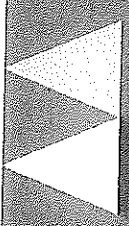


Analysis of variance reporting



School name: Windwhistle

School number: 3597

Focus:

Improvement Plan - Domain: Learning

Strategic Aim:

- Improve outcomes for all students
- continue to investigate the use of e-AsTTle as an assessment tool
- increase use of manners and respect

Annual Aim:

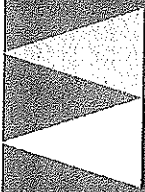
- Accelerate progress of identified priority learners
- continue to investigate the use of e-AsTTle as an assessment tool
- increase use of manners and respect

Target:

- each child will reach their full potential by raising their achievement levels by at least one sub-level (e.g. basic to proficient; proficient to advanced, in reading, writing and number) against the National Standards in literacy and numeracy
- MATHS: students will recognise and use the correct operation in problem-solving questions
- Students will use manners and respect themselves, others, their community and environment

Baseline data: Bot and staff identified trends from diagnostic, formative and summative data that showed many improvements from 2015 and from the beginning of 2016 assessment results to the end-of-year achievement results – see graphs and tables below. The interventions and programmes of learning that were taught throughout the year were successful not only in the quantitative data shown but in the qualitative evidence from conferencing with students and parents. In 2016, every student made value-added gains, and nearly all Windwhistle School students attained expected or above National Standard levels, with an average of **90%** (73% - 2015) (85% - 2014) (70% - 2013) achieving at or above in all National Standard subjects: **Reading = 93%** (72% - 2015) (80% - 2014), (69% - 2013); **Writing = 83%** (76%) (85%) (77%) and **Maths = 93%** (72%) (90%) (65%).

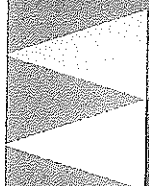
Tātaritanga raraunga



2016 end-of-year OTJs

Reading	All Years (1-8)	Well Below	Below	At	Above	Total
All Students	Male	1	1	10	2	14
	Female	-	-	12	4	16
	Total	1	1	22	6	30
Maori	Male	-	-	1	1	2
	Female	-	-	3	-	3
	Total	-	-	4	1	5
Pasifika	Male	-	-	-	-	-
	Female	-	-	1	-	1
	Total	-	-	1	-	1

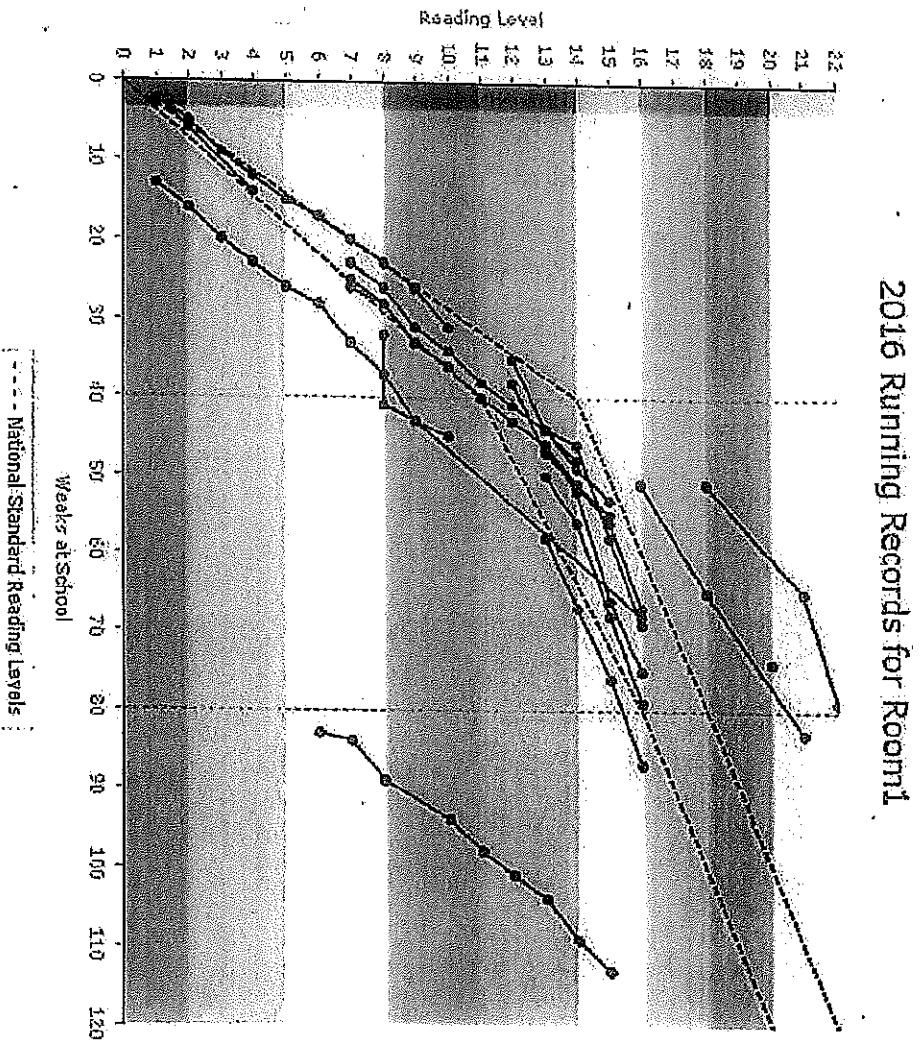
Tātaritanga raraunga



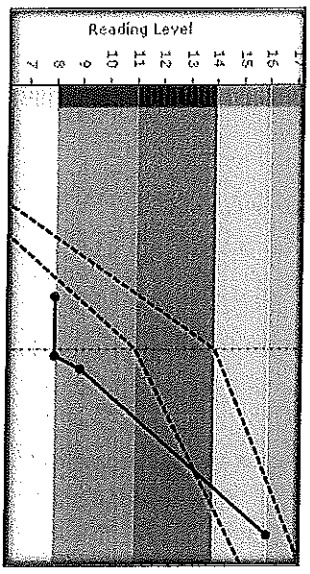
Writing	All Years (1-8)	Well Below	Below	At	Above	Total
All Students	Male	2	2	10	-	14
	Female	-	1	12	3	16
	Total	2	3	22	3	30
Maori	Male	-	1	1	-	2
	Female	-	-	3	-	3
	Total	-	1	4	-	5
Pasifika	Male	-	-	-	-	-
	Female	-	-	1	-	1
	Total	-	-	1	-	1
Mathematics	All Years (1-8)	Well Below	Below	At	Above	Total
	Male	1	-	11	2	14
	Female	-	1	11	4	16
	Total	1	1	22	6	30
All Students	Male	-	-	2	-	2
	Female	-	-	3	-	3
	Total	-	-	5	-	5
Maori	Male	-	-	-	-	-
	Female	-	-	1	-	1
	Total	-	-	1	-	1
Pasifika	Male	-	-	-	-	-
	Female	-	-	1	-	1
	Total	-	-	1	-	1

Tātaritanga raraunga

Comparison of data from the beginning of 2016 to the end of 2016



Reading level increase during 2016 using interventions



2016 Maths

End of Year One Curriculum Expectations

[illegible]

5115 @ or above
NS. 100%.

