



## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2022

#### School Directory

<b>Ministry Number:</b>	3332
<b>Principal:</b>	Deb Richardson
<b>School Address:</b>	School Lane, Duvauchelle 7581
<b>School Postal Address:</b>	PO Box 8, Duvauchelle 7545
<b>School Phone:</b>	03 304 5722
<b>School Email:</b>	<a href="mailto:office@duvauchelle.school.co.nz">office@duvauchelle.school.co.nz</a>

# DUVAUCHELLE SCHOOL

Annual Report - For the year ended 31 December 2022

## Index

Page	Statement
------	-----------

### Financial Statements

<a href="#">1</a>	Statement of Responsibility
<a href="#">2</a>	Members of the Board
<a href="#">3</a>	Statement of Comprehensive Revenue and Expense
<a href="#">4</a>	Statement of Changes in Net Assets/Equity
<a href="#">5</a>	Statement of Financial Position
<a href="#">6</a>	Statement of Cash Flows
<a href="#">7 - 17</a>	Notes to the Financial Statements

### Other Information

Analysis of Variance

Kiwisport

Reporting on the Principles of being a Good Employer

Independent Auditor's Report

# Duvauchelle School

## 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.

James Dwyer

Full Name of Presiding Member

DocuSigned by:



408642840DA045D...

Signature of Presiding Member

18 May 2023

Date:

Deb Richardson

Full Name of Principal

DocuSigned by:



40C6226A4BEB45D...

Signature of Principal

18 May 2023

Date:

# Duvauchelle School

## Members of the Board

For the year ended 31 December 2022

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
James Dwyer	Presiding Member	Elected	Aug 2025
Deb Richardson	Principal	ex Officio	
Annabel Crow	Parent Representative	Elected	Aug 2025
Sam Edwards	Parent Representative	Elected	Aug 2025
Hannah Armstrong	Parent Representative	Selected	Aug 2025
Dan Connolly	Parent Representative	Selected	Dec 2025
Renan Cataliotti-Valdina del Grano	Parent Representative	Selected	Dec 2025
Denis Brittenden	Staff Representative	Selected Elected	Aug 2022 Aug 2025
Margaret Moir	Presiding Member	Elected	Aug 2022
Pam Roffey	Staff Representative	Elected	Feb 2022
Phillipa Linton	Parent Representative	Elected	Aug 2022
Richie Bocoock	Parent Representative	Elected	Aug 2022
Rachael Court	Parent Representative	Selected	Aug 2022
Lee-Ann Ketchen	Parent Representative	Selected	Aug 2022
<b>In Attendance</b>			
Sandra Innes	Secretary		

# Duvauchelle School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

		2022	2022	2021
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Revenue</b>				
Government Grants	2	557,094	576,449	560,549
Locally Raised Funds	3	30,654	32,920	77,150
Interest Income		1,777	300	445
		<u>589,525</u>	<u>609,669</u>	<u>638,144</u>
<b>Expenses</b>				
Locally Raised Funds	3	7,113	12,850	6,921
Learning Resources	4	321,053	359,022	347,682
Administration	5	59,940	60,357	52,153
Finance		811	-	1,057
Property	6	141,646	152,218	125,653
Other Expenses	7	53,056	60,000	55,800
Loss on Disposal of Property, Plant and Equipment		215	-	161
		<u>583,834</u>	<u>644,447</u>	<u>589,427</u>
<b>Net Surplus / (Deficit) for the year</b>		5,691	(34,778)	48,717
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>5,691</u>	<u>(34,778)</u>	<u>48,717</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.

# Duvauchelle School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Equity at 1 January</b>	354,656	354,656	305,047
Total comprehensive revenue and expense for the year	5,691	(34,778)	48,717
Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	-	-	892
<b>Equity at 31 December</b>	360,347	319,878	354,656
Accumulated comprehensive revenue and expense	360,347	319,878	354,656
<b>Equity at 31 December</b>	360,347	319,878	354,656

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.

