



**ASHBURTON
INTERMEDIATE SCHOOL**

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

School Directory

Ministry Number: 3282

Principal: Brent Gray

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ASHBURTON INTERMEDIATE SCHOOL

Annual Report - For the year ended 31 December 2021

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Ashburton Intermediate School

Statement of Responsibility

For the year ended 31 December 2021

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2021 fairly reflects the financial position and operations of the School.

The School's 2021 financial statements are authorised for issue by the Board.

Mike Farrell

Full Name of Presiding Member

DocuSigned by:
Mike Farrell

Signature of Presiding Member

29 May 2022

Date:

Brent Gray

Full Name of Principal

DocuSigned by:
Brent Gray

Signature of Principal

29 May 2022

Date:

Ashburton Intermediate School

Members of the Board

For the year ended 31 December 2021

Name	Position	How Position Gained	Term Expired/ Expires
Mike Farrell	Presiding Member	Elected	Sep 2022
Brent Gray	Principal ex Officio		
Jayne McLaren	Parent Representative	Elected	Sep 2022
Nicky Horrell	Parent Representative	Elected	Sep 2022
Daniel Jurd	Parent Representative	Elected	Sep 2022
Toni Sweetman	Parent Representative	Elected	Sep 2022
Matt Jones	Staff Representative	Elected	Sep 2022
In Attendance Sonya Middleton	Secretary		

Ashburton Intermediate School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue				
Government Grants	2	3,342,655	2,782,465	3,361,923
Locally Raised Funds	3	55,587	87,750	85,502
Interest Income		7,320	14,000	15,698
		<u>3,405,562</u>	<u>2,884,215</u>	<u>3,463,123</u>
Expenses				
Locally Raised Funds	3	37,462	103,400	45,171
Learning Resources	4	2,618,903	2,034,547	2,421,874
Administration	5	177,767	172,789	174,149
Finance		12,162	6,000	11,946
Property	6	456,802	575,135	605,516
Depreciation	10	113,737	120,000	120,032
Loss on Disposal of Property, Plant and Equipment		326	-	274
		<u>3,417,159</u>	<u>3,011,871</u>	<u>3,378,962</u>
Net (Deficit) / Surplus for the year		(11,597)	(127,656)	84,161
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(11,597)</u>	<u>(127,656)</u>	<u>84,161</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.

Ashburton Intermediate School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Equity at 1 January		987,265	987,265	877,802
Total comprehensive revenue and expense for the year		(11,597)	(127,656)	84,161
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant		161,250	-	25,302
Equity at 31 December		1,136,918	859,609	987,265
Retained Earnings		1,136,918	859,609	987,265
Equity at 31 December		1,136,918	859,609	987,265

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.

Ashburton Intermediate School

Statement of Financial Position

As at 31 December 2021

		2021	2021	2020
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	7	574,214	328,126	307,582
Accounts Receivable	8	188,643	198,448	198,448
GST Receivable		14,001	13,300	13,300
Prepayments		-	5,297	5,297
Investments	9	581,790	575,150	575,150
		<u>1,358,648</u>	<u>1,120,321</u>	<u>1,099,777</u>
Current Liabilities				
Accounts Payable	11	245,794	189,934	189,934
Revenue Received in Advance	12	1,068	2,609	2,609
Provision for Cyclical Maintenance	13	144,209	144,209	45,187
Finance Lease Liability	14	60,291	55,890	55,890
Funds held in Trust	15	93	93	93
Funds Held on Behalf of the RTLit Cluster	16	50,308	45,910	45,910
		<u>501,763</u>	<u>438,645</u>	<u>339,623</u>
Working Capital Surplus/(Deficit)		856,885	681,676	760,154
Non-current Assets				
Property, Plant and Equipment	10	444,583	347,250	463,450
		<u>444,583</u>	<u>347,250</u>	<u>463,450</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	13	91,971	103,127	170,149
Finance Lease Liability	14	72,579	66,190	66,190
		<u>164,550</u>	<u>169,317</u>	<u>236,339</u>
Net Assets		<u>1,136,918</u>	<u>859,609</u>	<u>987,265</u>
Equity		<u>1,136,918</u>	<u>859,609</u>	<u>987,265</u>