At Risk	Cause for Concern
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12
13	13
14	14
15	15
16	16
17	17
18	18
19	19
20	20
21	21
22	22
23	23
24	24
25	25
26	26
27	27
28	28
29	29
30	30
31	31
32	32
33	33
34	34
35	35
36	36
37	37
38	38
39	39
40	40
41	41
42	42
43	43
44	44
45	45
46	46
47	47
48	48
49	49
50	50
51	51
52	52
53	53
54	54
55	55
56	56
57	57
58	58
59	59
60	60
61	61
62	62
63	63
64	64
65	65
66	66
67	67
68	68
69	69
70	70
71	71
72	72
73	73
74	74
75	75
76	76
77	77
78	78
79	79
80	80
81	81
82	82
83	83
84	84
85	85
86	86
87	87
88	88
89	89
90	90
91	91
92	92
93	93
94	94
95	95
96	96
97	97
98	98
99	99
100	100

High Achievers

End of Year Two Curriculum Expectations

	Cumulative - Level 1	Level 2
Step 0 Em	Step 1- CAI	Step 2 CA
		✓
		✓
		✓
		✓
%	1%	7% 11% 62% 17%

$\frac{20}{9}$ or above
 $NS = 88\%$
 $\frac{1}{9}$ below $NS = 11\%$

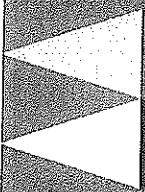
At Risk:

**Cause-For-
Concern**

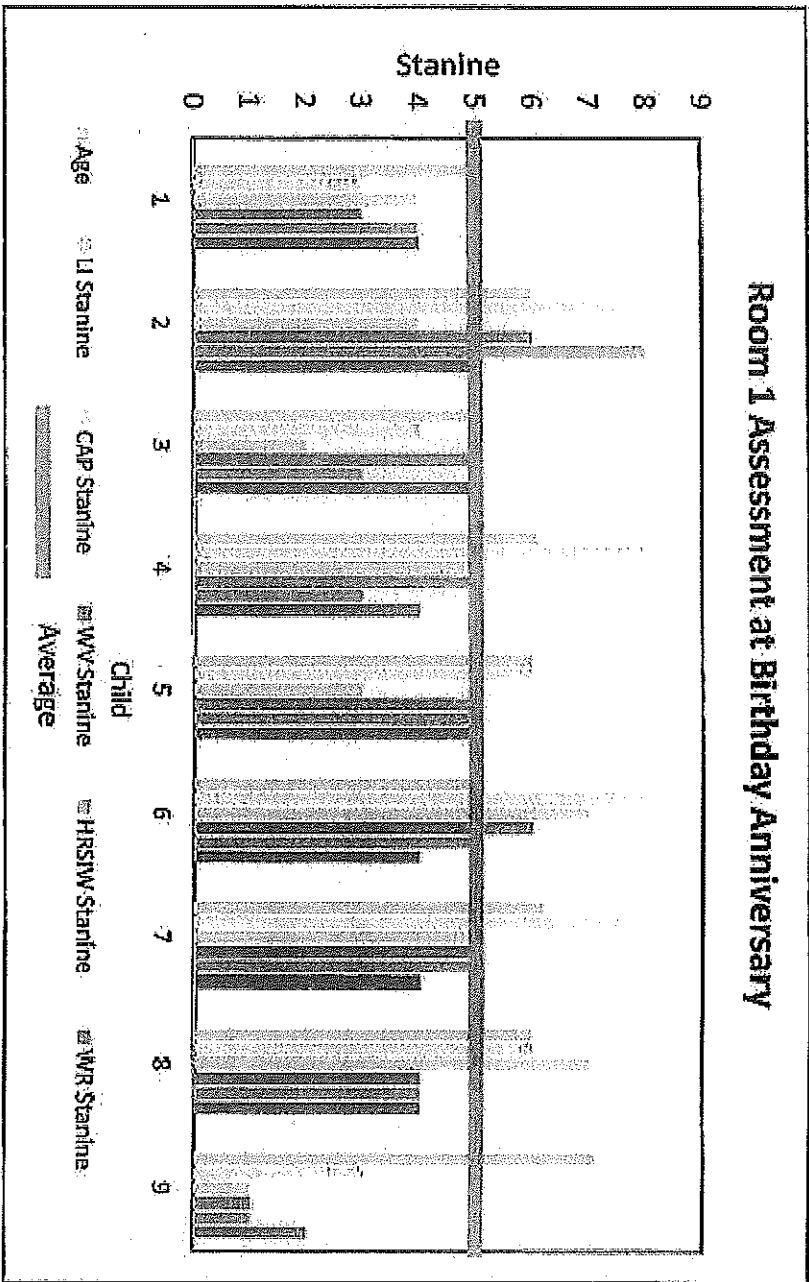
Achieving at or above expectations

High Achievers

Tātaritanga rarauunga

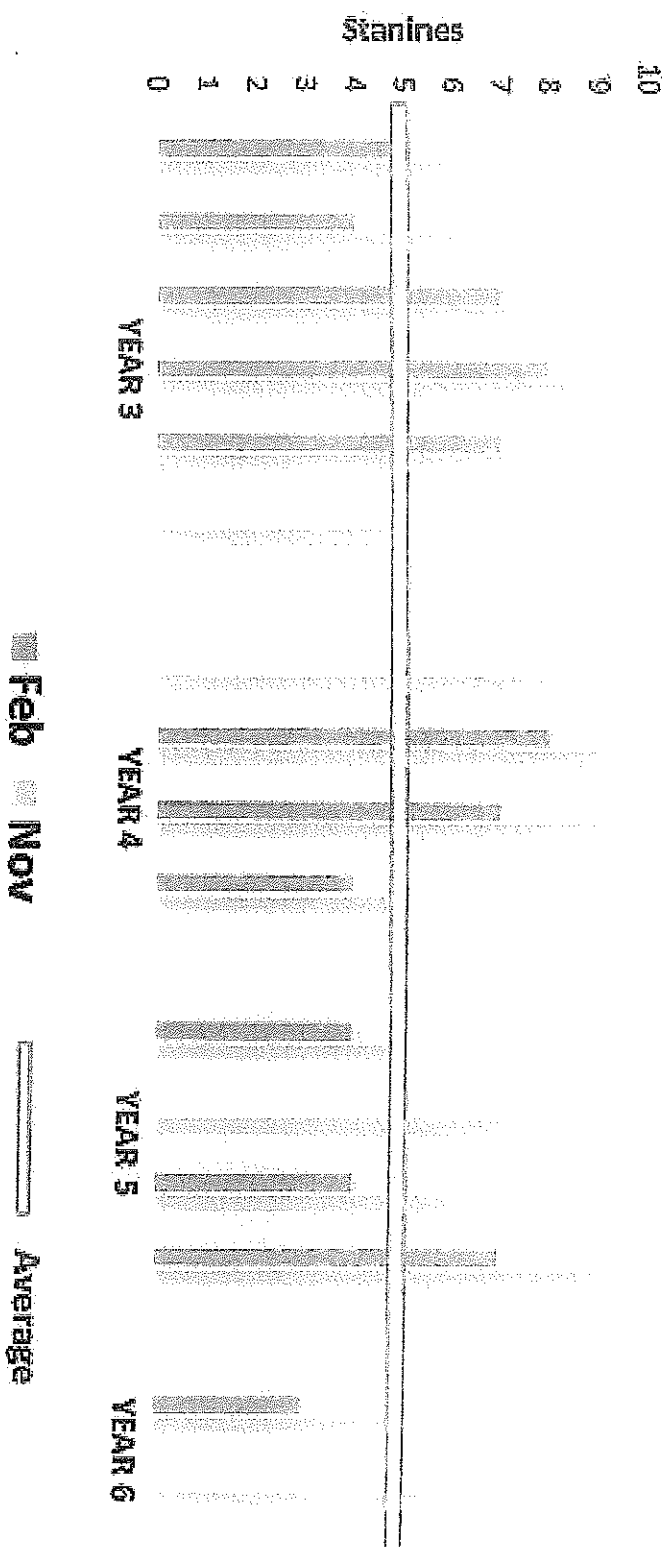


Room 1 Assessment at Birthday Anniversary



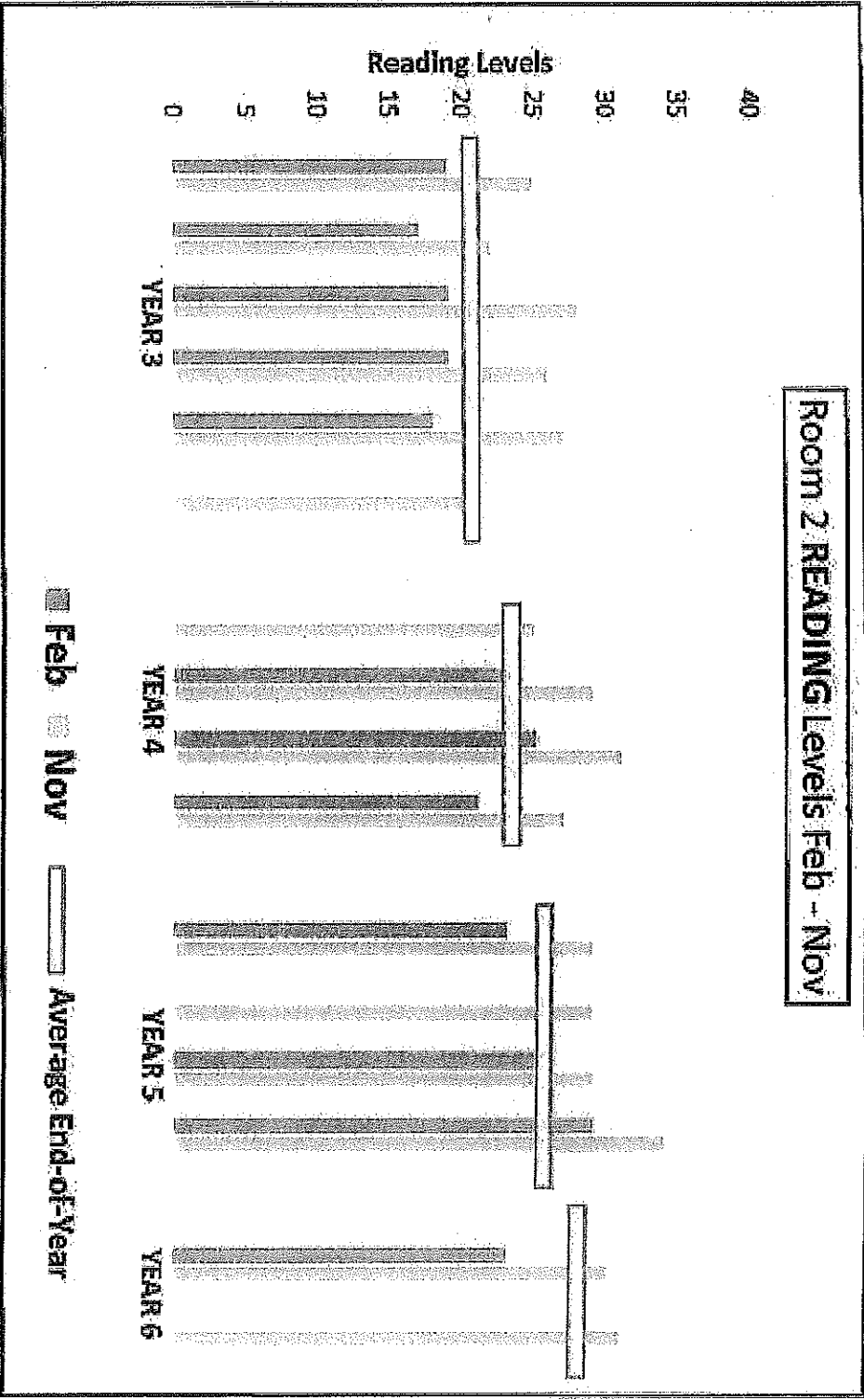
Tātaritanga raraunga

Room 2 Maths PAT Feb - Nov
 Stanines 1 - 9



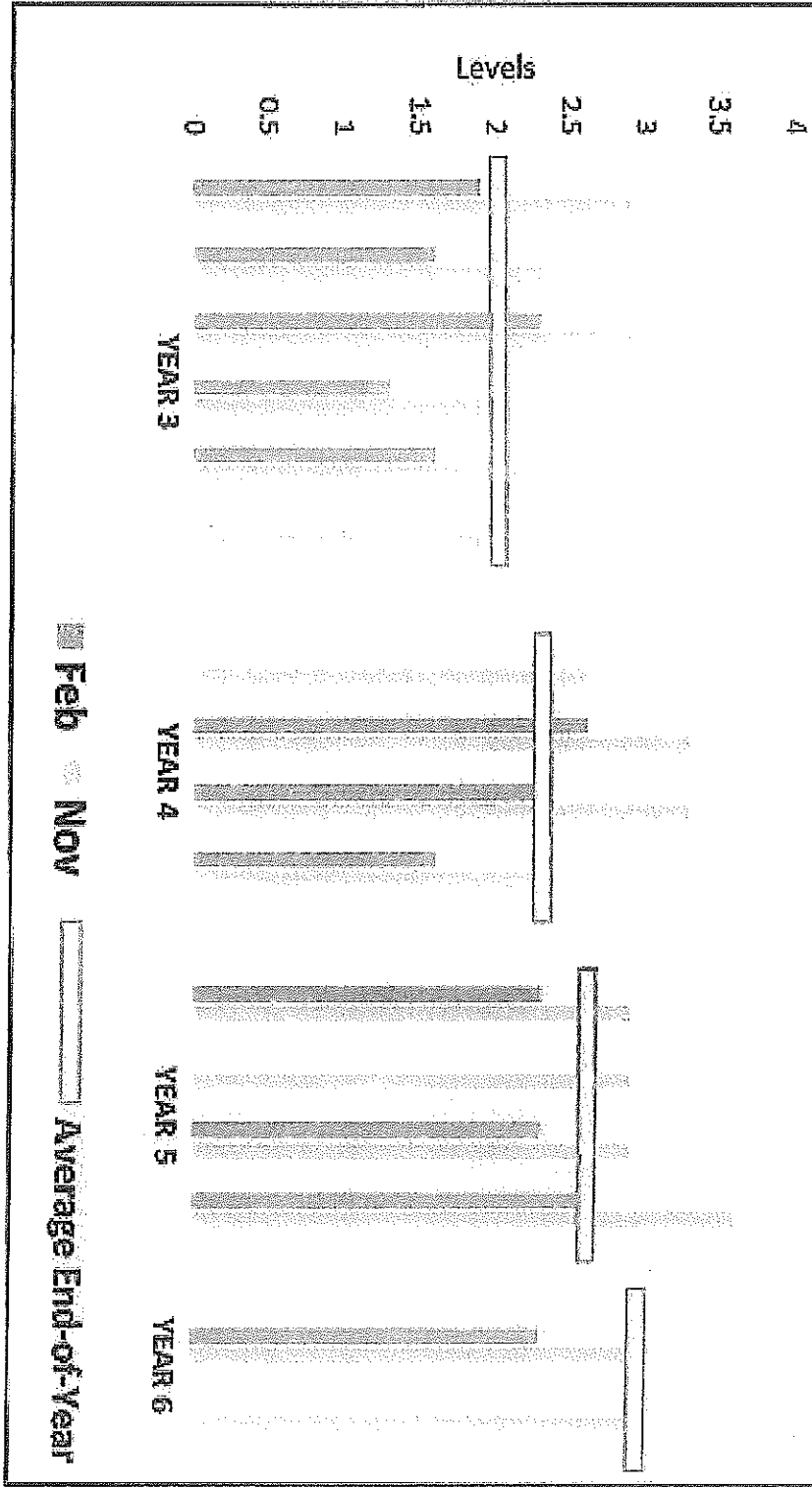
Tataritanga raraunga

Room 2 READING Levels Feb - Nov



Tataritanga raraunga

Room 2 WRITING Levels Feb - Nov



Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<ol style="list-style-type: none"> Using the data from the end of 2015, plus the diagnostic updates at the beginning of 2016, we identified the areas of concern and planned accordingly. The maths and reading groups were determined from this data and the highlighted gaps from the PATs were used formatively to support each child's learning The learning progressions were discussed with each child and their parents, and students then determined their SMART goals for the term Reading Recovery, RTLit and RTLB provided observations, resources and support for staff and interventions were worked through. IEPs and manageable goals were set each term to support the priority learners Differentiated programmes of teaching and learning were planned and implemented Each student's progress was discussed during staff meetings and TODs; achievements celebrated; and 'next steps' planned Some new resources were purchased, and learning opportunities discussed with 	<p>By the end of 2016, the priority learners had improved in:</p> <p>READING:</p> <ul style="list-style-type: none"> A – lifted from L8 to L16 (see graph) B – from L17 to L23 C - L20 to L25 <p>WRITING:</p> <ul style="list-style-type: none"> A – L1i now L1ii B – L1ii now L1iii C – L1ii now L2i D - L1ii now L1iii <p>MATHS:</p> <ul style="list-style-type: none"> W– Stage 2 now beg. S.3 X – Stage 2 