# Duvauchelle School

## Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	38,988	31,812	43,908
Accounts Receivable	9	18,358	24,893	24,893
GST Receivable		-	2,160	2,160
Prepayments		5,910	6,393	6,393
Investments	10	45,782	44,980	44,980
		<u>109,038</u>	<u>110,238</u>	<u>122,334</u>
<b>Current Liabilities</b>				
GST Payable		5,958	-	-
Accounts Payable	12	29,919	36,241	36,241
Revenue Received in Advance	13	1,565	-	-
Finance Lease Liability	14	4,948	5,947	5,947
		<u>42,390</u>	<u>42,188</u>	<u>42,188</u>
<b>Working Capital Surplus/(Deficit)</b>		66,648	68,050	80,146
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	297,530	259,047	281,729
		<u>297,530</u>	<u>259,047</u>	<u>281,729</u>
<b>Non-current Liabilities</b>				
Finance Lease Liability	14	3,831	7,219	7,219
		<u>3,831</u>	<u>7,219</u>	<u>7,219</u>
<b>Net Assets</b>		<u>360,347</u>	<u>319,878</u>	<u>354,656</u>
<b>Equity</b>		<u>360,347</u>	<u>319,878</u>	<u>354,656</u>

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

# Duvauchelle School

## Statement of Cash Flows

For the year ended 31 December 2022

		2022	2022	2021
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
<b>Cash flows from Operating Activities</b>				
Government Grants		211,367	184,366	216,841
Locally Raised Funds		30,654	32,920	76,725
Goods and Services Tax (net)		8,118	-	(2,053)
Payments to Employees		(85,121)	(74,855)	(91,575)
Payments to Suppliers		(130,610)	(154,827)	(134,633)
Interest Received		1,617	300	410
Net cash from/(to) Operating Activities		36,025	(12,096)	65,715
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(33,695)	-	(55,260)
Purchase of Investments		(802)	-	(364)
Net cash (to)/from Investing Activities		(34,497)	-	(55,624)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	892
Finance Lease Payments		(6,448)	-	(7,386)
Net cash (to)/from Financing Activities		(6,448)	-	(6,494)
<b>Net (decrease)/increase in cash and cash equivalents</b>		<b>(4,920)</b>	<b>(12,096)</b>	<b>3,597</b>
Cash and cash equivalents at the beginning of the year	8	43,908	43,908	40,311
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>38,988</b>	<b>31,812</b>	<b>43,908</b>

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.



# Duvauchelle School

## Notes to the Financial Statements

### For the year ended 31 December 2022

#### 1. Statement of Accounting Policies

##### 1.1. Reporting Entity

Duvauchelle 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 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.

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

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

**Critical Judgements in applying accounting policies**

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

*Classification of leases*

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note Cyclical Maintenance

*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, 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 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. 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 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	10–40 years
Board Owned Buildings	10–75 years
Furniture and equipment	5-10 years
Information and communication technology	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. 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.

### **1.10. 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 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.

### **1.12. 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.

### **1.13. Financial Instruments**

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

Investments that are shares are categorised as financial assets at fair value through other comprehensive revenue and expense in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investments' fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in the Statement of Comprehensive Revenue and Expense unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to the Statement of Comprehensive Revenue and Expense.

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.

### **1.14. 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.

### **1.15. 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.

### **1.16. Budget Figures**

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

### **1.17. 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	146,995	118,641	139,701
Teachers' Salaries Grants	239,802	275,649	252,584
Use of Land and Buildings Grants	109,715	122,159	95,675
Transport Grant	60,582	60,000	56,989
Other Government Grants	-	-	15,600
	<u>557,094</u>	<u>576,449</u>	<u>560,549</u>

The School has opted in to the donations scheme for this year. Total amount received was \$6,750 (2021: \$6,000).

## 3. Locally Raised Funds

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

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Revenue</b>			
Donations & Bequests	7,170	4,100	19,650
Fees for Extra Curricular Activities	-	(4,000)	-
Trading	681	500	584
Fundraising & Community Grants	7,645	15,500	36,234
Other Revenue	15,158	16,820	20,682
	<u>30,654</u>	<u>32,920</u>	<u>77,150</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	3,861	-	2,355
Trading	681	500	584
Fundraising & Community Grant Costs	272	700	1,650
Other Locally Raised Funds Expenditure	2,299	11,650	2,332
	<u>7,113</u>	<u>12,850</u>	<u>6,921</u>
<i>Surplus / (Deficit) for the year Locally raised funds</i>	<u>23,541</u>	<u>20,070</u>	<u>70,229</u>

