

GORE MAIN SCHOOL

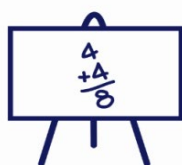
ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

School Directory

Ministry Number:	3956
Principal:	Glen Puna
School Address:	39 Ardwick St, Gore
School Postal Address:	39 Ardwick St, Gore
School Phone:	03 208 7615
School Email:	office@goremain.school.nz

Accountant / Service Provider:



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GORE MAIN SCHOOL

Annual Report - For the year ended 31 December 2021

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Kiwisport

Board of Trustees

Gore Main School

Statement of Responsibility

For the year ended 31 December 2021

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

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

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

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

Marion Grace McFadden

Full Name of Presiding Member

M. McFadden

Signature of Presiding Member

31/5/22

Date:

Alena Perna

Full Name of Principal

[Signature]

Signature of Principal

30.05.22

Date:

Gore Main School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue				
Government Grants	2	1,700,802	1,681,750	1,867,656
Locally Raised Funds	3	41,935	52,100	26,722
Interest Income		1,591	2,500	3,722
		<u>1,744,328</u>	<u>1,736,350</u>	<u>1,898,100</u>
Expenses				
Locally Raised Funds	3	45,848	40,200	45,023
Learning Resources	4	1,194,416	1,141,800	1,283,070
Administration	5	96,002	95,700	99,260
Finance		1,340	-	2,326
Property	6	393,408	456,000	476,532
Depreciation	10	41,299	47,000	54,719
		<u>1,772,313</u>	<u>1,780,700</u>	<u>1,960,930</u>
Net Surplus / (Deficit) for the year		(27,985)	(44,350)	(62,830)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(27,985)</u>	<u>(44,350)</u>	<u>(62,830)</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.

Gore Main School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Equity at 1 January		379,913	379,910	438,974
Total comprehensive revenue and expense for the year		(27,985)	(44,350)	(62,830)
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant		-	-	3,769
Equity at 31 December		351,928	335,560	379,913
Retained Earnings		351,928	335,560	379,913
Reserves		-	-	-
Equity at 31 December		351,928	335,560	379,913

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.

Gore Main School

Statement of Financial Position

As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Assets				
Cash and Cash Equivalents	7	175,199	154,288	294,887
Accounts Receivable	8	80,195	76,076	76,076
GST Receivable		8,820	15,664	15,664
Prepayments		1,293	3,208	3,208
Owing from MOE (Projects)	15	14,280	-	-
Investments	9	100,030	105,760	105,760
		<u>379,817</u>	<u>354,996</u>	<u>495,595</u>
Current Liabilities				
Accounts Payable	11	110,230	127,030	127,027
Revenue Received in Advance	12	-	7,717	7,717
Provision for Cyclical Maintenance	13	15,000	-	15,000
Finance Lease Liability	14	6,859	12,083	12,083
Funds held for Capital Works Projects	15	-	-	91,249
Funds for Resource Teachers of Learning & Behaviour services	16	28,872	26,750	26,750
		<u>160,961</u>	<u>173,580</u>	<u>279,826</u>
Working Capital Surplus/(Deficit)		218,856	181,416	215,769
Non-current Assets				
Property, Plant and Equipment	10	188,005	205,741	216,741
Intangible Assets		-	-	-
		<u>188,005</u>	<u>205,741</u>	<u>216,741</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	13	54,160	44,825	44,825
Finance Lease Liability	14	773	6,772	7,772
		<u>54,933</u>	<u>51,597</u>	<u>52,597</u>
Net Assets		<u>351,928</u>	<u>335,560</u>	<u>379,913</u>
Equity		<u>351,928</u>	<u>335,560</u>	<u>379,913</u>

