

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number: 409

Principal: Aloma Williams

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APARIMA COLLEGE

Annual Report - For the year ended 31 December 2022

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Aparima College

Statement of Responsibility

For the year ended 31 December 2022

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 2022 fairly reflects the financial position and operations of the School.

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

Michael Berkers


Aloma Williams

Full Name of Presiding Member

Full Name of Principal

Signed by:

460B68B6003FCEFB

Signed by:

256DD5C9C4F58DBA

Signature of Presiding Member

Signature of Principal

Date: 20/07/2023

Date: 04/07/2023

Aparima College

Members of the Board

For the year ended 31 December 2022

Name	Position	How Position Gained	Term Expired/ Expires
Michael Berkers	Presiding Member	Elected	Sep 2025
Lana Winders	Presiding Member	Elected	Aug 2022
Aloma Williams	Principal	ex Officio	
Lynley Woodward	Parent Representative	Elected	Aug 2022
Adele Bevin	Parent Representative	Co-opted	Aug 2022
Brooklyn Hitchcock	Parent Representative	Elected	Sep 2022
Caleb Dispose	Student Representative	Elected	Sep 2025
Carey Fraser	Parent Representative	Elected	Sep 2025
Nigel Watkinson	Parent Representative	Elected	Sep 2025
John White	Parent Representative	Elected	Sep 2025
Leah Fraser	Staff Representative	Elected	Sep 2025
Tanya Colyer	Parent Representative	Elected	Sep 2025
Leon Black	Parent Representative	Elected	May 2022
In attendance: Tania Cleaver	Secretary		

Aparima College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

		2022	2022	2021
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	3,661,086	3,184,450	3,323,570
Locally Raised Funds	3	185,932	132,400	153,580
Interest Income		8,144	1,500	501
		<u>3,855,162</u>	<u>3,318,350</u>	<u>3,477,651</u>
Expenses				
Locally Raised Funds	3	86,490	36,000	44,411
Learning Resources	4	2,526,886	2,359,600	2,331,997
Administration	5	418,141	205,600	283,763
Finance		2,950	-	3,790
Property	6	788,188	705,500	756,355
Loss on Disposal of Property, Plant and Equipment		458	-	57
		<u>3,823,113</u>	<u>3,306,700</u>	<u>3,420,373</u>
Net Surplus for the year		32,049	11,650	57,278
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>32,049</u>	<u>11,650</u>	<u>57,278</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.

Aparima College

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January	549,254	549,254	490,101
Total comprehensive revenue and expense for the year	32,049	11,650	57,278
Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	-	-	1,875
Contribution to MOE Property Project	(1,986)	-	-
Equity at 31 December	579,317	560,904	549,254
Accumulated comprehensive revenue and expense	579,317	560,904	549,254
Equity at 31 December	579,317	560,904	549,254

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.

Aparima College

Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	7	868,313	681,308	601,658
Accounts Receivable	8	179,830	162,642	162,642
GST Receivable		37,466	24,012	24,012
Prepayments		5,009	-	-
Funds Receivable for Capital Works Projects	15	-	15,236	15,236
		<u>1,090,618</u>	<u>883,198</u>	<u>803,548</u>
Current Liabilities				
Accounts Payable	10	301,441	235,940	235,940
Revenue Received in Advance	11	11,022	11,031	11,031
Provision for Cyclical Maintenance	12	182,413	216,032	216,032
Finance Lease Liability	13	13,705	14,538	14,538
Funds held in Trust	14	3,295	-	-
Funds held for Capital Works Projects	15	212,461	17,920	17,920
Funds Held on Behalf of the Transport Cluster	16	59,731	51,730	51,730
		<u>784,068</u>	<u>547,191</u>	<u>547,191</u>
Working Capital Surplus		306,550	336,007	256,357
Non-current Assets				
Property, Plant and Equipment	9	369,985	313,523	361,523
		<u>369,985</u>	<u>313,523</u>	<u>361,523</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	12	69,645	65,802	45,802
Finance Lease Liability	13	27,573	22,824	22,824
		<u>97,218</u>	<u>88,626</u>	<u>68,626</u>
Net Assets		<u>579,317</u>	<u>560,904</u>	<u>549,254</u>
Equity		<u>579,317</u>	<u>560,904</u>	<u>549,254</u>