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

Ashburton Intermediate School

Statement of Cash Flows

For the year ended 31 December 2021

		2021	2021	2020
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		904,520	809,033	876,940
Locally Raised Funds		55,935	87,750	82,383
Goods and Services Tax (net)		(701)	-	(1,547)
Payments to Employees		(329,771)	(347,584)	(323,090)
Payments to Suppliers		(443,865)	(532,855)	(461,456)
Interest Received		7,822	14,000	15,395
Net cash from/(to) Operating Activities		193,940	30,344	188,625
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(12,620)	(3,800)	(40,736)
Purchase of Investments		(6,640)	-	(12,923)
Net cash (to)/from Investing Activities		(19,260)	(3,800)	(53,659)
Cash flows from Financing Activities				
Furniture and Equipment Grant		161,250	-	25,302
Finance Lease Payments		(73,696)	(6,000)	(75,448)
Funds Administered on Behalf of Third Parties		4,398	-	(10,505)
Net cash from/(to) Financing Activities		91,952	(6,000)	(60,651)
Net increase/(decrease) in cash and cash equivalents		266,632	20,544	74,315
Cash and cash equivalents at the beginning of the year	7	307,582	307,582	233,267
Cash and cash equivalents at the end of the year	7	574,214	328,126	307,582

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.

Ashburton Intermediate School

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

1.1. Reporting Entity

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

1.2. Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical Maintenance

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

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.

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

1.4. 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.

1.5. 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.

1.6. Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses (uncollectable debts). The School's 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.

1.7. 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.

1.8. Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

Property, plant and equipment 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 to Crown Owned Assets	20-40 years
Furniture and equipment	7-15 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

1.9. 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.

1.10. 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.

1.11. 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 twelve months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

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

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

1.12. 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.

1.13. Provision for Cyclical Maintenance

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

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

1.14. Financial Instruments

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

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

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

1.15. Borrowings

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

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

1.16. Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

1.17. Budget Figures

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

1.18. Services received in-kind

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

2. Government Grants

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	801,074	769,069	799,184
Teachers' Salaries Grants	2,206,732	1,650,507	2,093,862
Use of Land and Buildings Grants	257,740	359,109	384,098
Other MoE Grants	72,448	-	75,914
Other Government Grants	4,661	3,780	8,865
	<u>3,342,655</u>	<u>2,782,465</u>	<u>3,361,923</u>

The School has opted in to the donations scheme for this year. Total amount received was \$64,350 (2020: \$60,750).

3. Locally Raised Funds

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

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations & Bequests	28,913	3,500	57,959
Curriculum related Activities - Purchase of goods and services	-	-	-
Fees for Extra Curricular Activities	7,641	61,300	3,773
Trading	7	300	3
Fundraising & Community Grants	7,009	6,000	10,224
Other Revenue	6,376	11,650	3,758
Transport Revenue	5,641	5,000	9,785
	<u>55,587</u>	<u>87,750</u>	<u>85,502</u>
Expenses			
Extra Curricular Activities Costs	23,219	88,900	29,753
Trading	26	1,000	43
Fundraising & Community Grant Costs	-	-	3,365
Other Locally Raised Funds Expenditure	1,196	8,500	602
Transport (Local)	13,021	5,000	11,408
	<u>37,462</u>	<u>103,400</u>	<u>45,171</u>
	<u>18,125</u>	<u>(15,650)</u>	<u>40,331</u>

Surplus / (Deficit) for the year Locally raised funds

4. Learning Resources

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	118,351	123,200	89,123
Equipment Repairs	1,136	5,000	3,500
Information and Communication Technology	37,629	41,840	38,491
Library Resources	1,181	1,400	857
Employee Benefits - Salaries	2,430,032	1,847,007	2,269,743
Staff Development	30,574	16,100	20,160
	<u>2,618,903</u>	<u>2,034,547</u>	<u>2,421,874</u>