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



Gore Main School

Statement of Cash Flows

For the year ended 31 December 2021

	Note	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash flows from Operating Activities				
Government Grants		424,323	381,750	464,644
Locally Raised Funds		34,218	52,100	26,722
Goods and Services Tax (net)		6,843	-	(60,987)
Payments to Employees		(227,402)	(229,000)	(256,143)
Payments to Suppliers		(236,068)	(219,700)	(218,129)
Cyclical Maintenance Payments		-	-	(5,100)
Interest Paid		(1,340)	-	(2,326)
Interest Received		1,591	2,500	4,190
Net cash from/(to) Operating Activities		2,165	(12,350)	(47,129)
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(12,563)	(26,000)	(23,674)
Purchase of Investments		-	-	(2,375)
Proceeds from Sale of Investments		5,730	-	-
Net cash from/(to) Investing Activities		(6,833)	(26,000)	(26,049)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	3,769
Finance Lease Payments		(12,223)	(11,000)	(6,763)
Funds Administered on Behalf of Third Parties		(102,797)	(91,249)	(246,013)
Net cash from/(to) Financing Activities		(115,020)	(102,249)	(249,007)
Net increase/(decrease) in cash and cash equivalents		(119,688)	(140,599)	(322,185)
Cash and cash equivalents at the beginning of the year	7	294,887	294,887	617,072
Cash and cash equivalents at the end of the year	7	175,199	154,288	294,887

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.



Gore Main School

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

a) Reporting Entity

Gore Main 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.

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

Useful lives of property, plant and equipment

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



Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) 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.

e) 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.

f) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses (uncollectable debts). The schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

g) 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.

h) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets
Furniture and equipment
Information and communication technology
Leased assets held under a Finance Lease
Library resources

20 years
5–10 years
5 years
Term of Lease
12.5% Diminishing value



i) Impairment of property, plant, and equipment and intangible assets

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

Non cash generating assets

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

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

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

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

j) 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.

k) 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, to but not yet taken at balance date.

Long-term employee entitlements

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

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

l) Revenue Received in Advance

Revenue received in advance relates to 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.

m) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of the School's control. These amounts are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

n) Provision for Cyclical Maintenance

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

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

o) Financial Instruments

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

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

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



p) 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.

q) Budget Figures

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

r) Services received in-kind

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

2. Government Grants

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Operational Grants	363,878	317,750	354,830
Teachers' Salaries Grants	999,688	950,000	1,072,584
Use of Land and Buildings Grants	262,923	350,000	353,983
Other MoE Grants	47,215	36,000	62,503
Other Government Grants	27,098	28,000	23,756
	<u>1,700,802</u>	<u>1,681,750</u>	<u>1,867,656</u>

The school has opted in to the donations scheme for this year. Total amount received was \$27,750 (2020 \$29,250)).

3. Locally Raised Funds

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

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Revenue			
Donations & Bequests	17,467	16,500	7,497
Fees for Extra Curricular Activities	18,228	32,000	16,665
Trading	943	2,000	1,239
Other Revenue	5,297	1,600	1,321
	<u>41,935</u>	<u>52,100</u>	<u>26,722</u>
Expenses			
Extra Curricular Activities Costs	39,782	32,200	38,790
Trading	798	2,000	1,206
Other Locally Raised Funds Expenditure	5,268	6,000	5,027
	<u>45,848</u>	<u>40,200</u>	<u>45,023</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>(3,913)</u>	<u>11,900</u>	<u>(18,301)</u>

4. Learning Resources

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Curricular	46,959	41,300	38,398
Employee Benefits - Salaries	1,130,455	1,085,000	1,239,932
Staff Development	17,002	15,500	4,740
	<u>1,194,416</u>	<u>1,141,800</u>	<u>1,283,070</u>

5. Administration

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Audit Fee	4,500	3,800	3,300
Board Fees	2,100	4,500	2,615
Board Expenses	1,832	1,600	1,362
Communication	4,180	3,500	3,607
Consumables	4,410	5,000	6,538
Operating Lease	100	-	2,221
Other	33,920	25,200	37,159
Employee Benefits - Salaries	38,092	45,000	36,029
Insurance	1,468	2,000	1,329
Service Providers, Contractors and Consultancy	5,400	5,100	5,100
	96,002	95,700	99,260

6. Property

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Caretaking and Cleaning Consumables	4,686	5,000	5,728
Consultancy and Contract Services	1,072	1,000	1,072
Cyclical Maintenance Provision	9,335	-	8,933
Grounds	12,706	10,800	12,129
Heat, Light and Water	18,748	17,000	17,345
Rates	4,994	5,000	5,179
Repairs and Maintenance	18,215	16,700	17,187
Use of Land and Buildings	262,923	350,000	353,983
Security	1,743	1,500	1,136
Employee Benefits - Salaries	58,986	49,000	53,840
	393,408	456,000	476,532

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

7. Cash and Cash Equivalents

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Bank Accounts	175,391	154,288	296,281
Short-term Bank Deposits	(192)	-	(1,394)
Cash and cash equivalents for Statement of Cash Flows	175,199	154,288	294,887

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

Of the \$175,199 Cash and Cash Equivalents, \$28,872 is held by the School on behalf of the RT Lit cluster. See note 16 for details of how the funding received for the cluster has been spent in the year.