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

Aparima College

Statement of Cash Flows

For the year ended 31 December 2022

		2022	2022	2021
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		910,070	805,030	940,882
Locally Raised Funds		185,192	132,400	165,235
Goods and Services Tax (net)		(13,454)	-	10,976
Payments to Employees		(397,498)	(352,580)	(417,902)
Payments to Suppliers		(612,119)	(506,700)	(484,456)
Interest Paid		-	-	(3,790)
Interest Received		8,144	1,500	501
Net cash from/(to) Operating Activities		80,335	79,650	211,446
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(44,492)	-	(78,074)
Net cash (to)/from Investing Activities		(44,492)	-	(78,074)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	1,875
Contribution to Ministry Project		(1,986)	-	-
Finance Lease Payments		(16,848)	-	(12,899)
Funds Administered on Behalf of Third Parties		249,646	-	(29,502)
Net cash from/(to) Financing Activities		230,812	-	(40,526)
Net increase/(decrease) in cash and cash equivalents		266,655	79,650	92,846
Cash and cash equivalents at the beginning of the year	7	601,658	601,658	508,812
Cash and cash equivalents at the end of the year	7	868,313	681,308	601,658

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.

Aparima College

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

1.1. Reporting Entity

Aparima College (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 statements have been prepared for the period 1 January 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

These financial statements are presented in New Zealand dollars, rounded to the nearest whole 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 best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 12.

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 9.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 13. Future operating lease commitments are disclosed in note 21b.

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 to which they relate. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

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

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. Grants for the use of land and buildings 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 where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

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. 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 expected 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. 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 funded by the Board to buildings owned by the Crown or directly by the board 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 Statement of Comprehensive Revenue and Expense 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	20 years
Furniture and equipment	5-10 years
Information and communication technology	3-5 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	3-4 years
Library resources	12.5% Diminishing value

1.8. Impairment of property, plant and equipment

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

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

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information.

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 Statement of Comprehensive Revenue and Expense.

The reversal of an impairment loss is recognised in the Statement of Comprehensive Revenue and Expense. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

1.9. 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.

1.10. Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in Statement of Comprehensive Revenue and Expense in the period in which they arise.

1.11. Revenue Received in Advance

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

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 Comprehensive Revenue and Expense.

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

1.13. Funds held for Capital Works

The school directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose as such these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

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

1.14. Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expense. In instances where the school is determined to be the principal for providing the service related to the Shared Funds (such as the Resource Teachers of Learning & Behaviour programme), all income and expenditure related to the provision of the service is recorded in the Statement of Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

1.15. 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.

Cyclical maintenance, which involves painting of the School, makes up the most significant part of the Board's responsibilities outside the day-to-day maintenance. The provision is a reasonable estimate, based on the school's best estimate of the cost of painting the school and when the School is required to be painted, based on an assessment of the school's condition.

The School carries out painting maintenance of the whole school over a variety of periods in accordance with the conditional assessment of each area of the school. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

1.16. Financial Instruments

The School's financial assets comprise cash and cash equivalents and accounts receivable. All of these financial assets are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

The School's financial liabilities comprise accounts payable and finance lease liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in the Statement of Comprehensive Revenue and Expense.

1.17. 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.

1.18. Budget Figures

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

1.19. Services received in-kind

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

2. Government Grants

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Government Grants - Ministry of Education	914,708	773,950	875,214
Teachers' Salaries Grants	2,061,095	1,956,200	1,956,193
Use of Land and Buildings Grants	475,731	421,300	421,272
Healthy School Lunches Grant	172,853	-	39,837
Other Government Grants	36,699	33,000	31,054
	<u>3,661,086</u>	<u>3,184,450</u>	<u>3,323,570</u>

The School has opted in to the donations scheme for this year. Total amount received was \$29,250 (2021: \$28,050).