## 4. Learning Resources

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	14,597	16,901	15,939
Information and Communication Technology	193	400	446
Library Resources	88	100	-
Employee Benefits - Salaries	278,749	311,389	305,604
Staff Development	5,674	7,550	5,756
Depreciation	21,752	22,682	19,937
	<u>321,053</u>	<u>359,022</u>	<u>347,682</u>

## 5. Administration

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	4,725	4,500	4,500
Board Fees	3,080	4,640	4,500
Board Expenses	5,356	5,500	5,829
Communication	1,495	1,500	1,483
Consumables	2,221	3,520	1,451
Operating Lease	-	8,500	337
Other	4,314	4,200	4,032
Employee Benefits - Salaries	33,735	23,040	24,779
Insurance	438	393	796
Service Providers, Contractors and Consultancy	4,576	4,564	4,446
	<u>59,940</u>	<u>60,357</u>	<u>52,153</u>

**6. Property**

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	845	1,500	1,446
Grounds	8,087	6,030	6,117
Heat, Light and Water	3,741	6,228	3,223
Rates	2,291	2,450	2,151
Repairs and Maintenance	6,065	3,501	6,127
Use of Land and Buildings	109,715	122,159	95,675
Employee Benefits - Salaries	10,902	10,350	10,914
	<u>141,646</u>	<u>152,218</u>	<u>125,653</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. Other Expenses**

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Transport	53,056	60,000	55,800
	<u>53,056</u>	<u>60,000</u>	<u>55,800</u>

**8. Cash and Cash Equivalents**

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	38,988	31,812	43,908
Cash and Cash Equivalents for Statement of Cash Flows	<u>38,988</u>	<u>31,812</u>	<u>43,908</u>

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

Of the \$38,988 Cash and Cash Equivalents, \$1,565 of unspent grant funding is held by the School. This funding is subject to restrictions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

**9. Accounts Receivable**

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Interest Receivable	236	76	76
Banking Staffing Underuse	-	5,725	5,725
Teacher Salaries Grant Receivable	18,122	19,092	19,092
	<u>18,358</u>	<u>24,893</u>	<u>24,893</u>
Receivables from Exchange Transactions	236	76	76
Receivables from Non-Exchange Transactions	18,122	24,817	24,817
	<u>18,358</u>	<u>24,893</u>	<u>24,893</u>

**10. Investments**

The School's investment activities are classified as follows:

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	45,782	44,980	44,980
Total Investments	<u>45,782</u>	<u>44,980</u>	<u>44,980</u>

**11. Property, Plant and Equipment**

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
<b>2022</b>						
Buildings	142,983	-	-	-	(3,698)	<b>139,285</b>
Building Improvements	32,557	89,043	-	-	(4,389)	<b>117,211</b>
Furniture and Equipment	21,247	5,536	(77)	-	(4,682)	<b>22,024</b>
Information and Communication Technology	5,389	301	-	-	(1,685)	<b>4,005</b>
Leased Assets	12,733	1,938	-	-	(6,344)	<b>8,327</b>
Library Resources	6,065	1,704	(137)	-	(954)	<b>6,678</b>
Work in Progress	60,755	(60,755)	-	-	-	<b>-</b>
<b>Balance at 31 December 2022</b>	<b>281,729</b>	<b>37,767</b>	<b>(214)</b>	<b>-</b>	<b>(21,752)</b>	<b>297,530</b>

The net carrying value of equipment held under a finance lease is \$8,327 (2021: \$12,733)

**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
	\$	\$	\$	\$	\$	\$
Buildings	177,927	(38,642)	<b>139,285</b>	177,927	(34,944)	<b>142,983</b>
Building Improvements	137,865	(20,654)	<b>117,211</b>	50,942	(18,385)	<b>32,557</b>
Furniture and Equipment	92,715	(70,691)	<b>22,024</b>	119,840	(98,593)	<b>21,247</b>
Information and Communication Technology	44,769	(40,764)	<b>4,005</b>	47,243	(41,854)	<b>5,389</b>
Leased Assets	21,088	(12,761)	<b>8,327</b>	21,077	(8,344)	<b>12,733</b>
Library Resources	31,963	(25,285)	<b>6,678</b>	30,961	(24,896)	<b>6,065</b>
Work in Progress	-	-	<b>-</b>	60,755	-	<b>60,755</b>
<b>Balance at 31 December</b>	<b>506,327</b>	<b>(208,797)</b>	<b>297,530</b>	<b>508,745</b>	<b>(227,016)</b>	<b>281,729</b>