8. Accounts Receivable

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Teacher Salaries Grant Receivable	80,195	76,076	76,076
	<u>80,195</u>	<u>76,076</u>	<u>76,076</u>
Receivables from Exchange Transactions	-	-	-
Receivables from Non-Exchange Transactions	80,195	76,076	76,076
	<u>80,195</u>	<u>76,076</u>	<u>76,076</u>

9. Investments

The School's investment activities are classified as follows:

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	100,030	105,760	105,760
Non-current Asset			
Long-term Bank Deposits	-	-	-
Total Investments	<u>100,030</u>	<u>105,760</u>	<u>105,760</u>

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2021	\$	\$	\$	\$	\$	\$
Building Improvements	127,667	-	-	-	(11,799)	115,868
Furniture and Equipment	49,759	3,598	-	-	(13,720)	39,637
Information and Communication Technology	15,934	8,965	-	-	(8,010)	16,889
Leased Assets	12,261	-	-	-	(6,380)	5,881
Library Resources	11,120	-	-	-	(1,390)	9,730
Balance at 31 December 2021	<u>216,741</u>	<u>12,563</u>	<u>-</u>	<u>-</u>	<u>(41,299)</u>	<u>188,005</u>

The net carrying value of equipment held under a finance lease is \$5,881 (2020: \$12,261)

The net carrying value of motor vehicles held under a finance lease is \$000 (2020: \$000)

	2021	2021	2021	2020	2020	2020
	Cost or	Accumulated	Net Book	Cost or	Accumulated	Net Book
	Valuation	Depreciation	Value	Valuation	Depreciation	Value
	\$	\$	\$	\$	\$	\$
Building Improvements	238,360	(122,492)	115,868	238,360	(110,693)	127,667
Furniture and Equipment	268,711	(229,074)	39,637	283,811	(234,052)	49,759
Information and Communication T	131,181	(114,292)	16,889	142,050	(126,116)	15,934
Leased Assets	38,333	(32,452)	5,881	55,547	(43,286)	12,261
Library Resources	88,660	(78,930)	9,730	88,660	(77,540)	11,120
Balance at 31 December	765,245	(577,240)	188,005	808,428	(591,687)	216,741

11. Accounts Payable

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Creditors	23,286	32,080	32,077
Accruals	4,500	3,200	3,200
Banking Staffing Overuse	-	13,868	13,868
Employee Entitlements - Salaries	80,195	76,076	76,076
Employee Entitlements - Leave Accrual	2,249	1,806	1,806
	110,230	127,030	127,027
Payables for Exchange Transactions	110,230	127,030	127,027
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	110,230	127,030	127,027

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Other revenue in Advance	-	7,717	7,717
	-	7,717	7,717

13. Provision for Cyclical Maintenance

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Provision at the Start of the Year	59,825	59,825	55,992
Increase/ (decrease) to the Provision During the Year	9,335	-	8,933
Use of the Provision During the Year	-	(15,000)	(5,100)
Provision at the End of the Year	<u>69,160</u>	<u>44,825</u>	<u>59,825</u>
Cyclical Maintenance - Current	15,000	-	15,000
Cyclical Maintenance - Term	54,160	44,825	44,825
	<u>69,160</u>	<u>44,825</u>	<u>59,825</u>

14. Finance Lease Liability

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

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
No Later than One Year	6,859	12,083	12,083
Later than One Year and no Later than Five Years	773	6,772	7,772
Later than Five Years	-	-	-
Future Finance Charges	-	-	-
	<u>7,632</u>	<u>18,855</u>	<u>19,855</u>
Represented by			
Finance lease liability - Current	6,859	12,083	12,083
Finance lease liability - Term	773	6,772	7,772
	<u>7,632</u>	<u>18,855</u>	<u>19,855</u>

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 in Cash and Cash Equivalents note 7.