5. Administration

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	6,000	3,500	4,340
Board Fees	4,402	5,000	4,235
Board Expenses	4,523	4,000	9,405
Communication	3,921	4,100	8,012
Consumables	37,429	4,800	32,601
Operating Lease	1,063	30,600	5,054
Other	20,285	22,889	19,183
Employee Benefits - Salaries	88,199	84,900	79,048
Insurance	4,673	6,000	5,382
Service Providers, Contractors and Consultancy	7,272	7,000	6,889
	<u>177,767</u>	<u>172,789</u>	<u>174,149</u>

6. Property

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	6,907	5,400	8,547
Consultancy and Contract Services	69,385	64,336	72,063
Cyclical Maintenance Provision	20,844	32,000	20,844
Grounds	7,073	6,000	5,509
Heat, Light and Water	33,783	37,000	30,825
Rates	7,774	9,590	7,991
Repairs and Maintenance	7,746	16,700	26,351
Use of Land and Buildings	257,740	359,109	384,098
Security	9,738	15,000	13,699
Employee Benefits - Salaries	35,812	30,000	35,589
	<u>456,802</u>	<u>575,135</u>	<u>605,516</u>

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

7. Cash and Cash Equivalents

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	574,214	328,126	307,582
Cash and cash equivalents for Statement of Cash Flows	<u>574,214</u>	<u>328,126</u>	<u>307,582</u>

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

Of the \$574,214 Cash and Cash Equivalents, \$50,308 is held by the School on behalf of the RTLit cluster. See note 16 for details of how the funding received for the cluster has been spent in the year.

8. Accounts Receivable

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	1,156	3,045	3,045
Interest Receivable	1,539	2,041	2,041
Banking Staffing Underuse	3,696	36,184	36,184
Teacher Salaries Grant Receivable	182,252	157,178	157,178
	<u>188,643</u>	<u>198,448</u>	<u>198,448</u>
Receivables from Exchange Transactions	2,695	5,086	5,086
Receivables from Non-Exchange Transactions	185,948	193,362	193,362
	<u>188,643</u>	<u>198,448</u>	<u>198,448</u>

9. Investments

The School's investment activities are classified as follows:

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	581,790	575,150	575,150
Non-current Asset			
Long-term Bank Deposits	-	-	-
Shares	-	-	-
Total Investments	<u>581,790</u>	<u>575,150</u>	<u>575,150</u>

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2021						
Building Improvements	113,883	-	-	-	(4,686)	109,197
Furniture and Equipment	181,416	2,606	-	-	(28,661)	155,361
Information and Communication Technology	29,774	11,040	-	-	(9,720)	31,094
Motor Vehicles	778	-	-	-	(778)	-
Leased Assets	117,926	79,476	-	-	(67,214)	130,188
Library Resources	19,673	2,074	(326)	-	(2,678)	18,743
Balance at 31 December 2021	463,450	95,196	(326)	-	(113,737)	444,583

The net carrying value of equipment held under a finance lease is \$130,188 (2020: \$117,926)

	2021 Cost or Valuation	2021 Accumulated Depreciation	2021 Net Book Value	2020 Cost or Valuation	2020 Accumulated Depreciation	2020 Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	187,458	(78,261)	109,197	187,458	(73,575)	113,883
Furniture and Equipment	550,150	(394,789)	155,361	547,542	(366,126)	181,416
Information and Communication Technology	459,926	(428,832)	31,094	448,886	(419,112)	29,774
Motor Vehicles	29,448	(29,448)	-	29,448	(28,670)	778
Leased Assets	215,716	(85,528)	130,188	220,045	(102,119)	117,926
Library Resources	84,950	(66,207)	18,743	84,275	(64,602)	19,673
Balance at 31 December	1,527,648	(1,083,065)	444,583	1,517,654	(1,054,204)	463,450