3. Locally Raised Funds

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

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations & Bequests	15,612	22,500	8,697
Curriculum related Activities - Purchase of goods and services	564	2,700	8,224
Fees for Extra Curricular Activities	41,323	3,500	24,847
Trading	3,766	2,000	894
Fundraising & Community Grants	21,717	11,000	1,066
Other Revenue	102,950	90,700	109,852
	<u>185,932</u>	<u>132,400</u>	<u>153,580</u>
Expenses			
Extra Curricular Activities Costs	48,445	4,500	26,110
Trading	1,147	2,000	-
Fundraising & Community Grant Costs	5,053	-	606
Other Locally Raised Funds Expenditure	31,845	29,500	17,695
	<u>86,490</u>	<u>36,000</u>	<u>44,411</u>
<i>Surplus for the year Locally raised funds</i>	<u>99,442</u>	<u>96,400</u>	<u>109,169</u>

4. Learning Resources

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	116,727	147,600	71,622
Information and Communication Technology	11,940	13,000	4,234
Library Resources	970	1,300	-
Employee Benefits - Salaries	2,302,449	2,134,200	2,170,128
Staff Development	28,854	15,500	20,168
Depreciation	65,946	48,000	65,845
	<u>2,526,886</u>	<u>2,359,600</u>	<u>2,331,997</u>

5. Administration

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	7,646	7,000	7,423
Board Fees	3,260	4,000	3,570
Board Expenses	5,101	3,500	8,466
Communication	8,015	9,000	14,676
Consumables	7,403	8,000	9,189
Operating Lease	-	5,000	14,478
Healthy School Lunches Expenses	172,853	-	39,837
Other	56,599	60,600	48,450
Employee Benefits - Salaries	155,258	106,500	126,584
Insurance	2,006	2,000	1,790
Service Providers, Contractors and Consultancy	-	-	9,300
	<u>418,141</u>	<u>205,600</u>	<u>283,763</u>

6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	1,524	2,500	4,691
Consultancy and Contract Services	57,784	52,000	53,503
Cyclical Maintenance Provision	5,060	20,000	91,813
Grounds	5,149	7,000	9,928
Heat, Light and Water	113,684	63,000	53,752
Rates	4,232	5,200	3,828
Repairs and Maintenance	71,260	61,500	44,520
Use of Land and Buildings	475,731	421,300	421,272
Security	248	3,000	441
Employee Benefits - Salaries	53,516	70,000	72,607
	<u>788,188</u>	<u>705,500</u>	<u>756,355</u>

The Use of Land and Buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Cash and Cash Equivalents

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	868,313	681,308	601,658
Cash and Cash Equivalents for Statement of Cash Flows	<u>868,313</u>	<u>681,308</u>	<u>601,658</u>

Of the \$868,313 Cash and Cash Equivalents, \$241,034 is held by the School on behalf of the Ministry of Education. These funds have been provided for the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2023 on Crown owned school buildings.

Of the \$868,313 Cash and Cash Equivalents, \$59,731 is held by the School on behalf of the Transport cluster. See note 16 for details of how the funding received for the cluster has been spent in the year.

8. Accounts Receivable

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	731	-	-
Receivables from the Ministry of Education	6,626	-	-
Teacher Salaries Grant Receivable	172,473	162,642	162,642
	<u>179,830</u>	<u>162,642</u>	<u>162,642</u>
Receivables from Exchange Transactions	731	-	-
Receivables from Non-Exchange Transactions	179,099	162,642	162,642
	<u>179,830</u>	<u>162,642</u>	<u>162,642</u>