2021	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
Heating	1,061	-	1,061	-	-
Blk A&D WC & Blk B windows	(17,611)	-	8,495	-	(26,106)
Carpet	94,473	13,513	107,986	-	-
Learning Supp Fence	13,326	1,176	1,176	-	13,326
LSC Office	-	-	1,500	-	(1,500)
Totals	<u>91,249</u>	<u>14,689</u>	<u>120,218</u>	<u>-</u>	<u>(14,280)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	13,326
Funds Due from the Ministry of Education	(27,606)
	<u>(14,280)</u>



2020	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
Heating	-	29,016	27,955	-	1,061
Blk A&D WC & Blk B windows	223,238	-	240,849	-	(17,611)
Carpet	-	121,621	27,148	-	94,473
Learning Supp Fence	114,025	24,353	125,052	-	13,326
Totals	337,263	174,990	421,004	-	91,249

16. Funds for Resource Teachers of Literacy (RTLit)

Gore Main School is the lead school funded by the Ministry of Education to provide the services of Resource Teachers of Learning and Behaviour to its cluster of schools.

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Funds held at beginning of the year	26,750	26,750	24,780
<i>Revenue</i>			
Funds from MOE	15,938	-	15,678
	<u>15,938</u>	<u>-</u>	<u>15,678</u>
Total funds available	<u>42,688</u>	<u>26,750</u>	<u>40,458</u>
<i>Expenses</i>			
Funds spent on behalf of cluster	13,816	-	13,708
	<u>13,816</u>	<u>-</u>	<u>13,708</u>
Purchase of Assets	-	-	-
Funds Held at Year End	<u>28,872</u>	<u>26,750</u>	<u>26,750</u>

17. Related Party Transactions

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

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

Nick Grant who is a board member is a director and shareholder of this company NG Heating and Plumbing Services Ltd. During the year the school purchased goods and services to the value of \$8,411. There was Nil outstanding at year end



18. Remuneration

Key management personnel compensation

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

	2021 Actual \$	2020 Actual \$
<i>Board Members</i> Remuneration	2,100	2,615
<i>Leadership Team</i> Remuneration Full-time equivalent members	227,698 2	237,057 2
Total key management personnel remuneration	229,798	239,672

There are 6 members of the Board excluding the Principal. The Board had held 6 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider matters including finance and property.

Principal 1

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

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130-140	130-140
Benefits and Other Emoluments	4-5	4-5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2021 FTE Number	2020 FTE Number
100-110	-	-
	0.00	0.00

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

19. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be board members, 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:

	2021 Actual	2020 Actual
Total Number of People	-	-



20. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

21. Commitments

(a) Capital Commitments

As at 31 December 2021 the Board has entered into contract agreements for capital works as follows:

(a) Contract for Learning Support Office to be completed in 2022, which will be fully funded by the Ministry of Education. \$0 has been received of which \$1,500 has been spent on the project to date; and

(b) \$148,205 Contract for LS Fence to be completed in 2022, which will be fully funded by the Ministry of Education. \$148,205 has been received of which \$134,879 has been spent on the project to date;

(Capital commitments at 31 December 2020: \$94,473)

(b) Operating Commitments

As at 31 December 2021 there are no operating commitments. (2020:Nil)

22. Financial Instruments

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

Financial assets measured at amortised cost

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Cash and Cash Equivalents	175,199	154,288	294,887
Receivables	80,195	76,076	76,076
Investments - Term Deposits	100,030	105,760	105,760
Total Financial assets measured at amortised cost	<u>355,424</u>	<u>336,124</u>	<u>476,723</u>

Financial liabilities measured at amortised cost

Payables	110,230	127,030	127,027
Finance Leases	7,632	18,855	19,855
Total Financial Liabilities Measured at Amortised Cost	<u>117,862</u>	<u>145,885</u>	<u>146,882</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.