11. Accounts Payable

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Creditors	32,278	10,209	10,209
Accruals	4,250	14,748	14,748
Banking Staffing Overuse	10,000	-	-
Employee Entitlements - Salaries	193,778	158,754	158,754
Employee Entitlements - Leave Accrual	5,488	6,223	6,223
	245,794	189,934	189,934
Payables for Exchange Transactions	245,794	189,934	189,934
	245,794	189,934	189,934

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Other Revenue in Advance	1,068	2,609	2,609
	1,068	2,609	2,609

13. Provision for Cyclical Maintenance

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Provision at the Start of the Year	215,336	215,336	194,492
Increase/ (decrease) to the Provision During the Year	20,844	32,000	20,844
Provision at the End of the Year	236,180	247,336	215,336
Cyclical Maintenance - Current	144,209	144,209	45,187
Cyclical Maintenance - Term	91,971	103,127	170,149
	236,180	247,336	215,336

14. Finance Lease Liability

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year	68,757	65,877	65,877
Later than One Year and no Later than Five Years	76,625	73,703	73,703
Future Finance Charges	(12,512)	(17,500)	(17,500)
	<u>132,870</u>	<u>122,080</u>	<u>122,080</u>
Represented by:			
Finance lease liability - Current	60,291	55,890	55,890
Finance lease liability - Term	72,579	66,190	66,190
	<u>132,870</u>	<u>122,080</u>	<u>122,080</u>

15. Funds Held in Trust

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	93	93	93
	<u>93</u>	<u>93</u>	<u>93</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.

16. Funds Held on Behalf of the RTLit Cluster

Ashburton Intermediate School was the lead school and holds funds on behalf of the RTLit cluster, a group of schools funded by the Ministry of Education to share professional support.

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Funds Held at Beginning of the Year	45,910	45,910	56,435
Funds Received from MoE	13,160	-	12,954
Funds Spent on Behalf of the Cluster	(8,762)	-	(23,479)
Funds Held at Year End	<u>50,308</u>	<u>45,910</u>	<u>45,910</u>

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.

18. Remuneration

Key management personnel compensation

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

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration	4,402	4,235
<i>Leadership Team</i>		
Remuneration	364,039	354,527
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	368,441	358,762

There are six members of the Board excluding the Principal. The Board had held ten full meetings of the Board in the year. The Board also has Finance (2 members) that meet monthly. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150-160	140-150
Benefits and Other Emoluments	0-5	0-5
Termination Benefits	0 - 0	0 - 0

Other Employees

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

Remuneration \$000	2021 FTE Number	2020 FTE Number
100 -110	4.00	3.00
110 -120	-	-
120 - 130	-	-
	4.00	3.00

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

19. 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:

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

20. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

21. Commitments

(a) Capital Commitments

As at 31 December 2021 the Board has not entered into any contract agreements for capital works.

(Capital commitments in relation to Ministry projects at 31 December 2020: nil)

(b) Operating Commitments

As at 31 December 2021 the Board has entered into the following contracts.

(a) operating service portion of a photocopier agreement;

	2021 Actual \$	2020 Actual \$
No later than One Year	4,320	4,320
Later than One Year and No Later than Five Years	6,480	10,800
	<u>10,800</u>	<u>15,120</u>

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash and Cash Equivalents	574,214	328,126	307,582
Receivables	188,643	198,448	198,448
Investments - Term Deposits	581,790	575,150	575,150
Total Financial assets measured at amortised cost	<u>1,344,647</u>	<u>1,101,724</u>	<u>1,081,180</u>

Financial liabilities measured at amortised cost

Payables	245,794	189,934	189,934
Finance Leases	132,870	122,080	122,080
Total Financial liabilities measured at amortised Cost	<u>378,664</u>	<u>312,014</u>	<u>312,014</u>

23. Events After Balance Date

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

24. Comparatives

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

25. COVID 19 Pandemic on going implications

Impact of Covid-19

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

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

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

Impact on operations

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

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

Reduction in locally raised funds

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

Increased Remote learning additional costs

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

Kiwi Sport Funding 2021

Kiwisport is a government funded initiative to support students' participation in organized sport. In 2021, the school received total Kiwisport funding of \$5369.83 (excluding GST).