**12. Accounts Payable**

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	7,241	10,604	10,604
Accruals	3,225	3,000	3,000
Employee Entitlements - Salaries	18,424	21,727	21,727
Employee Entitlements - Leave Accrual	1,029	910	910
	<b>29,919</b>	<b>36,241</b>	<b>36,241</b>
Payables for Exchange Transactions	29,919	36,241	36,241
	<b>29,919</b>	<b>36,241</b>	<b>36,241</b>

The carrying value of payables approximates their fair value.

**13. Revenue Received in Advance**

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	1,565	-	-
	<b>1,565</b>	<b>-</b>	<b>-</b>



#### 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:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	5,336	6,758	6,758
Later than One Year and no Later than Five Years	4,007	7,783	7,783
Future Finance Charges	(564)	(1,375)	(1,375)
	<u>8,779</u>	<u>13,166</u>	<u>13,166</u>
<b>Represented by:</b>			
Finance lease liability - Current	4,948	5,947	5,947
Finance lease liability - Non current	3,831	7,219	7,219
	<u>8,779</u>	<u>13,166</u>	<u>13,166</u>

#### 15. Funds Held for Capital Works Projects

During the prior 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 8. There are no projects in 2022.

2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Pool Refurbishment	-	1,653	(1,653)	-	-
Playground (SIP)	-	18,007	(18,007)	-	-
Totals	<u>-</u>	<u>19,660</u>	<u>(19,660)</u>	<u>-</u>	<u>-</u>

#### 16. 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.

#### 17. Remuneration

##### Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	3,080	4,500
<i>Leadership Team</i>		
Remuneration	109,841	108,253
Full-time equivalent members	1.00	1.00
Total key management personnel remuneration	<u>112,921</u>	<u>112,753</u>

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

*Principal*

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

	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Actual</b>
	<b>\$000</b>	<b>\$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	100-110	100-110
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	2022	2021
\$000	FTE Number	FTE Number
100 -110	-	-
	-	-

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

**18. 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:

	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Actual</b>
Total	\$ -	\$ -
Number of People	-	-

**19. 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**

In 2022 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 is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2022. The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2022. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The School has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2023.

**Cyclical Maintenance**

In 2013 the Minister of Education, announced an investment to rebuild and renew 115 schools in Greater Christchurch over the next 10 Years. Duvauchelle School has been scheduled for moderate redevelopment.

The School has an obligation to the Ministry of Education to maintain in good order and repair at all times the land, buildings and other facilities on the School site. As the school is part of the Christchurch School Rebuild Programme which will result in the School's buildings either being repaired or rebuilt in the future. At the present time there is significant uncertainty over how the programme will affect the School. As a result, the School cannot make a reliable estimate of the maintenance required on the School's buildings so no cyclical maintenance provision has been recognised, even though the school will be required to maintain and buildings that are not replaced. The school is undergoing a Ministry run property audit to create a SPP "School Property Plan" by March 2023, which will include a new Cyclical Maintenance Plan.

**20. Commitments****(a) Capital Commitments**

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

(Capital commitments in relation to Ministry projects at 31 December 2021: nil)

**(b) Operating Commitments**

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

(Operating commitments at 31 December 2021: nil)

**21. 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 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	38,988	31,812	43,908
Receivables	18,358	24,893	24,893
Investments - Term Deposits	45,782	44,980	44,980
Total Financial assets measured at amortised cost	<u>103,128</u>	<u>101,685</u>	<u>113,781</u>

**Financial liabilities measured at amortised cost**

Payables	29,919	36,241	36,241
Finance Leases	8,779	13,166	13,166
Total Financial liabilities measured at amortised Cost	<u>38,698</u>	<u>49,407</u>	<u>49,407</u>