School Name:	Gore Main School	School Number:	3956	Year - 2021
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Strategic Aim:	<p>STRATEGIC GOAL 1: Students reach their highest possible level of achievement by being engaged in their learning through responsive and innovative teaching.</p> <p>STRATEGIC GOAL 2: Our board, staff, whānau and community are engaged in providing our tamariki with a safe and inclusive environment for them to learn and grow.</p>
Annual Aim:	<p>Achievement Aim</p> <ul style="list-style-type: none"> To increase the number of students achieving at their chronological age in Literacy.
Target:	<p>Target</p> <ul style="list-style-type: none"> That children in 4-6 will continue to progress through Levels 1-4 and that we increase the number of students achieving 'At' or 'Above' their chronological age in Reading by 5% (12 Children are in the reading target group for 2021). That children in 4-6 will continue to progress through Levels 1-4 and that we increase the number of students achieving 'At' or 'Above' their chronological age in Writing by 5% (26 Children are in the writing target group for 2021).
Baseline Data:	<p>2020 Baseline Data for Reading and Writing</p> <ul style="list-style-type: none"> Data showed that 79% of students who have been at GMS for more than one year are reading 'At' or 'Above' their chronological age. Data showed that 76% of Year 4-6 children are reading 'At' or 'Above' their chronological age. Data showed that 55.5% of students who have been at GMS for more than one year are writing 'At' or 'Above' their chronological age. Data showed that 32% of Year 4-6 children are writing 'At' or 'Above' their chronological age.

Analysis of Variance Reporting

Data Tracking			
	Reading 'At' Level	Writing 'At' Level	Maths 'At' Level
2019 Mid Year Totals	77%	77%	80%
2019 End of Year Totals	79%	75%	85%
2020 Mid Year Totals	75.2%	52.7%	80.7%
2020 End of Year Totals	79%	55.5%	85.5%
2021 Mid Year Totals	76%	72%	86%
2021 End of Year Totals	80.1%	77.0%	82.2%

Year 4-6 2021				
		Reading 'At' Level	Writing 'At' Level	Maths 'At' Level
All	99 Children	74.0%	65.0%	70.0%
Maori	11 Children	73.0%	27.0%	45.4%
Pasifika	2 Child	0%	0%	0%

Year 4-6 2021 Results
<p>Reading - All 12 children in the target group moved 1-3 sub levels. 5 of these children are now reading 'At' their chronological age. 74% of Year 4-6 achieved the expected level for reading which is 2% below the target however we are happy with the movement we saw within the target group. For the whole school our achievement levels are now 80.1%</p>
<p>Writing - 5 out of 26 children moved from 'Below' to 'At'. 20 out of 26 children moved 1-3 sub levels. 5 children had no change in their writing level. 65% of Year 4-6 achieved the expected level for writing which is 32% above target. We are happy with this progress and it reflects the work we have done as a school and as a Kahui Ako. For the whole school our achievement levels for writing are 77%</p>