The funding was spent on support for transport of students to events, equipment for netball and basketball tournaments and supporting an identified group in a swimming programme. The number of students that participated in organised sport was 120.

Maths Report December 2021

Context

From this moment onwards our Board reports for Literacy and Mathematics should look a little bit different. As a school we finally have school wide data for progress and achievement based on the Progress and Consistency Tool (PaCT). PaCT is a data collation tool that requires teachers to make judgements on various aspects of Mathematics (and Literacy). There is a separate framework for Reading and Writing. The progressions framework that explains these aspects or benchmarks in student learning are a valuable tool in the classroom. We should be able to make more accurate judgments of a students ability based on what they are able to do. Data from one classroom to the next should also be more comparable.

2021 Goals

This year the data may not be comparable between the end of the year and the start of the year. We had no 2020 data that could be used for PaCT as we were still in the implementation phase. To look at baseline data and subsequent goals we used an E-AsTTle test for Reading and another for Writing. This is not ideal because a test is just a snapshot of what a child can do and is inferior to a teacher's overall judgement. However it was the only way to ensure we had comparable data

2021 School Mathematics Goals

Year 7

75% of students will be achieving at or above the expected curriculum level

Year 8

85% of students will be achieving at or above the expected curriculum level

Note on Data : -

Note on Data -

As an expectation when a child leaves Ashburton Intermediate School they should be completing Level 4 and be ready to begin working in level 5. However, as each child is different, ministry documents show that it is not a set benchmark, but an expectation point with a range of levels that children will exit Year 8 with.

Overall							Yr7	Yr8
Beyond NZC Level 5	-	-	-	-	-	-	-	4 (2%)
NZC Level 5	-	-	-	-	-	-	14 (7%)	41 (19%)
NZC Level 4	-	-	-	-	-	-	100 (48%)	109 (51%)
NZC Level 3	-	-	-	-	-	-	75 (36%)	51 (24%)
NZC Level 2	-	-	-	-	-	-	17 (8%)	8 (4%)
NZC Level 1	-	-	-	-	-	-	3 (1%)	1 (0%)
Total	-	-	-	-	-	-	209	214

Overall 55% of Year 7 students are working at level 4 or above. There are 72% of Year 8 students working at level 4 or above. There are 9% of Year 7 students working more than 1 level below their expected level and 5% of Year 8 students working more than 1 level below their expected point.

Female							Yr7	Yr8
Beyond NZC Level 5	-	-	-	-	-	-	-	2 (2%)
NZC Level 5	-	-	-	-	-	-	9 (9%)	10 (9%)
NZC Level 4	-	-	-	-	-	-	51 (50%)	60 (56%)
NZC Level 3	-	-	-	-	-	-	34 (33%)	34 (31%)
NZC Level 2	-	-	-	-	-	-	8 (8%)	1 (1%)
NZC Level 1	-	-	-	-	-	-	-	1 (1%)
Total	-	-	-	-	-	-	102	108

In Year 7 59% of females are working at level 4 or above. In Year 8 67% are working at level 4 or above. 8% of Year 7 females are working more than 1 level below the expected level. In year 8 it is 2%.

Male							Yr 7	Yr8
Beyond NZC Level 5	-	-	-	-	-	-	-	1 (1%)
NZC Level 5	-	-	-	-	-	-	5 (5%)	33 (31%)
NZC Level 4	-	-	-	-	-	-	49 (46%)	48 (45%)
NZC Level 3	-	-	-	-	-	-	41 (38%)	17 (16%)
NZC Level 2	-	-	-	-	-	-	9 (8%)	7 (7%)
NZC Level 1	-	-	-	-	-	-	3 (3%)	-
Total	-	-	-	-	-	-	107	106

There are 54% of Year 7 males working at Level 4 or above. There are 77% of Year 8 males working at level 4 or above. There are 11% of Year 7 males working more than 1 level below their expected point. There is 7% of Year 8 males working below the expected point.