now S.3 Y – Stage 3 now beg. S.4 Z - Stage 4 now mid. S.5 <p>With the COL's focus being on boys' writing, in particular, it highlighted the different ways and styles of writing and their engagement. The PD supported the teaching and learning and the moderation sessions with</p>	<p>The formative use of data to specifically identify learning needs and goals helped the staff focus on setting manageable targets with the students. Regular conferencing with children/parents helped many of the students to engage and achieve with some extra help at home..</p> <p>Reading recovery, RTLit and RTLB provided staff and whānau with interventions and strategies, plus the regular observations and meetings also helped.</p> <p>The COL's focus on boys' writing from the shared data, and the meetings with other staff around moderation and the improved use of e-AsTTle really helped to focus discussions and next steps.</p> <p>The PD provided by school and COL also supported teaching and learning strategies and direct instruction for different groups.</p>	<ul style="list-style-type: none"> Continue sharing data across the COL and work with SAF to analyse and identify trends from the data Continue to use the moderation process across the cluster and within schools re. students' writing, and in particular, boys and Māori boys' writing Share ideas and resources across the COL to suit needs and engage boys in their writing Continue the use of the home learning diary and home/school meetings to share ideas, strategies and goals Enable further use of student voice re. inquiry learning, lessons and suitability of resources Organise more observations and support / resources from Reading Recovery, RTLB / RTLit. (for reading and writing) to set manageable targets with staff and students Organise PD for writing and Multi-Lit programmes Provide staff with further PD, including inviting the Davis Dyslexia