**22. Events After Balance Date**

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

**23. Comparatives**

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

# Statement of Variance Reporting



<b>School Name:</b>	Duvauchelle	<b>School Number:</b>	3332
<b>Strategic Aim:</b>	Duvauchelle School provides an a.w.e.s.o.m.e. learning environment. Student achievement and progress is increased across the school at all levels.		
<b>Annual Aim:</b>	<p><b>READING</b> Board Set Target for 2022: 85% of eligible students at or above expected National Curriculum levels in Reading At least 25% of that 85% are above the expected National Curriculum levels in Reading. <b>Reading Annual Objective:</b> To increase the percentage of students who are achieving at or above their expected curriculum area in Reading.</p> <p><b>WRITING</b> Board Set Target for 2022: 85% of eligible students at or above expected National Curriculum levels in Writing At least 25% of that 85% are above the expected National Curriculum levels in Writing. <b>Writing Annual Objective:</b> To increase the percentage of students who are achieving at or above their expected curriculum area in Writing.</p> <p><b>MATHS</b> Board Set Target for 2022: 85% of eligible students at or above expected National Curriculum levels in Reading At least 25% of that 85% are above the expected National Curriculum levels in Mathematics. <b>Mathematics Annual Objective:</b> To increase the percentage of students who are achieving at or above their expected curriculum area in Mathematics.</p>		

<b>Target:</b>	<p><b>Reading Target Group:</b> To accelerate the progress of those students at Year 2 (2 students), Year 3 (4 x students), Year 5 (1 x student) and Year 6 (2 x students) who are not achieving at their expected curriculum level.</p> <p><b>Writing Target Group:</b> To accelerate the progress of those students in Years 2 (1 x student), 3 (1 x student), 4 (2 students), 5 (1 student) and 6 (2 students) who are not achieving at their expected curriculum level.</p> <p><b>Mathematics Target Group:</b> To accelerate the progress of those students at Year 2 (2 students), Year 3 (2 x students), Year 4 (2 x students), Year 5 (2 x students) and Year 6 (2 x students) who are not achieving at their expected curriculum level.</p>
<b>Baseline Data:</b>	<p>At the beginning of 2022, the baseline data reported that 76% of Year 2-6 students were achieving at or above their expected curriculum level in <b>Reading</b>.</p> <p>At the beginning of 2022, the baseline data reported that 65% of Year 2-6 students were achieving at or above their expected curriculum level in <b>Writing</b>.</p> <p>At the beginning of 2022, the baseline data reported that 60% of Year 2-6 students were achieving at or above their expected curriculum level in <b>Mathematics</b>.</p>

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>The introduction of a Letter of the Week across the school</p> <p>Lots of phonics and sounding out skills - specific acts of teaching</p> <p>Early words</p> <p>Designated Library time each week</p> <p>Use the RTLB Service and match them with learners /small group work</p> <p>Individualised programmes i.e.: Reading Eggs and Fast Phonics</p> <p>Double reading - 1:1 and in a small group</p> <p>An expectation of Tui Room families that Flash cards and reading are done at home</p> <p>Group competition (Max is pretty good so I want to be too)</p> <p>Reading boxes</p> <p>House buddy reading</p> <p>Reading for pleasure</p> <p>Word families, alphabet games</p> <p>Recognition of progress and celebrating and bribery (chocolate fish)</p> <p>Stay goal oriented</p> <p>Choosing quality effective resources</p> <p>Timetabled communication between all staff</p> <p>Reflection and connections</p> <p>On-going targeted PD for Kereru teachers with Evaluation Associates</p> <p>Boys in Literacy PD</p> <p>Phonics</p> <p>Spelling programmes</p> <p>Audience and purpose</p>	<p><u>2022 Student Achievement Data</u></p>	<p>The arrival of two new students at the start of Term 3 adversely affected achievement data as both students came with learning needs and behavioural challenges that we had to work to address before progress could be made.</p> <p>The appointment of a teacher who struggled to adapt to teaching primary school aged children, in spite of the professional development opportunities provided. A resignation at the end of Term 2, meant a restructure of teaching staff and instability for students.</p> <p>Not all doom and gloom though as from Term 3 onwards, stability, quality teaching and learning practices and increased Y4-6 student engagement led to progress and enthusiasm for all.</p>	<p>Stability and consistency in staffing</p> <p>Continue to use Pr1me as our core mathematics programme along with basic facts and maintenance</p> <p>A more structured approach to the teaching of all aspects of literacy</p>