Maori							Yr7	Yr8
Beyond NZC Level 5	-	-	-	-	-	-	-	-
NZC Level 5	-	-	-	-	-	-	1 (3%)	3 (8%)
NZC Level 4	-	-	-	-	-	-	18 (58%)	19 (51%)
NZC Level 3	-	-	-	-	-	-	9 (29%)	13 (35%)
NZC Level 2	-	-	-	-	-	-	3 (10%)	2 (5%)
NZC Level 1	-	-	-	-	-	-	-	-
Total	-	-	-	-	-	-	31	37

There are 61% of Year 7 Maori students working at or above the expected level and 59% of Year 8 students work at or above the expected level. There are 10% of Year 7 and 5% of Year 8 students working more than 1 level before the expected level.

Pasifika							Yr7	Yr8
Beyond NZC Level 5	-	-	-	-	-	-	-	-
NZC Level 5	-	-	-	-	-	-	-	1 (4%)
NZC Level 4	-	-	-	-	-	-	11 (39%)	9 (39%)
NZC Level 3	-	-	-	-	-	-	14 (50%)	9 (39%)
NZC Level 2	-	-	-	-	-	-	3 (11%)	4 (17%)
NZC Level 1	-	-	-	-	-	-	-	-
Total	-	-	-	-	-	-	28	23

There are 39% of Year 7 Pasifika students working at or above the expected level and 43% of Year 8 students working at or above the expected level. 11% of Year 7 students and 17% of Year 8 students are working more than 1 level below the expected level.

Mathematics conclusions

Much like with Reading and Writing, we did not meet our targets. The Year 8 target was the closest to being met. Again much like Reading and Writing the numbers of students achieving significantly below their expected level is small. There does appear to be some drop off from Year 7 to Year 8 in our Maori students. This is something that could be tackled through the use of this data for focussed intervention.

School based Targets

We did intend to measure some school based targets using EaSTTle. The aim being to move students more than two sub levels in identified areas of weakness. As we have made the successful transition to PaCT, these school based targets can't really be measured in the way they were intended to be measured.

The way forwards using PaCT as our baseline

The switch to PaCT will allow us to measure the progress of individual students, groups of students and the whole cohort. We will be able to track our Year 6 students entering AIS and see their weak points. This will allow targeted intervention of students and allow us to track progress over the two years that they are at Ashburton Intermediate School. It will allow us to compare data across classrooms and Year groups at spot points where we are encountering road blocks. For the 2022 school year we will use end of Year data from Year 7 for our Year 8 students. Where possible we will use Year 6 PaCT data from our contributing school to form Year 7 data. This may yet throw up some issues, but until those students arrive we won't really know.

End of Year Literacy Report

Context

From this moment onwards our Board reports for Literacy and Mathematics should look a little bit different. As a school we finally have school wide data for progress and achievement based on the Progress and Consistency Tool (PaCT). PaCT is a data collation tool that requires teachers to make judgements on various aspects of Literacy (and Mathematics). There is a separate framework for Reading and Writing. The progressions framework that explains these aspects or benchmarks in student learning are a valuable tool in the classroom. We should be able to make more accurate judgments of a students ability based on what they are able to do. Data from one classroom to the next should also be more comparable.

2021 Goals

This year the data may not be comparable between the end of the year and the start of the year. We had no 2020 data that could be used for PaCT as we were still in the implementation phase. To look at baseline data and subsequent goals we used an E-AsTTle test for Reading and another for Writing. This is not ideal because a test is just a snapshot of what a child can do and is inferior to a teacher's overall judgement. However it was the only way to ensure we had comparable data.