Tātarianga raraunga

<p>both teachers and the teacher-aide. These proved useful with students and the strategies were shared with parents</p> <p>7. As part of the COL development plan, a writing committee was established to share, analyse and moderate across the nine schools. The assessment tool - e-ASTTle was one that most of the schools were either using or beginning to use. Examples of students' writing was collected and shared amongst the COL teachers in three groups (Yrs 1-2; 3-4 & 5-7). The moderation and robust discussions that took place enabled each school to review their writing assessment and determine areas of most need – e.g. 'ideas' and vocabulary</p> <p>8. In maths, UCEDPlus provided a facilitator for the teaching staff to work with throughout the year – observations, student voice, staff meetings and TODs. Up-to-date research, readings, strategies and use of a variety of web-based support, enabled staff to introduce interventions that supported the priority learners</p>	<p>other COL teachers was very informative and useful during assessment, both formative and summative, especially for the OTJs and highlighting next steps with the students.</p> <p>The goals provided a focus for students and learning conversations with their parents plus next steps.</p> <p>During class, duty, bus line-ups, and assemblies, manners and respect were reinforced. Parents and visitors were complimentary during visits, EOTC, etc. Year 6 leaders continued to nominate individuals who were actively using their manners at any time of the day – in class or the playground, and during assemblies certificates</p>	<p>The use of some new resources also helped to engage and motivate some learners.</p> <p>Appraisal was used to support professional practice and spirals of inquiry in literacy, maths and student transition to high school.</p> <p>The staff modelled expected manners and standards throughout the year and during assemblies. By providing intrinsic and extrinsic rewards to the students, the culture and standard continued to improve. The messages were also shared with parents who supported and continued the good practice at home.</p>	<p>facilitator to revisit students and staff, and opportunities to release teachers to observe / work with other schools</p> <ul style="list-style-type: none"> • Continue to analyse data and plan / work formatively • Continue the inquiry process with staff with regular reviews and discussions during staff meetings • Continue to model/share the expectations and standards re. manners, respect and self-management
---	--	---	--

Tātaritanga raraunga

9. During Monday assemblies, 'Manners Monday' was introduced to the school and was a big hit, especially with the juniors – and woe betide anyone who did not thank the person holding open the door, or greet someone with eye-contact!

were presented, with the whole school celebrating

Planning for next year:

- Teaching staff will continue to attend, contribute and work with our COL schools; share data and ideas re. specific needs of priority learners, predominantly in writing (identified need across the cluster – Māori boys in particular). PD will be provided again in 2017 as the writing committee identifies updated trends in February 2017 from all COL schools' December 2016 data (9 schools). Moderation and upskilling in e-AsTTle across the COL will support staff in making the best use of the assessment tool to identify formatively the next steps for each child/group.
- Staff to continue investigating ways of improving transition of students to high school in conjunction with COL – from Year 6 to Year 7
- Staff will continue using the inquiry process to reflect on progress and achievement of students, and their own professional practice, during staff meetings, TODs, PD, and through appraisal
- RTLit and RTLB to be used to support teachers, whānau and students in identifying next steps, SMART goals and other interventions
- Reading Recovery will be invited to assess our three schools (Windwhistle, Hororata, Glentunnel) RR identified students
- The BoT will part-fund parents, if required, to assess identified priority learners through a Davis Dyslexia assessment, or other recognised provider
- Progress and achievements of students will be communicated regularly with BoT, whole staff and whanau
- Staff will investigate ways through student voice/community that will help some students to continue to improve manners and respect throughout the school
- The BoT, staff, community and students will review and unpack the school's Vision statement to enable deeper understanding and use, and to help with goal-setting

Ingoa o te kura me te kura nama:

Arotahi:

Whāinga rautaki:

Wāhanga ā-tau:

Uaratanga:

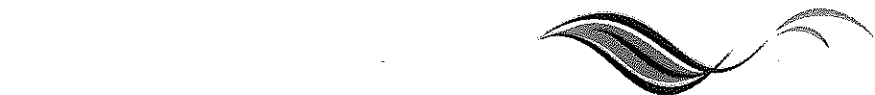
Raraunga o terā tau:

Tukanga (I aha mākou?)	Ngā hua (He aha ngā hua?)	Ngā take e rerekē ana (He aha i pēnei ai?)	Aromātai (He aha ināianei?)
Mahere mahi mo te tau heke mai ana:			



Board of Trustees – May 2016

<u>Name</u>	<u>Position</u>	<u>Held until:</u>
Sam Richards (elected)	Chairperson	May 2019
Frances Nimmo	Principal	
Jane McWilliam (elected)	Staff Representative	May 2019
Jen Daly (co-opted)		Nov 2017
Vanessa Johnston (elected)	Fundraising	Nov 2017
Annabel Tripp (elected)		May 2019
Blair Holmwood (elected)		May 2019
Sarah McCarron (elected)		May 2019
William Innes (elected)		May 2019



WINDWHISTLE SCHOOL

QUALITY COMMUNITY LEARNING

Windwhistle School

December 2016

KIWISPORT

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

During 2016, the school received total kiwisport funding of \$395.74 (excluding gst).

The funding was spent on Selwyn Aquatic – Swimming Tutors. 27 students x 8 lessons x \$1.50 = \$281.74 (excluding gst) and sports equipment totalling \$400.86

Frances Nimmo

Principal

Windwhistle School

WINDWHISTLE SCHOOL



FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2016

School Address: 11 Rakala Gorge Road, RD 2, Windwhistle, Canterbury 7572

School Postal Address: 11 Rakala Gorge Road, RD 2, Darfield, Windwhistle Canterbury, 7572

School Phone: 03 318 6828

School Email: office@windwhistle.school.nz

Ministry Number: 3597

WINDWHISTLE SCHOOL

Financial Statements - For the year ended 31 December 2016

Index

Page	Statement
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	Statement of Accounting Policies and Notes to the Financial Statements

Windwhistle School

Statement of Responsibility

For the year ended 31 December 2016

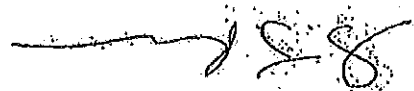
The Board of Trustees accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2016 fairly reflect the financial position and operations of the school.

