making it all the way to the National Secondary School's Football grand final. The 1<sup>st</sup> XI Cricket team winning the winning competition and competing in the Gillette Cu. The Senior A Basketball team playing in the premier grade for the very first time.

### **Lunchtime Sport**

The Sports Department provided a large amount of sports equipment for the students to use during interval and lunchtimes. This become very popular in 2022 and expanded in 2023.

### **The House System**

With four houses at HIBS (Freyberg House, Halberg House, Hillary House and Rutherford House) These houses were involved in a number of sports where all the students take part over the School year and for the winning House wins the House Cup. Sports played in 2022 were: Cricket, Football, Basketball, and Athletics.

At HIBS sport plays an important part in the overall HIBS Community. Kiwi Sport provides the School \$14,432.83 in financial support to help provide the above opportunities and we are very grateful for this.

Paul Brennan  
Director of Sport

**Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2022**

The following questions address key aspects of compliance with a good employer policy:

<b>Reporting on the principles of being a Good Employer</b>	
How have you met your obligations to provide good and safe working conditions?	<i>We offer counselling and support for all staff</i>
What is in your equal employment opportunities programme?  How have you been fulfilling this programme?	<i>We have an Equal Opportunities Policy</i>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>All prospective employees are interviewed by more than one person.</i>
How are you recognising, <ul style="list-style-type: none"> <li>- The aims and aspirations of Maori,</li> <li>- The employment requirements of Maori, and</li> <li>- Greater involvement of Maori in the Education service?</li> </ul>	<i>We have an Equal Opportunities Policy</i>
How have you enhanced the abilities of individual employees?	<i>Yes, through professional development</i>
How are you recognising the employment requirements of women?	<i>We have an Equal Opportunities Policy</i>
How are you recognising the employment requirements of persons with disabilities?	<i>We have an Equal Opportunities Policy</i>

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy . The Ministry of Education monitors these policies:

<b>Reporting on Equal Employment Opportunities (EEO) Programme/Policy</b>	<b>YES</b>	<b>NO</b>
Do you operate an EEO programme/policy?	✓	

Has this policy or programme been made available to staff?	✓	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	✓	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	✓	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	✓	
Does your EEO programme/policy set priorities and objectives?	✓	

**INDEPENDENT AUDITOR'S REPORT  
TO THE READERS OF HUTT INTERNATIONAL BOYS' SCHOOL'S FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2022**

The Auditor-General is the auditor of Hutt International Boys' School (the School). The Auditor-General has appointed me, Geoff Potter, using the staff and resources of BDO Wellington Audit Limited, to carry out the audit of the financial statements of the School on his behalf.

**Opinion**

We have audited the financial statements of the School on pages 4 to 23, that comprise the statement of financial position as at 31 December 2022, 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 2022; 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 as applicable to entities that qualify as tier 2.

Our audit was completed on 25 May 2023. This is the date at which our opinion is expressed.

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

**Basis for our opinion**

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

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

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

**Responsibilities of the Board of Trustees for the financial statements**

The Board of Trustees is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.



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

The Board'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 of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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

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

Our responsibilities arise from the Public Audit Act 2001.

#### **Other information**

The Board of Trustees is responsible for the other information. The other information comprises the Statement of Responsibility on page 3, the Analysis of Variance page 24 to 35, Kiwisport Report page 36 and Statement of Compliance page 37 to 38, but does not include the financial statements, and our auditor's report thereon.

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

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

#### **Independence**

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

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



**Geoff Potter**  
**BDO WELLINGTON AUDIT LIMITED**  
On behalf of the Auditor-General  
Wellington, New Zealand