Writing

Year 7 goal to have 75% of students achieving at or above the expected curriculum level

Year 8 goal to have 80% of students achieving at or above the expected curriculum level

Reading

Year 7 goal to 86% of students achieving at or above the expected curriculum level

Year 8 goal to have 90% of students achieving at or above the expected curriculum level

In Year 7 62% of females are working at level 4 or above. In year 8, 66% of females are working at level 4 or above. Only 5% of Year 7 girls and 6% of Year 8 girls are more than one level behind the expected point.

Male							Yr7	Yr8
Beyond NZC Level 5	-	-	-	-	-	-	-	5 (5%)
NZC Level 5	-	-	-	-	-	-	10 (9%)	27 (25%)
NZC Level 4	-	-	-	-	-	-	36 (34%)	31 (29%)
NZC Level 3	-	-	-	-	-	-	42 (39%)	32 (30%)
NZC Level 2	-	-	-	-	-	-	16 (15%)	11 (10%)
NZC Level 1	-	-	-	-	-	-	3 (3%)	-
Total	-	-	-	-	-	-	107	106

In Year 7 45% of boys are working at level 4 or above. In Year 8 59% of boys are working at level 4 or above. In Year 7 18% of boys are working more than 1 curriculum level below the expected point. In Year 8 there is 10%

Maori							Yr7	Yr8
Beyond NZC Level 5	-	-	-	-	-	-	-	-
NZC Level 5	-	-	-	-	-	-	2 (6%)	4 (11%)
NZC Level 4	-	-	-	-	-	-	14 (45%)	15 (42%)
NZC Level 3	-	-	-	-	-	-	13 (42%)	12 (33%)
NZC Level 2	-	-	-	-	-	-	2 (6%)	5 (14%)
NZC Level 1	-	-	-	-	-	-	-	-
Total	-	-	-	-	-	-	31	36

In year 7 51% of Maori students are working at level 4 or above. In year 8 this is 53%. In Year 7 there is only 6% working more than 1 level below the expected point. In year 8 there is 14%

Pasifika							Yr7	Yr8
Beyond NZC Level 5	-	-	-	-	-	-	-	-
NZC Level 5	-	-	-	-	-	-	-	1 (4%)
NZC Level 4	-	-	-	-	-	-	7 (25%)	6 (26%)
NZC Level 3	-	-	-	-	-	-	16 (57%)	12 (52%)
NZC Level 2	-	-	-	-	-	-	4 (14%)	4 (17%)
NZC Level 1	-	-	-	-	-	-	1 (4%)	-
Total	-	-	-	-	-	-	28	23

In Year 7 there are 25% of Pasifika students working at level 4 or above. In Year 8 there is 30%. In year 7 there are 18% of Pasikia students working more than 1 level below the expected point. In year 8 there is 17%

Reading conclusions

We have not hit any of our start of year targets. While that is disappointing, it is pleasing that the vast majority of our students are either where they are expected to be or are within 1 level of the expected point. In time this data will allow for more focussed interventions based on targeted groups of students.

Writing

Overall							Yr7	Yr8
Beyond NZC Level 5	-	-	-	-	-	-	-	15 (7%)
NZC Level 5	-	-	-	-	-	-	5 (2%)	38 (18%)
NZC Level 4	-	-	-	-	-	-	86 (41%)	74 (35%)
NZC Level 3	-	-	-	-	-	-	84 (40%)	65 (31%)
NZC Level 2	-	-	-	-	-	-	30 (14%)	19 (9%)
NZC Level 1	-	-	-	-	-	-	4 (2%)	2 (1%)
Total	-	-	-	-	-	-	209	213

In Year 7 43% of students are working at level 4 or above. In Year 8 this figure rises to 60%. In Year 7 there are 16% of students working more than 1 level below the expected point. In Year 8 11% of students worked more than 1 level below the expected point.