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

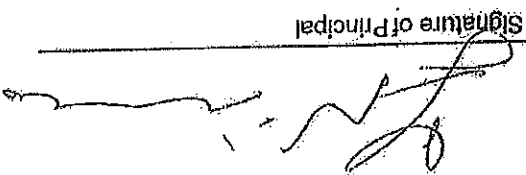
Sam John Richards
Full Name of Board Chairperson



Signature of Board Chairperson

30 May 2017
Date

ELIZABETH FRANKS NIMMO
Full Name of Principal



Signature of Principal

30 May 2017
Date

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2016

	Notes	2016	2016	2015
		Actual	Budget	Actual
			(Unaudited)	
Revenue				
Government Grants	2	361,192	348,092	312,015
Locally Raised Funds	3	88,427	35,900	65,394
Interest Earned		2,329	2,000	3,222
		451,948	385,992	380,632
Expenses				
Locally Raised Funds	3	18,359	9,100	10,607
Learning Resources	4	237,317	223,037	230,753
Administration	5	48,641	52,990	45,470
Finance Costs		-	-	503
Property	6	124,777	127,175	89,885
Depreciation	7	17,873	19,000	17,396
Loss on Disposal of Property, Plant and Equipment		57	-	1,265
		447,025	431,302	395,878
Net Surplus / (Deficit)		4,924	(45,310)	(15,247)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>4,924</u>	<u>(45,310)</u>	<u>(15,247)</u>

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



Windwhistle School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2016

2016	2016	2015
Actual	Budget	Actual
	(Unaudited)	
\$	\$	\$
236,835	236,835	251,482
Balance at 1 January		
4,924	(45,310)	(15,247)
Total comprehensive revenue and expense for the year		
Capital Contributions from the Ministry of Education		
Contribution - Furniture and Equipment Grant		
1,200	-	600
242,958	191,525	236,835
Retained Earnings		
Equity at 31 December		
242,958	191,525	236,835
Equity at 31 December		

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



Windwhistle School Statement of Financial Position As at 31 December 2016

Notes	2016	Budget (Unaudited) 2016	Actual 2015
Current Assets			
Cash and Cash Equivalents	8	99,945	11,478
Accounts Receivable	9	16,556	23,991
Prepayments		2,196	2,669
Inventories	10	350	461
Investments	11	54,566	52,690
		173,613	91,290
Current Liabilities			
GST Payable		6,588	959
Accounts Payable	13	23,060	30,003
Revenue Received in Advance	14	5,000	1,100
Finance Lease Liability - Current Portion	16	2,782	2,328
Funds Held for Capital Works Projects	17	34,461	-
		71,891	34,390
Working Capital Surplus/(Deficit)		101,722	56,900
Non-current Assets			
Property, Plant and Equipment	12	157,233	147,341
		157,233	147,341
Non-current Liabilities			
Provision for Cyclical Maintenance	15	9,604	4,762
Finance Lease Liability	16	6,392	7,954
		15,996	12,716
Net Assets		242,958	191,525
		242,958	236,835
Equity			
		242,958	236,835

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



Windwhistle School Statement of Cash Flows For the year ended 31 December 2016

Notes	2016	Budget (Unaudited)	2015
	Actual	Budget	Actual
Cash flows from Operating Activities			
Government Grants	79,538	69,065	74,949
Locally Raised Funds	93,454	30,085	68,237
Goods and Services Tax (net)	5,629	-	(1,322)
Payments to Employees	(54,048)	(44,325)	(42,204)
Payments to Suppliers	(87,519)	(65,630)	(94,676)
Interest Paid	-	-	(503)
Interest Received	2,324	1,901	3,763
Net cash from/(to) the Operating Activities	39,377	(8,904)	8,244
Cash flows from Investing Activities			
Proceeds from Sale of PPE (and Intangibles)	-	-	-
Purchase of PPE (and Intangibles)	(9,899)	(19,000)	(12,773)
Purchase of Investments	(1,876)	-	(2,690)
Proceeds from Sale of Investments	+	(2,690)	-
Net cash from/(to) the Investing Activities	(11,775)	(21,690)	(15,463)
Cash flows from Financing Activities			
Furniture and Equipment Grant	1,200	-	600
Finance Lease Payments	(1,107)	4,283	4,263
Funds Administered on Behalf of Third Parties	34,461	-	(26,920)
Net cash from/(to) the Financing Activities	34,554	4,283	(22,057)
Net increase/(decrease) in cash and cash equivalents	62,157	(26,311)	(29,276)
Cash and cash equivalents at the beginning of the year	37,789	37,789	67,065
Cash and cash equivalents at the end of the year	99,946	11,478	37,789

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

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



1. Statement of Accounting Policies

For the year ended 31 December 2016

Statement of Accounting Policies

1.1 Reporting Entity

Windwhistle School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education Act 1989. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

1.2 Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2016 to 31 December 2016 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

The Education Act 1989 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as "having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders".

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates and Assumptions

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

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.



Critical Judgements in applying accounting policies

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

Classification of leases

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 16.

Recognition of grants

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

1.3 Revenue Recognition

Government Grants

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

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

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

Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown.

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

1.4 Use of Land and Buildings Expense

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Ministry.

1.5 Operating Lease Payments

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

1.6 Finance Lease Payments

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

1.7 Cash and Cash Equivalents

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



1.8 Accounts Receivable

Accounts Receivable represents items that the School has issued invoices for or accrued for, but has not received payment for at year end. Receivables are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A receivable is considered uncollectable where there is objective evidence the School will not be able to collect all amounts due. The amount that is uncollectable (the provision for uncollectibility) is the difference between the amount due and the present value of the amounts expected to be collected.

1.9 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.

1.10 Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards. Share investments are recognised initially by the School at fair value plus transaction costs. At balance date the School has assessed whether there is any evidence that an investment is impaired. Any impairment, gains or losses are recognised in the Statement of Comprehensive Revenue and Expense.

After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

After initial recognition any investments categorised as available for sale are measured at their fair value without any deduction for transaction costs the school may incur on sale or other disposal.

The School has met the requirements under section 73 of the Education Act 1989 in relation to the acquisition of securities.