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>As per charter goals</p> <ul style="list-style-type: none"> ● Set up a Year 4-6 target group for reading. These children were reading below their chronological age. (See below) ● Continued on with the progress from 2020 and further established programmes and assessment ● GMS Reading Literacy Learning Progressions reviewed, designed and implemented into a formative assessment system. These help teachers to identify gaps in the child's learning. ● Collaborate around action plans within the At Risk Register system (Individual action plans for all children reading below their chronological age) ● Reading intervention for Year 3-4 children using the decodable readers ● Our school adopted the Liz Kane 'CODE' spelling programme and decodable readers from Years 1-2. ● Strengthened our phonics programme and phonological awareness assessment using the Liz Kane resources. ● Continued using home reading diaries with an incentive system. This was also to strengthen home and school relationships and to ensure that we were working as a team around the child's progress. ● Reviewed our writing benchmarks, assessment and moderation to ensure accurate OTJs of writing achievement. ● Adopted the e-asttle writing rubric to assist with teacher judgements and next 	<ul style="list-style-type: none"> ● Reading - All 12 children in the target group moved 1-3 sub levels. 5 of these children are now reading 'At their chronological age. 74% of Year 4-6 achieved the expected level for reading which is 2% below the target however we are happy with the movement we saw within the target group. For the whole school our achievement levels are now 80.1% ● Writing - 5 out of 26 children moved from 'Below' to 'At'. 20 out of 26 children moved 1-3 sub levels. 5 children had no change in their writing level. 65% of Year 4-6 achieved the expected level for writing which is 32% above target. We are happy with this progress and it reflects the work we have done as a school and as a Kahui Ako. ● With the inclusion of the decodable readers and our new approach at Year 1-2 phonics, we have seen some amazing results with children's letters and sound knowledge. This had been missing in the past and our belief is that over time we will see this achievement represented in our senior readers and writers. ● One of our teachers became the Across School Teacher for the Kahui Ako and led this work within our school. 	<ul style="list-style-type: none"> ● We were lucky to have 2 people on staff with knowledge and expertise in the literacy areas that we focused on. These 2 teachers provided PLD for all staff and ensured that we were well resourced. ● Our school BOT and PTA also believed in this new approach and provided funding to assist with the purchase of what we needed. ● Parents were also provided with meetings so that they could understand the new structured literacy approach and this ensured that we were working as a team and that the home/school relationship was strong. ● We had a day PLD with Liz Kane and all teachers were able to see how the structured literacy programme would benefit our children. This created an immediate buy in from all staff which helped to establish the new approach. ● Our Kahui Ako provided the opportunity for schools to align their approach to writing and to moderate writing samples to ensure accurate judgments across all schools. ● Staff meetings had a focus on professional development rather than administration and planning for 	<p>Writing</p> <ul style="list-style-type: none"> ● Writing is to remain a focus for our school and we are going to continue on with progress made in 2021. ● Our Kahui Ako is keeping the writing focus for another year so we will be able to continue working with other schools. ● Observe teachers around their modelling of writing and classroom programmes. ● Lead teachers will continue to provide PLD opportunities for our staff. <p>Reading</p> <ul style="list-style-type: none"> ● Our new reading and phonics programme needs more time for us to be able to see its true effectiveness. ● All areas, programmes and systems that have been introduced over the last 2 years will remain in place. ● Decodable readers for senior children are to be included and used in our reading intervention programmes. ● Lead teachers will continue to provide PLD opportunities for our staff. <p>Maths</p> <ul style="list-style-type: none"> ● Maths achievement is looking good ● Data is currently gathered from 1-2 assessment tools ● We need to test all children who are below expectation for numeracy using our Maths IKAN tracking sheet. ● Maths observation from our Maths Leader for the teaching of other strand areas.

<p>steps.</p> <ul style="list-style-type: none"> • Termly writing sample moderation to lift our teachers collective understanding of writing levels. • Worked with our Kahui Ako and writing facilitator (Lauren Latimer) to align each school's programmes and expectations of our Year 7-8 schools. 	<ul style="list-style-type: none"> • One of our teachers became the Within School Teacher for the Kahui Ako and was in charge of leading the work around our spelling programme and our adoption of the decodable readers and phonics programme 	<p>events etc.</p>	<ul style="list-style-type: none"> • Teachers are provided with strand resources to assist with teaching and assessment of different strand areas • Observe teachers around their teaching of maths • Continue teaching of basic facts
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Planning for 2022:

Writing

- Writing is to remain a focus for our school and we are going to continue on with progress made in 2021.
- Our Kahui Ako is keeping the writing focus for another year so we will be able to continue working with other schools.
- Observe teachers around their modelling of writing and classroom programmes.
- Lead teachers will continue to provide PLD opportunities for our staff.

Reading

- Our new reading and phonics programme needs more time for us to be able to see its true effectiveness.
- All areas, programmes and systems that have been introduced over the last 2 years will remain in place.
- Decodable readers for senior children are to be included and used in our reading intervention programmes.
- Lead teachers will continue to provide PLD opportunities for our staff.

Maths

- We need to test all children who are below expectation for numeracy using our Maths IKAN tracking sheet.
- Maths observation from our Lead in Maths for the teaching of other strand areas and classroom structure.
- Teachers are provided with strand resources to assist with teaching and assessment of different strand areas.
- Continue to establish cross strand OTJ's.
- Continue teaching basic facts related to stage level.