9. Property, Plant and Equipment

	Opening	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	Balance (NBV)					
	\$	\$	\$	\$	\$	\$
2022						
Land	24,000	-	-	-	-	24,000
Building Improvements	174,362	1,580	-	-	(15,652)	160,290
Furniture and Equipment	73,242	47,147	-	-	(20,813)	99,576
Information and Communication Technology	46,230	2,488	-	-	(15,962)	32,756
Motor Vehicles	5,950	-	-	-	(1,700)	4,250
Leased Assets	26,907	39,136	(16,584)	-	(10,385)	39,074
Library Resources	10,832	3,682	(3,041)	-	(1,434)	10,039
Balance at 31 December 2022	<u>361,523</u>	<u>94,033</u>	<u>(19,625)</u>	<u>-</u>	<u>(65,946)</u>	<u>369,985</u>

The net carrying value of equipment held under a finance lease is \$39,074 (2021: \$26,907)

Restrictions

With the exception of the contractual restrictions relating to the above noted finance leases, there are no other restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2022 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$	2021 Cost or Valuation \$	2021 Accumulated Depreciation \$	2021 Net Book Value \$
Land	24,000	-	24,000	24,000	-	24,000
Building Improvements	347,084	(186,794)	160,290	345,504	(171,142)	174,362
Furniture and Equipment	316,880	(217,304)	99,576	269,733	(196,491)	73,242
Information and Communication Technology	151,674	(118,918)	32,756	149,186	(102,956)	46,230
Motor Vehicles	51,911	(47,661)	4,250	51,911	(45,961)	5,950
Leased Assets	58,003	(18,929)	39,074	59,984	(33,077)	26,907
Library Resources	40,335	(30,296)	10,039	50,963	(40,131)	10,832
Balance at 31 December	989,887	(619,902)	369,985	951,281	(589,758)	361,523

10. Accounts Payable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Creditors	90,410	63,327	63,327
Accruals	7,646	7,422	7,422
Banking Staffing Overuse	-	1,920	1,920
Employee Entitlements - Salaries	200,199	162,642	162,642
Employee Entitlements - Leave Accrual	3,186	629	629
	<u>301,441</u>	<u>235,940</u>	<u>235,940</u>
Payables for Exchange Transactions	301,441	235,940	235,940
	<u>301,441</u>	<u>235,940</u>	<u>235,940</u>

The carrying value of payables approximates their fair value.

11. Revenue Received in Advance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Other Revenue in Advance	11,022	11,031	11,031
	<u>11,022</u>	<u>11,031</u>	<u>11,031</u>

12. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	261,834	261,834	189,786
Increase to the Provision During the Year	39,608	20,000	91,813
Other Adjustments	(34,548)	-	-
Use of the Provision During the Year	(14,836)	-	(19,765)
Provision at the End of the Year	<u>252,058</u>	<u>281,834</u>	<u>261,834</u>
Cyclical Maintenance - Current	182,413	216,032	216,032
Cyclical Maintenance - Non current	69,645	65,802	45,802
	<u>252,058</u>	<u>281,834</u>	<u>261,834</u>

The School's cyclical maintenance schedule details annual painting & other significant cyclical maintenance work to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the School's most recent 10 Year Property plan, adjusted as identified and confirmed appropriate by the Board, to other reliable sources of evidence.

13. Finance Lease Liability

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	14,190	14,538	14,538
Later than One Year and no Later than Five Years	27,741	22,824	22,824
Future Finance Charges	(653)	-	-
	<u>41,278</u>	<u>37,362</u>	<u>37,362</u>
Represented by:			
Finance lease liability - Current	13,705	14,538	14,538
Finance lease liability - Non current	27,573	22,824	22,824
	<u>41,278</u>	<u>37,362</u>	<u>37,362</u>

14. Funds Held in Trust

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	3,295	-	-
	<u>3,295</u>	<u>-</u>	<u>-</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.

15. 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. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7.