1.11 Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

Leased Assets

Leases where the School assumes substantially all the risks and rewards of ownership are classified as finance leases. The assets acquired by way of finance lease are measured at an amount equal to the lower of their fair value and the present value of the minimum lease payments at inception of the lease, less accumulated depreciation and impairment losses. Leased assets and corresponding liability are recognised in the Statement of Financial Position and leased assets are depreciated over the period the School is expected to benefit from their use or over the term of the lease.



Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	10-50 years
Furniture and Equipment	10 years
Information and Communication Technology	5 years
Leased Assets	3-5 years
Library Resources	12.5 % Diminishing value

1.12 Impairment of property, plant, and equipment and intangible assets

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

Non cash generating assets

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

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

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

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

1.13 Accounts Payable

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

1.14 Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

Employee benefits that are due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

- likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and

- the present value of the estimated future cash flows

1.15 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.



1.16 Provision for Cyclical Maintenance

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair. Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

1.17 Financial Assets and Liabilities

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

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards.

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

1.18 Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

1.19 Budget Figures

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

1.20 Services received in-kind

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





2. Government Grants

	2016	2016	2015
	Actual	Budget	Actual
Operational grants	\$ 72,357	\$ 67,965	\$ 71,252
Teachers' salaries grants	189,979	188,452	190,119
Use of Land and Buildings Grants	91,675	91,675	48,948
Other MOE Grants	7,181	-	1,696
	361,192	348,092	312,015

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

3. Locally Raised Funds

	2016	2016	2015
	Actual	Budget	Actual
Revenue			
Donations	13,504	2,100	4,136
Fundraising	47,314	16,200	36,376
Other revenue	18,832	9,100	16,084
Transport Revenue	3,406	4,000	2,913
Trading	330	-	435
Activities	5,040	4,500	5,450
Expenses			
Activities	88,427	35,900	65,394
Fundraising (costs of raising funds)	4,035	3,600	1,614
	14,324	5,500	8,992
	18,359	9,100	10,607
Surplus for the year Locally Raised Funds	70,068	26,800	54,788

4. Learning Resources

	2016	2016	2015
	Actual	Budget	Actual
Curricular	\$ 11,245	\$ 12,000	\$ 11,363
Information and communication technology	243	300	646
Extra-curricular activities	4,528	2,100	3,755
Library resources	28	250	57
Employee benefits - salaries	214,111	205,887	208,932
Staff development	7,163	2,500	6,002
	237,317	223,037	230,753

	2016	2015
Audit Fee	\$ 2,515	\$ 2,615
Board of Trustees Fees	4,355	4,470
Board of Trustees Expenses	5,372	4,571
Communication	1,176	1,185
Consumables	5,145	5,793
Operating Lease	1,123	1,493
Other	2,377	2,186
Employee Benefits - Salaries	20,982	18,723
Insurance	2,504	2,060
Service Providers, Contractors and Consultancy	3,093	2,375
	48,641	45,470
	52,990	

6. Property

	2016	2015
Caretaking and Cleaning Consumables	\$ 2,269	\$ 2,305
Cyclical Maintenance Provision	4,842	4,762
Grounds	918	3,945
Heat, Light and Water	5,264	5,285
Rates	1,458	1,565
Repairs and Maintenance	10,116	15,571
Use of Land and Buildings	91,675	48,948
Employee Benefits - Salaries	8,235	7,503
	124,777	89,885
	127,175	

The use of land and buildings figure represents 8% 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. Depreciation of Property, Plant and Equipment

	2016	2015
Building Improvements - Crown	\$ 4,251	\$ 4,489
Furniture and Equipment	4,260	4,550
Information and Communication Technology	6,134	6,721
Leased Assets	2,565	1,170
Library Resources	663	466
	17,873	17,396
	19,000	



8 Cash and Cash Equivalents

	2016	2016	2015
	Actual	Budget	Actual
Cash on Hand	250	200	300
Bank Current Account	897	1,000	2,086
Bank Call Account	98,798	10,278	35,403
	99,945	11,478	37,789

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

Of the \$99,945 Cash and Cash Equivalents, \$34,461 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2017 on Crown owned school buildings under the School's Five Year Property Plan.

9 Accounts Receivable

	2016	2016	2015
	Actual	Budget	Actual
Receivables	\$	\$	\$
Interest Receivable	105	99	99
Teacher Salaries Grant Receivable	12,114	18,077	18,077
	16,556	23,991	23,991
Receivables from Exchange Transactions	4,443	5,914	5,914
Receivables from Non-Exchange Transactions	12,114	18,077	18,077
	16,556	23,991	23,991

10 Inventories

	2016	2016	2015
	Actual	Budget	Actual
Stationery	\$	\$	\$
	350	461	461
	350	461	461

11 Investments

The School's investment activities are classified as follows:

	2016	2016	2015
	Actual	Budget	Actual
Current Assets	\$	\$	\$
Short-term Bank Deposits	54,566	52,690	52,690
	54,566	52,690	52,690

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





2016						
Land	22,000	-	-	-	-	22,000
Building improvements	96,333	-	-	-	-	96,333
Furniture and equipment	15,946	-	-	-	-	15,946
Information and communication	18,331	-	-	-	-	18,331
Leased assets	10,470	-	-	-	-	10,470
Library resources	3,261	-	-	-	-	3,261
Balance at 31 December 2016	166,341	8,822	(57)	-	(17,873)	157,233
Opening Balance (NBV)						
Land	22,000	-	-	-	-	22,000
Building improvements	96,333	-	-	-	-	96,333
Furniture and equipment	15,946	-	-	-	-	15,946
Information and communication	18,331	-	-	-	-	18,331
Leased assets	10,470	-	-	-	-	10,470
Library resources	3,261	-	-	-	-	3,261
Balance at 31 December 2016	166,341	8,822	(57)	-	(17,873)	157,233
2015						
Land	22,000	-	-	-	-	22,000
Building improvements	100,822	-	-	-	-	100,822
Furniture and equipment	20,272	600	(376)	-	(4,489)	15,946
Information and communication	25,454	5,157	(5,558)	-	(6,721)	18,332
Leased assets	-	11,640	-	-	(1,170)	10,470
Library resources	3,681	92	(47)	-	(466)	3,260
Balance at 31 December 2015	172,229	17,489	(5,981)	-	(17,396)	166,341
2015						
Land	22,000	-	-	-	-	22,000
Building improvements	158,657	-	-	-	(62,324)	96,333
Furniture and equipment	65,594	-	-	-	(49,648)	15,946
Information and communication	51,531	-	-	-	(33,199)	18,332
Leased assets	11,640	-	-	-	(1,170)	10,470
Library resources	17,631	-	-	-	(14,371)	3,260
Balance at 31 December 2015	327,054	-	-	-	(160,713)	166,341
2015						
Land	22,000	-	-	-	-	22,000
Building improvements	158,657	-	-	-	(62,324)	96,333
Furniture and equipment	65,594	-	-	-	(49,648)	15,946
Information and communication	51,531	-	-	-	(33,199)	18,332
Leased assets	11,640	-	-	-	(1,170)	10,470
Library resources	17,631	-	-	-	(14,371)	3,260
Balance at 31 December 2015	327,054	-	-	-	(160,713)	166,341
2015						
Land	22,000	-	-	-	-	22,000
Building improvements	100,822	-	-	-	(4,489)	96,333
Furniture and equipment	20,272	600	(376)	-	(4,550)	15,946
Information and communication	25,454	5,157	(5,558)	-	(6,721)	18,332
Leased assets	-	11,640	-	-	(1,170)	10,470
Library resources	3,681	92	(47)	-	(466)	3,260
Balance at 31 December 2015	172,229	17,489	(5,981)	-	(17,396)	166,341
2015						
Land	22,000	-	-	-	-	22,000
Building improvements	158,657	-	-	-	(62,324)	96,333
Furniture and equipment	65,594	-	-	-	(49,648)	15,946
Information and communication	51,531	-	-	-	(33,199)	18,332
Leased assets	11,640	-	-	-	(1,170)	10,470
Library resources	17,631	-	-	-	(14,371)	3,260
Balance at 31 December 2015	327,054	-	-	-	(160,713)	166,341