GMS Target Plan from 2021 Charter

Achievement Aim : To increase the number of students achieving at their chronological age in Reading				
Baseline Data				
<ul style="list-style-type: none"> Data showed that 79% of students who have been at GMS for more than one year are reading 'At' or 'Above' their chronological age. Data showed that 76% of Year 4-6 children are reading 'At' or 'Above' their chronological age. 				
Target				
<ul style="list-style-type: none"> That children in 4-6 will continue to progress through Levels 1-4 and that we increase the number of students achieving 'At' or 'Above' their chronological age in Reading by 5% (12 Children are in the reading target group for 2021). 				
What are we going to do?				
<ul style="list-style-type: none"> At the beginning of the year achievement information will be collated from 2020 end of year data, current running record data and children will also complete a PAT Reading Comprehension assessment. Actions plans will be put in place for each child following the school ARR System. This will be monitored and progress will be shared with staff and senior management. Schoolwide actions will be put in place throughout the year and direction from the Literacy Leader will be followed. The Leadership Team will monitor the progress of the target group and complete summary assessments at the end of Term 3 2021. 				
Actions to achieve targets	Led by	Budget	Timeframe	Outcomes / progress and Achievement
At Risk System - Achievement data will be collated and reviewed every 6 weeks using Google Docs and will include planned actions for raising achievement for those achieving Well Below/Below (as well as catering for those Above) on class action plan.	Leadership team	Nil	Whole School Year	Individualised actions plans for each child on the ARR
Monitor Gore Main School Reading LLP document.	Teachers	Nil	Whole School Year	To increase staff capacity about assessment
Create schoolwide language around reading strategies	Literacy Leader	Nil	Whole School Year	Alignment throughout the school
Continue Reading Diaries for all children to lift home and school connection	Teachers	BOT/PTA Funded	Term 1 2021	An increase in home and school connection
Participate in Professional Development related to Reading and working with At Risk Children.	Teachers	\$2000	Whole School Year	To see a rise in student achievement
Set up reading intervention programmes from Year 1-3 and Year 4-6	Principal/Literacy Leader	\$1000	Whole School Year	To develop effective school systems
Provide Teacher Aide training around reading (Quick 60, 7Plus, 5Plus)	Principal/RtLit	Nil	Whole School Year	To increase staff capacity around reading
Whanau meeting about at home strategies for reading	Teachers	Nil	Term 2	An increase in home and school

				connection
Goal Setting Interviews in Term 1 and 3 to track progress of individual goals	Teachers	Nil	Whole School Year	To ensure that everyone clearly understands the goal for the student

Green = Maori Children

Pink = Pasifika Children

2021 Target Group - Reading					
		February 2021		November 2021	
Name	Year	Current Reading Level	Target Reading Level (By the end of 2021)	Current Reading Level	Variance
	4	Purple	8.5-9.5 Years	Gold	Up 1 level
	5	Level 18	9-10 Years	Gold	Up 1 level
	5	8-9 Years	9-10 Years	9.5-10.5	At
	5	8-9 Years	9-10 Years	8.5-9.5	Up 1 level
	5	8-9 Years	9-10 Years	8.5-9.5	Up 1 level
	5	8.5-9.5 Years	9-10 Years	9.5-10.5	At
	5	Level 23	9-10 Years	9.5-10.5	At
	6	8-9 Years	10.5-11.5 Years	8.5-9.5	Up 1 level
	6	8-9 Years	10.5-11.5 Years	10.5-11.5	At
	6	Level 20	10.5-11.5 Years	9.5-10.5	Up 3 levels
	6	8.5-9.5 Years	10.5-11.5 Years	10.5-11.5	At
	6	Level 20	10.5-11.5 Years	Gold	Up 1 level

Achievement Aim : To increase the number of students achieving at their chronological age in Writing				
Baseline Data				
<ul style="list-style-type: none"> Data showed that 55.5% of students who have been at GMS for more than one year are writing 'At' or 'Above' their chronological age. Data showed that 32% of Year 4-6 children are writing 'At' or 'Above' their chronological age. 				
Target				
<ul style="list-style-type: none"> That children in 4-6 will continue to progress through Levels 1-4 and that we increase the number of students achieving 'At' or 'Above' their chronological age in Writing by 5% (26 Children are in the writing target group for 2021). 				
What are we going to do?				
<ul style="list-style-type: none"> At the beginning of the year achievement information will be collated from 2020 end of year data and current writing sample. Actions plans will be put in place for each child following the school ARR System. This will be monitored and progress will be shared with staff and the Leadership Team. Schoolwide actions will be put in place throughout the year and direction from the Literacy Leader will be followed. The Leadership Team will monitor the progress of the target group and complete summary assessments at the end of Term 3 2021. 				
Actions to achieve targets	Led by	Budget	Timeframe	Outcomes / progress and Achievement
At Risk System - Achievement data will be collated and reviewed every 6 weeks using Google Docs and will include planned actions for raising achievement for those achieving Well Below/Below (as well as catering for those Above) on class action plan.	Leadership team	Nil	Whole School Year	Individualised actions plans for each child on the ARR
Work with the Kahui Ako PLD Facilitator to identify issues in achievement from Level 2 to Level 3.	Leadership team/Literacy Lead	Nil	Whole School Year	Correct assessment within the school
Review the GMS Writing Benchmarks at Level 3 in the curriculum	Leadership team/Literacy Lead	Nil	Whole School Year	Correct assessment within the school
Writing LLP - Introduced to the school assessment system as a tool for formatively assessing children's progress	Teachers	Nil	Whole School Year	To increase staff capacity about assessment
Implement a Long Term Plan for writing in Years 3-6	Literacy Lead/Teachers	Nil	Whole School Year	To increase staff capacity around the teaching and assessment of different genre
Through internal evaluation look at effective teaching of writing in GMS	RtLit/Teachers	Nil	Whole School Year	Ensure effective teaching throughout the school
Implement the GMS Spelling Programme	Literacy Lead/Teachers	Nil	Whole School Year	Alignment throughout the school