2022	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Gym and Courts Upgrade #222378	(5,795)	-	5,795	-	-
Electrical and Toilets Upgrade #219110	9,011	3,277	(14,274)	1,986	-
LSC Office #219389	8,909	-	(8,909)	-	-
SIP Windows #231613	(9,441)	-	9,441	-	-
Infrastructure Repl & C1 Remodel Project #230367	-	309,518	(97,057)	-	212,461
Totals	<u>2,684</u>	<u>312,795</u>	<u>(105,004)</u>	<u>1,986</u>	<u>212,461</u>

Represented by:

Funds Held on Behalf of the Ministry of Education 212,461

2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Gym and Courts Upgrade #222378	20,017	7,122	(32,934)	-	(5,795)
Electrical and Toilets Upgrade #219110	12,124	-	(3,113)	-	9,011
LSC Office #219389	-	66,064	(57,155)	-	8,909
SIP Windows #231613	-	26,897	(36,338)	-	(9,441)
Totals	<u>32,141</u>	<u>100,083</u>	<u>(129,540)</u>	<u>-</u>	<u>2,684</u>

Represented by:

Funds Held on Behalf of the Ministry of Education 17,920
Funds Receivable from the Ministry of Education (15,236)

16. Funds Held on Behalf of the Transport Cluster

Aparima College is the lead school and holds funds on behalf of the Transport cluster, a group of schools funded by the Ministry of Education.

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Funds Held at Beginning of the Year	51,730	51,730	51,775
Funds Received from Ministry of Education	405,512	-	381,438
Funds Spent on Behalf of the Cluster	(307,511)	-	(291,483)
Funds remaining	149,731	51,730	141,730
Distribution of Funds			
Aparima College			
Riverton Primary School	45,000	-	45,000
	45,000	-	45,000
Funds Held at Year End	59,731	51,730	51,730

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, Deputy Principal and Assistant Principal.

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	3,260	3,570
<i>Leadership Team</i>		
Remuneration	382,724	373,322
Full-time equivalent members	3,00	3,00
Total key management personnel remuneration	385,984	376,892

There are 7 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	0 - 0	120 - 130
Benefits and Other Emoluments	0 - 0	3 - 4
Termination Benefits	0 - 0	0 - 0

Principal 2

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140-150	30 - 40
Benefits and Other Emoluments	3-4	0 - 1
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	2022 FTE Number	2021 FTE Number
100 -110	5.00	5.00
110 -120	3.00	1.00
120 - 130	-	1.00
	<u>8.00</u>	<u>7.00</u>

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 members, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2022 Actual	2021 Actual
Total	\$ -	\$ -
Number of People	-	-

20. Contingencies

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

Holidays Act Compliance – schools payroll

The Ministry of Education performs payroll processing and payments on behalf of 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 2022, a contingent liability for the school may exist.

Additional funding wash up payment

The Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School has not been notified of the final wash up calculation relating to 31 December 2022. The final calculations impact on the financial statements is unable to be determined at the date of reporting .

21. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board has entered into the following contract agreements for capital works.

The College has contracted for Essential Infrastructure Replacements and Classroom upgrade design fees. The total cost of this design project is estimated to be \$418,496, which the school has contracted into with several contractors as agent for the Ministry of Education. The project is fully funded by the Ministry. An amount of \$309,518 has been received from the Ministry for this project, of which \$97,057 has been spent on the project to balance date. This project has been approved by the Ministry.

At the conclusion of the design phase project the Board may consider a contribution to the actual project work, however to date no financial commitments have been agreed upon nor approved by the Ministry.

(Capital commitments in relation to Ministry projects at 31 December 2021: \$73,405)

(b) Operating Commitments

As at 31 December 2022 the Board has not entered into any operating contracts.

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

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents	868,313	681,308	601,658
Receivables	179,830	162,642	162,642
Total Financial assets measured at amortised cost	<u>1,048,143</u>	<u>843,950</u>	<u>764,300</u>

Financial liabilities measured at amortised cost

Payables	301,441	235,940	235,940
Finance Leases	41,278	37,362	37,362
Total Financial liabilities measured at amortised Cost	<u>342,719</u>	<u>273,302</u>	<u>273,302</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.