2016

13 Accounts Payable

	2016	2016	2015
	Actual	Budget	Actual
Operating creditors	\$ 9,586	\$ 9,866	\$ 9,866
Employee Entitlements - salaries	12,114	20,137	18,077
Employee Entitlements - leave accrual	1,360	-	2,060
	23,060	30,003	30,003
Payables for Exchange Transactions	23,060	30,003	30,003
	23,060	30,003	30,003

The carrying value of payables approximates their fair value.

14 Revenue Received in Advance

	2016	2016	2015
	Actual	Budget	Actual
Other	\$ 5,000	\$ 1,100	\$ 1,100
	5,000	1,100	1,100
	5,000	1,100	1,100

15 Provision for Cyclical Maintenance

	2016	2016	2015
	Actual	Budget	Actual
Provision at the Start of the Year	\$ 4,762	\$ 4,762	\$ 11,964
Increase to the Provision During the Year	4,842	-	4,762
Use of the Provision During the Year	-	-	(11,964)
Provision at the End of the Year	9,604	4,762	4,762
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Term	9,604	4,762	4,762
	9,604	4,762	4,762

16 Finance Lease Liability

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

	2016	2016	2015
	Actual	Budget	Actual
No later than one year	\$ 2,882	\$ 2,328	\$ 2,328
Later than one year and no later than five years	6,457	7,958	7,958
	9,339	10,286	10,286





17. Funds Held for Capital Works Projects

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

	2016	Opening Balances	Receipts from MOE	Payments	BOT Contribution/ (Write-off to RM)	Closing Balances
Block 1 Roof Replacement Part 1 Completed		\$ -	\$ 28,250	\$ 28,250	\$ -	\$ -
Block 1 Roof Replacement Part 2 In Progress		\$ -	\$ 35,961	\$ 1,500	\$ -	\$ 34,461
Totals		\$ -	\$ 64,211	\$ 29,750	\$ -	\$ 34,461

Represented by:

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

(34,461)
(34,461)

	2015	Opening Balances	Receipts from MOE	Payments	BOT Contribution/ (Write-off to RM)	Closing Balances
Window replacement Completed		\$ 26,920	\$ 2,991	\$ 29,911	\$ -	\$ -
Totals		\$ 26,920	\$ 2,991	\$ 29,911	\$ -	\$ -

18. 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.

19 Remuneration

Key management personnel compensation

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

	2016	2015
Board Members		
Remuneration	4,355	4,470
Full-time equivalent members	0.11	0.25
Leadership Team		
Remuneration	90,779	98,878
Full-time equivalent members	1.00	1.00
Total key management personnel remuneration	95,134	103,348
Total full-time equivalent personnel	1.11	1.25

The full time equivalent for Board members has been determined based on attendance at Board meetings, Committee meetings and for other obligations of the Board, such as stand downs and suspensions, plus the estimated time for Board members to prepare for meetings.

Principal

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

	2016	2015
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	\$000	\$000
Benefits and Other Emoluments	90 - 100	90 - 100
Termination Benefits	2 - 3	0 - 10
	0 - 0	0 - 0

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

	2016	2015
Remuneration		
\$000		
110-120	-	-
100-110	-	-
FTE Number		
2016		
2015		

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

20 Compensation and Other Benefits Upon Leaving

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

	2016	2015
Total		
Number of People	\$ -	\$ -
Actual		
2016		
2015		



21 Contingencies

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

22 Commitments**Capital Commitments**

As at 31 December 2016 the Board has not entered into any contract agreements.

(Capital commitments at 31 December 2015: nil)

Operating Commitments

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

(a) operating lease of a photocopier;

No later than One Year

Later than One Year and No Later than Five Years

23 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.

24 Financial Instruments

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

Loans and Receivables

	2016	2016	2015
	Actual	Budget (Unaudited)	Actual
Cash and Cash Equivalents	99,945	11,478	37,789
Receivables	16,556	23,991	23,991
Investments - Term Deposits	54,566	52,690	52,690
Total Loans and Receivables	171,067	88,159	114,470

Financial Liabilities Measured at Amortised Cost

Payables	23,060	30,003	30,003
Finance Leases	9,175	10,282	10,282
Total Financial Liabilities Measured at Amortised Cost	32,234	40,285	40,285

25 Events After Balance Date

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



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

The Auditor-General is the auditor of Windwhistle School (the School). The Auditor-General has appointed me, Andrew Tomlin, using the staff and resources of Ainger Tomlin 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 2 to 18, that comprise the statement of financial position as at 31 December 2016, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 31 May 2017. This is the date at which our opinion is expressed.

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

Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report. We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of the Board of Trustees for the financial statements

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

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

The Board of Trustees' responsibilities arise from the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.

- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board of Trustees.

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

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the Analysis of Variance Report, Kiwisport Funding Report and List of Trustees, 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.

Andrew Tomlin
Ringer Tomlin Audit Limited
On behalf of the Auditor-General
Christchurch, New Zealand