Sharing across the school  
 Sharing with Buddy  
 Ten minute writing across the school  
 Writing stamina - a regular normal  
 daily part of school life  
 Handwriting lessons  
 Fine Motor skills training  
 Structured lessons - talking,  
 planning, drafting, etc.  
 Pr1me Maths  
 Individualised digital learning  
 programmes - Maths Whizz,  
 Mathletics  
 Parental buy in to ensure  
 reinforcement of learning at home  
 Basic facts and rapid recall  
 Wall displays  
 Repetition and opportunities to  
 practice new skills and strategies  
 A wide range of strategies used to  
 reach a wide range of learners  
 Maths integrated into other  
 curriculum areas  
 Shared understanding of  
 expectations  
 Goal setting/ Next step learning /  
 learning passports?  
 Transparency in learning - WALTS  
 Reflection and connection

### Planning for next year:

A Board funded TA for 3 hours a day to support struggling students, using Early Words, The Sentence Train, etc.  
 New teaching staff appointed to start 2023  
 Professional Development for Teaching Staff in Curriculum Assessment Tools, focusing on Writing.



Where tamariki grow to be A.W.E.S.O.M.E.

### **KIWISPORT Funding for 2022**

Kiwisport is a Government funding initiative to support students participation in sport. Duvauchelle School received \$641.74 in KiwiSport Funding for the 2022 school year. This funding was spent on providing swimming lessons for all students with a qualified swimming instructor. The school's pool was used and students were grouped based on their swimming ability, maximising instructional time,

A handwritten signature in black ink that reads 'Deb Richardson'. The signature is fluid and cursive.

Deb Richardson  
Principal





Where tamariki grow to be A.W.E.S.O.M.E.

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

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

<b>Reporting on the principles of being a Good Employer</b>	
How have you met your obligations to provide good and safe working conditions?	<p>The Board and Principal:</p> <ul style="list-style-type: none"> <li>• know about current work health and safety matters</li> <li>• understand the hazards or risks associated with the workplace operations</li> <li>• make sure there are resources and processes for managing risks</li> <li>• ensure there are processes for receiving and reviewing information on and responding to incidents, hazards and risks</li> <li>• ensure workplace health and safety processes and resources are being used</li> </ul>
<p>What is in your equal employment opportunities programme? How have you been fulfilling this programme?</p>	<p>All schools are required by the Public Service Act to be “good employers”, that is:</p> <ul style="list-style-type: none"> <li>• to maintain, and comply with their school's Equal Employment Opportunities policy, and</li> <li>• to include in the annual report a summary of the year's compliance.</li> </ul> <p>To achieve this, the Board:</p> <ul style="list-style-type: none"> <li>• appointed the Principal to be the EEO officer</li> <li>• shows commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development</li> <li>• selects the person most suited to the position in terms of skills, experience, qualifications, and aptitude</li> <li>• recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups</li> <li>• ensures that employment and personnel practices are fair and free of any bias.</li> </ul>
How do you practise impartial selection of suitably qualified persons for appointment?	<p>The Board and Principal:</p> <ul style="list-style-type: none"> <li>• know which positions must be advertised and how each position must be advertised</li> <li>• know the minimum amount of time that vacancies must be advertised for</li> <li>• know the position types or position changes that do not need advertising</li> <li>• know which pre-employment screening tests must be carried out</li> </ul>



Where tamariki grow to be A.W.E.S.O.M.E.