Aparima College Analysis of Variance 2022

Baseline Data NCEA and UE

Academic Year	Aparima College				National				Decile 6			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2018	87.1	86.7	82.4	29.4	72.4	77.6	66.1	48.9	74.2	78.8	64.1	45.6
2019	76.7	88.0	72.7	45.5	70.6	77.5	67.3	49.3	75.6	79.0	64.1	45.4
2020	58.1	82.6	85.7	64.3	71.8	80.1	72.1	53.4	77.4	84.5	70.9	49.7
2021	73.5	86.4	72.7	27.3	69.2	77.9	70.5	51.9	77.0	80.0	69.4	47.1
2022	65.0	90.5	64.3	35.7	64.8	74.8	68.1	50.3	73.6	78.6	66.8	45.1

- NCEA Level 2 well above National and Decile 6 levels at 90.5% of ākonga achieving at this level.
- NCEA Level 1 achievement of concern at 65%; still above national but below that of Decile 6 Schools
- NCEA Level 3 slightly below National and Decile 6 at 64.3%. Influenced by the small number of students at Year 13.
- 35.7% of UE is reflective of the students who wanted UE. All learners who wanted to go for UE achieved it.

Māori Student Achievement

European				
2018	85.0	81.8	84.6	30.8
2019	87.5	86.7	62.5	37.5
2020	52.6	85.7	87.5	87.5
2021	82.4	92.3	71.4	28.6
2022	61.5	90.9	62.5	37.5
Māori				
2018	90.0	100.0	75.0	25.0
2019	66.7	100.0	100.0	66.7
2020	63.6	85.7	80.0	20.0
2021	64.7	75.0	100.0	33.3
2022	66.7	90.0	60.0	40.0

Literacy and Numeracy

Academic Year	Achievement	Aparima College			National			Decile 6		
		Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
2018	Literacy	96.8	100.0	94.1	86.2	93.3	94.4	89.5	96.4	97.3
2019	Literacy	83.3	100.0	100.0	85.5	92.8	94.6	89.0	96.0	97.1
2020	Literacy	67.7	95.7	100.0	85.1	92.7	94.4	89.0	96.7	97.5
2021	Literacy	82.4	95.5	100.0	83.6	92.2	94.2	89.0	95.6	97.6
2022	Literacy	90.0	100.0	100.0	81.6	91.2	93.9	86.9	95.2	97.4
2018	Numeracy	93.5	100.0	94.1	84.4	92.4	93.8	88.4	96.3	97.3
2019	Numeracy	86.7	100.0	100.0	83.4	91.8	94.0	88.0	95.3	97.2
2020	Numeracy	71.0	100.0	100.0	83.6	91.7	93.7	87.6	96.2	97.4
2021	Numeracy	85.3	95.5	100.0	82.5	91.3	93.6	87.9	95.1	97.3
2022	Numeracy	75.0	100.0	100.0	80.7	90.2	93.3	85.1	94.8	97.3

Year 9 and 10

Year 9

Subject	% Achieving at each Curriculum Level												
	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6B	6P
Writing	6	3	12		3	10	6	10	12	16	10	10	
Reading		6	6	16	12	12	12	26	6				
Maths			4	21	48	11	4	4	11	8	1		

Year 10

Subject	% Achieving at each Curriculum Level												
	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6B	6P
Writing					10	5	10	10	20	15	20	15	5
Reading			10			10	5	10	20	25	15	10	
Maths				4	4	8	20	16	8	16	16	8	

Year 7 and 8

Year 7

Subject	% Achieving at Level											
	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A
Writing	8	16		8	8	8	46	16				
Reading	8	8		24	8		24	24	8			
Maths	16			24	8		24	24	8			