Female							Yr7	Yr 8
Beyond NZC Level 5	-	-	-	-	-	-	-	10 (9%)
NZC Level 5	-	-	-	-	-	-	3 (3%)	19 (18%)
NZC Level 4	-	-	-	-	-	-	55 (54%)	36 (34%)
NZC Level 3	-	-	-	-	-	-	36 (35%)	35 (33%)
NZC Level 2	-	-	-	-	-	-	8 (8%)	6 (6%)
NZC Level 1	-	-	-	-	-	-	-	1 (1%)
Total	-	-	-	-	-	-	102	107

In Year 7 57% of females are working at level 4 or above. In Year 8 61% of females are working at level 4 or above. There are 8% of females working more than 1 level below the expected point in Year 7 and 7% of females in Year 8 working more than 1 level below the expected point.

Maori							Yr7	Yr8
Beyond NZC Level 5	-	-	-	-	-	-	-	1 (3%)
NZC Level 5	-	-	-	-	-	-	1 (3%)	5 (14%)
NZC Level 4	-	-	-	-	-	-	18 (58%)	12 (33%)
NZC Level 3	-	-	-	-	-	-	8 (26%)	13 (36%)
NZC Level 2	-	-	-	-	-	-	4 (13%)	5 (14%)
NZC Level 1	-	-	-	-	-	-	-	-
Total	-	-	-	-	-	-	31	36

In Year 7 61% of Maori students are working at level 4 or above. In Year 8 there are 50% of Maori students working at level 4 or above. 13% of Maori students in Year 7 are working more than 1 level below the expected point and in Year 8 14% are working more than 1 level below the expected point.

Pasifika							Yr7	Yr8
Beyond NZC Level 5	-	-	-	-	-	-	-	-
NZC Level 5	-	-	-	-	-	-	-	1 (4%)
NZC Level 4	-	-	-	-	-	-	5 (18%)	6 (26%)
NZC Level 3	-	-	-	-	-	-	19 (68%)	11 (48%)
NZC Level 2	-	-	-	-	-	-	3 (11%)	4 (17%)
NZC Level 1	-	-	-	-	-	-	1 (4%)	1 (4%)
Total	-	-	-	-	-	-	28	23

In Year 7 18% of Pasifika students are working at or above level 4. In Year 8 30% of Pasifika students are working at level 4 or above. In year 7 14% of students are working more than 1 level below the expected point and in Year 8 21% of students are working below the expected point.

Writing conclusions

Much like Reading, our writing targets haven't been met. However, also much like Reading we have few students who are significantly (more than 1 level) below their expected level of progress. There are some specific data groups we can look at going forwards. For example how do ensure that the number of Maori students working at or above the expected level doesn't drop when they reach Year 8.

School based Targets

We did intend to measure some school based targets using EaSTTle. The aim being to move students more than two sub levels in identified areas of weakness. As we have made the successful transition to PaCT, these school based targets can't really be measured in the way they were intended to be measured.

The way forwards using PaCT as our baseline

The switch to PaCT will allow us to measure the progress of individual students, groups of students and the whole cohort. We will be able to track our Year 6 students entering AIS and see their weak points. This will allow targeted intervention of students and allow us to track progress over the two years that they are at Ashburton Intermediate School. It will allow us to compare data across classrooms and Year groups at spot points where we are encountering road blocks. For the 2022 school year we will use end of Year data from Year 7 for our Year 8 students. Where possible we will use Year 6 PaCT data from our contributing school to form

Year 7 data. This may yet throw up some issues, but until those students arrive we won't really know.

INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Ashburton Intermediate School (the School). The Auditor-General has appointed me, Michael Rondel, using the staff and resources of BDO Christchurch, 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 5 to 18, that comprise the statement of financial position as at 31 December 2021, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 29th May 2022. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as

applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Statement of Responsibility, Members of the Board, the Analysis of Variance, and the Kiwisport Statement, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



Michael Rondel,
BDO Christchurch
On behalf of the Auditor-General
Christchurch, New Zealand