2021 Target Group - Writing

2021 Target Group - Writing				
		February 2021	November 2021	
Name	Year	Current Writing Level	Current Writing Level	Variance
	4	2i	2b	NC
	4	1iii-2i	2b	NC
	5	2i	2p	Up 1 Sub Level
	5	1iii	1p	Down 1 Sub Level
	5	2ii	2p	NC
	5	2i	3b	At - Up 3 Sub Levels
	5	2ii	3b	At - Up 2 Sub Levels
	5	1iii	2p	Up 2 Sub Levels
	5	1iii	2b	Up 1 Sub Level
	5	2i	2p	Up 1 Sub Level
	5	1iii	2b	Up 1 Sub Level
	5	1iii	2b	Up 1 Sub Level
	5	2i	2a	Up 2 Sub Levels
	5	1i	1p	Up 1 Sub Level
	6	2i	2p	Up 1 Sub Level
	6	2ii	2a	Up 1 Sub Level

	6	2ii	2a	Up 1 Sub Level
	6	2i	2b	NC
	6	2ii	3p	At - Up 2 Sub Levels
	6	1ii	2b	Up 2 Sub Levels
	6	2iii	3p	At - Up 2 Sub Levels
	6	2ii	3b	Up 2 Sub Levels
	6	2iii	2a	NC
	6	2ii	3p	At - Up 3 Sub Levels
	6	2i	2p	Up 1 Sub Level

**Gore Main School
Kiwisport
2021**

In 2021 the school received Kiwisport funding of \$2442.05. The funding was spent on subsidizing transport for children to attend swimming, netball and golf tournaments, as well as paying for some children's affiliation fees for various sports and sports equipment.



1. Trustee Register

List of Board Members - 2021

Name	Phone/email	Position on board – chair (CH), trustee (T), commissioner (CMR), member (ME)	Type of member – parent elected, selected, co-opted, staff trustee, student trustee, proprietor's appointee, principal	Date started	Date left the board	Current term expires
Marion McFadzien	0274919048	CH	Parent elected Chair	June 2016 Re-elected June 2019		Election June 2022
Dan Winkel	0277254900	T	Parent elected Finance	June 2016 Re-elected June 2019		Election June 2022
Nick Grant	0279569146	T	Parent elected Property	June 2016 Re-elected June 2019		Election June 2022
Kate Sinclair	0276129790	T	Parent elected Finance	June 2019		Election June 2022
Adele McGarry	0279178099	T	Parent elected Self Review	June 2019		Election June 2022
Lana Williams	02102502770	T	Staff Trustee	May 2021		Election June 2022
Glenn Puna	0272485324	P	Principal	April 2019		

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF GORE MAIN SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2021

The Auditor-General is the auditor of Gore Main School (the School). The Auditor-General has appointed me, Anna Campbell, using the staff and resources of Crowe, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 19, that comprise the Statement of Financial Position as at 31 December 2021, the Statement of Comprehensive Revenue and Expense, Statement of Changes in Net Assets/Equity and Cash Flow Statement for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 31 May 2022. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included in the Analysis of Variance, Kiwisport and Board of Trustees reports, 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.



Anna Campbell
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Invercargill, New Zealand