Year 8

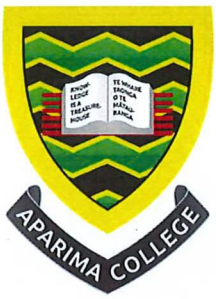
Subject	% Achieving at Level											
	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A
Writing			3	11	11	16	11	37	6			
Reading		3		7	11	22	26	26	7			
Maths		3		3	15	6	11	44	15			

Looking Back Analysis of Variance

Strategic Aim 1: High levels of Academic Achievement																																			
Target	Actions	Analysis of Variance																																	
<p>Māori learners are achieving equitable outcomes across the school in all curriculum areas and have a similar range of study and career choices to non-Māori</p> <p>Increase the number of students achieving merit or excellence endorsement at NCEA L2 to be aligned with or better than that of Decile 4-7 schools (from 5.3% to 22% merit and 15% excellence)</p> <p>Accelerate the progress of males across the curriculum so that they are at a trajectory to be at their expected curriculum level at the end of year 10 with achievement at NCEA L1-3 being consistently above 85% achieved.</p>	<p>Principal member of Māori Achievement Collaborative. Working closely with facilitator and member of 2nd year cohort. Kaupapa specifically focused on raising the achievement of Māori as Māori.</p> <p>Measurable Gains Framework to guide self-review and next steps for moving towards all Māori achieving success as Māori.</p> <p>Academic mentoring to discuss future pathways and relevance of working hard towards achievement identify early on potential for endorsements and giving students clear understanding of how to achieve.</p> <p>Local curriculum reviewed in all areas. Whole staff understand review and are involved in shaping the ways we can incorporate learning opportunities unique to our school.</p> <p>Develop understanding of Matauranga Māori and concept of Kaitiakitanga to be applied in different aspects of local curriculum.</p> <p>Team enrolled in Poutama Pounamu course to support the development of curriculum with focus on casting a cultural lens.</p>	<ul style="list-style-type: none"> Māori ākonga continue to achieve at a level on par or above their peers. Supported to explore choices and make informed decisions; working closely with careers advisor. 63% of all stand downs are Māori learners; Māori being overrepresented. 18 Teachers engaged in Poutama Pounamu to develop own knowledge of Te Tiriti and implications for Education. Number of students achieving NCEA Level 2 with merit remains 5.3%; Achieved with excellence increased from 5.3% to 10.5%. The target was not met, barriers were due to Covid disruptions and also staffing issues with 6 months of the year being affected by having no Mathematics teacher. Boys writing group to give boys a boost in writing skills and attitudes. Boys identified as being below expected levels in years 9 were exposed to writing experiences designed to engage and promote engagement. <table border="1"> <thead> <tr> <th colspan="3">Year 9</th> </tr> <tr> <th>Student</th> <th>Pre-Intervention</th> <th>Post Intervention</th> </tr> </thead> <tbody> <tr> <td>*A</td> <td>4 b</td> <td>4p</td> </tr> <tr> <td>*B</td> <td>3b</td> <td>3p</td> </tr> <tr> <td>*C</td> <td>4b</td> <td>4p</td> </tr> <tr> <td>D</td> <td>2b</td> <td>removed</td> </tr> <tr> <td>E</td> <td>3b</td> <td>left school</td> </tr> <tr> <td>F</td> <td>3b</td> <td>removed</td> </tr> <tr> <td>G</td> <td>2p</td> <td>3p</td> </tr> <tr> <td>H</td> <td>-</td> <td>removed</td> </tr> <tr> <td>I</td> <td>3b</td> <td>3p</td> </tr> </tbody> </table>	Year 9			Student	Pre-Intervention	Post Intervention	*A	4 b	4p	*B	3b	3p	*C	4b	4p	D	2b	removed	E	3b	left school	F	3b	removed	G	2p	3p	H	-	removed	I	3b	3p
Year 9																																			
Student	Pre-Intervention	Post Intervention																																	
*A	4 b	4p																																	
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G	2p	3p																																	
H	-	removed																																	
I	3b	3p																																	