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

<p>How are you recognising,</p> <ul style="list-style-type: none"> <li>- The aims and aspirations of Maori,</li> <li>- The employment requirements of Maori, and</li> <li>- Greater involvement of Maori in the Education service?</li> </ul>	<p>The Board and Principal recognise:</p> <ul style="list-style-type: none"> <li>● Maturanga: the importance of ensuring that the Treaty of Waitangi is understood by all staff and that the principles need to be embedded and enacted within our school</li> <li>● Whakawhanaungatanga: the importance of adopting an organisational Workload Model that reflects a collective responsibility culture within our kura</li> <li>● The importance of our kura acknowledging Whakapapa connections that connect our staff to whanau and whenua</li> <li>● Auahatanga: the importance of on-going audit and review activities the monitor and evaluate what is happening in our kura, together with investing and committing adequate resourcing to the activities that will support sustainability.</li> </ul>
<p>How have you enhanced the abilities of individual employees?</p>	<p>The Board and Principal operate at all times in good faith, through:</p> <ul style="list-style-type: none"> <li>● not doing anything that is likely to mislead or deceive</li> <li>● holding mutual obligations of trust and confidence, i.e. acting openly, honestly and without hidden motives</li> <li>● being active and constructive in establishing and maintaining a productive relationship which is responsive and communicative, including being cooperative, respectful, raising issues in a timely manner and responsive to issues.</li> </ul>
<p>How are you recognising the employment requirements of women?</p>	<p>In addition to the above reporting, the Board and Principal:</p> <ul style="list-style-type: none"> <li>● provide discretionary paid leave wherever possible, taking into account the demands of our employees family and personal circumstances</li> <li>● provide flexible working hours arrangements for both professional and support staff</li> </ul>
<p>How are you recognising the employment requirements of persons with disabilities?</p>	<p>At the time of reporting, no persons with disabilities are currently employed by Duvauchelle School.</p>

18 May 2023

Warren Johnstone  
BDO Christchurch  
Level 4, 287/293 Durham Street North,  
Christchurch Central  
CHRISTCHURCH 8013

#### **REPRESENTATION LETTER FOR THE YEAR ENDED 31 DECEMBER 2022**

This representation letter is provided in connection with your audit, carried out on behalf of the Auditor-General, of the financial statements of Duvauchelle School (the School) for the year ended 31 December 2022 for the purpose of expressing an independent opinion about whether the financial statements:

- present fairly, in all material respects:
  - the financial position as at 31 December 2022; and
  - the 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 (PBE) Standards Reduced Disclosure Regime.

We understand that your audit was carried out in accordance with the Auditing Standards issued by the Auditor-General, which incorporate the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board.

#### **General representations**

To the best of our knowledge and belief:

- the resources, activities, under our control have been operating effectively and efficiently;
- we have complied with our statutory obligations including laws, regulations and contractual requirements;
- we have carried out our decisions and actions with due regard to minimising waste;
- we have met Parliament's and the public's expectations of appropriate standards of behaviour in the public sector (that is, we have carried out our decisions and actions with due regard to probity); and
- any decisions or actions have been taken with due regard to financial prudence.

We also acknowledge that we have responsibility for designing, implementing, and maintaining internal control (to the extent that is reasonably practical given the size of the School) to prevent and detect fraud or error, and which enables the preparation of the financial statements that are free from material misstatement whether due to fraud or error (*a requirement of paragraph NZ40.1(a) in ISA (NZ) 240*).

#### **Representations for the financial statements**

We confirm that all transactions have been recorded in the accounting records and are reflected in the financial statements, and that, to the best of our knowledge and belief, having made such enquiries as we considered necessary for the purpose of appropriately informing ourselves:

- we have fulfilled our responsibilities for preparing and presenting the financial statements as required by section 87 of the Education Act 1989 and, in particular, that the financial statements:
  - present fairly, in all material respects:
    - the financial position as at 31 December 2022; and
    - the 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 (PBE) Standards Reduced Disclosure Regime.
- we believe the methods, significant assumptions, and data used in making and supporting the accounting estimates and the related disclosures in the financial statements are appropriate to achieve recognition, measurement or disclosure that is in accordance with the applicable financial reporting framework;
- we have appropriately accounted for and disclosed the related party relationships and transactions in the financial statements;
- we have adjusted or disclosed all events subsequent to the date of the financial statements that require adjustment or disclosure; and
- we believe the effects of uncorrected misstatements are immaterial, both individually and in the aggregate, to the financial statements as a whole. A list of the uncorrected misstatements is attached to this representation letter at appendix 1;

- we have disclosed all known actual or possible litigation and claims whose effects should be considered when preparing the financial statements. Where applicable, such litigation and claims have been accounted for and disclosed in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

**Representations about the provision of information**

We confirm that, to the best of our knowledge and belief, having made such enquiries as we considered necessary for the purpose of appropriately informing ourselves:

- we have provided you with:
  - all information, such as records and documentation, and other matters that are relevant to preparing and presenting the financial statements and
  - unrestricted access to persons within the entity from whom you determined it necessary to obtain audit evidence;
- we have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud;
- we have disclosed to you all information in relation to fraud or suspected fraud that we are aware of and that affects the entity and involves:
  - management;
  - employees who have significant roles in internal control; or
  - others where the fraud could have a material effect on the financial statements;
- we have disclosed to you all information in relation to allegations of fraud, or suspected fraud, affecting the entity's financial statements communicated by employees, former employees, analysts, regulators, or others;
- we have disclosed to you all known instances of non-compliance or suspected non-compliance with laws and regulations whose effects should be considered when preparing financial statements;
- we have disclosed the identity of the related parties, all of their relationships, and all of their transactions of which we are aware; and
- we have provided you with all the other documents ("other information") which will accompany the financial statements which are consistent with the financial statements, and the other information does not contain any material misstatements.

**Going concern basis of accounting**

We confirm that, to the best of our knowledge and belief, the School has adequate resources to continue operations at its current level for the foreseeable future. For this reason, the Board continues to adopt the going concern basis of accounting in preparing the financial statements for the year ended 31 December 2022. We have reached this conclusion after making enquiries and having regard to circumstances that we consider likely to affect the School during the period of one year from the date of signing the financial statements, and to circumstances that we know will occur after that date which could affect the validity of the going concern basis of accounting.

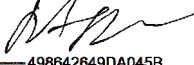
We consider that the financial statements adequately disclose the circumstances, and any uncertainties, that we can reasonably be expected to be aware of concerning the adoption of the going concern basis of accounting by the School.

**Publication of the financial statements and related audit report on a website**


- We confirm that we are responsible for the electronic presentation of the audited financial statements, and:
- that the electronic version of the audited financial statements and the related audit report presented on the website are the same as the final signed version of the audited financial statements and audit report.
  - that the audited and unaudited information on the website has been clearly differentiated and we understand the risk of potential misrepresentation without appropriate controls.
  - that we have assessed the security controls over audited financial information and the related audit report and are satisfied that procedures are adequate to ensure the integrity of the information provided.
  - that the full financial statements have been provided on the website.

The representations in this letter are made at your request, and to supplement information obtained by you from the records of the School and to confirm information given to you orally.

Yours faithfully,

DocuSigned by:  
  
498642649DA045B

Presiding Member

DocuSigned by:  
  
1065225A4BEB45D...

Principal

## Appendix 1 - Uncorrected misstatements

Description	Assets	Liabilities	Reserves	Profit
	Dr(Cr)	Dr(Cr)	Dr(Cr)	Dr(Cr)
	\$	\$	\$	\$
Recognition of Banking Staffing Underuse	9,854			(9,854)
Net Effect of misstatements:	9,854			(9,854)



Where tamariki grow to be A.W.E.S.O.M.E.

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

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

<b>Reporting on Equal Employment Opportunities (EEO) Programme/Policy</b>	<b>YES</b>	<b>NO</b>
Do you operate an EEO programme/policy?	X	
Has this policy or programme been made available to staff?	X	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?		X
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	X	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?		X
Does your EEO programme/policy set priorities and objectives?		X

## INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF *DUVAUCHELLE* SCHOOL'S FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2022

The Auditor-General is the auditor Duvauchelle School (the School). The Auditor-General has appointed me, Warren Johnstone, 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 3 to 17, 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 18 May 2023. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board 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, Analysis of Variance Report, Kiwisport Report and the Reporting on the Principles of being a Good Employer, but does not include the financial statements, and our auditor's report thereon.

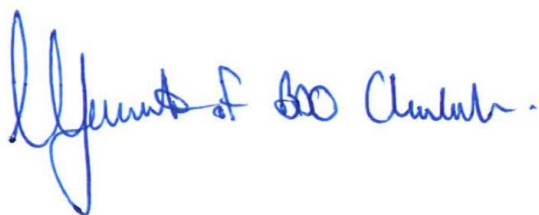
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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.



Warren Johnstone,  
BDO Christchurch  
On behalf of the Auditor-General  
Christchurch, New Zealand