	<p>Identify boys at risk of disengagement and not realising their potential. Develop individual strategies to support boys and develop their aspirations. Use Te ara whakamana strengths-based conversations to support learners.</p>	<p>End of 2022 Writing</p> <ul style="list-style-type: none"> • 32 Year 9 students were assessed for writing. 20 students are at or above the expected level (11 males, 4 Maori, 1 Asian), with some major progressions occurring during the year. Three male students are already working at NCEA Level 1 standard and will need extension in 2023, while two students are writing well below the expected level and will need support. These results reflect the continued school-wide focus on improving writing this year. Extension opportunities were given via writing competitions and individualised Covid isolation zoom meetings. Support was given via extra adults in class and scaffolded tasks. • 23 Year 10 students, 14 are reading and writing at or above the level required to start NCEA Level 1. Of these students, 5 are boys and 11 are Māori. Most students have made increases in reading and particularly in writing during the year, including two students who increased by 6 levels, which is a significant jump that reflects the school-wide focus on writing.
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Strategic Aim #2 Student Engagement		
Target	Actions	Analysis of Variance
<p>Increase the number of students attending 90-100% of the time to being consistently above 70% (2021 T1 57.9%, T2 52.3%, T3 51%, T4 42.1%)</p> <p>Establish a local curriculum that is reflective of the community, iwi and students.</p>	<p>Improve attendance, targeted case management to identify cases of truancy and poor attendance. SLT to work with whānau to develop a strategy to support students to return to regular attendance. Term 1 Letters sent from Principal to whānau of students with less than 90% attendance. Term 2 Certificate sent home to acknowledge attendance of students 90-100% and students who have shown improvement in attendance. Term 3 Celebration of students who have attended 90-100% of the year to date.</p> <p>Communicate the importance of regular attendance in community notices. Include local runaka in discussion about ways to support student attendance.</p> <p>Introduction of timetabled Kapa haka to develop sense of school pride. Re introduction of school haka.</p> <p>Review curriculum of years 7-10. Identify opportunities for inquiry-based learning and re-establish criteria for success.</p> <p>Review secondary transitions in partnership with Murihiku Re-Gen, Oraka Aparima Runanga, Southern Institute of Technology and Local businesses. Establish effective transitions for Year 11-13.</p>	<ul style="list-style-type: none"> Attendance improvement remained challenging for terms 1 and 2 with on-going Covid disruptions. T4 influenced by SMS omitting Senior Students on Study Leave. % of students attending 'regularly' greater at Aparima College than in all comparison Groups. 85.3% attendance for T3 and 82.7% for T4 In T3 (best term for attendance) 53.4% attended 90-100%; T1 14.3%, T2 35.5%; 44.9% T4 10.7 % attending 0-70% of time Kapa Haka participation increased from 8-12 students to 30-40 students participating regularly. Curriculum Development Group established and curriculum reviewed for years 7-10 Kia Tū Day developed for implementation in 2023, increasing space for student voice and ownership of learning Destination Statement: We live our learning; Myself, My Place, My Pathway Collaborative planning and cross discipline approach Readiness for Co-requisites



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Website: www.aparima.school.nz
KAMAR Portal: portal.aparima.school.nz



8 June 2023

The Kiwi Sports money in 2022 was spent on the following.

- Sports Co-ordinator to increase participation in sports across the school. Specific focus on teen girls' engagement.
- Teacher Aide – Lunchtime Activator.
- Teacher Aide with specific objective to engage students in play and movement at lunchtime.

Yours sincerely

Aloma Williams
Principal

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF APARIMA COLLEGE'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

The Auditor-General is the auditor of Aparima College (the School). The Auditor-General has appointed me, Aaron Higham, using the staff and resources of BDO Invercargill, 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 3 to 18, that comprise the statement of financial position as at 31 December 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2022; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 20 July 2023. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board 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 arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on page 2 and on pages 19 to 25, 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.



Aaron Higham
BDO Invercargill
On behalf of the Auditor-General
Invercargill, New Zealand