

NEW PLYMOUTH BOYS' HIGH SCHOOL

# Group Annual Report

For the year ended 31 December 2022



NEW PLYMOUTH BOYS' HIGH SCHOOL  
TE KURA TAMATĀNE O NGĀMOTU



## New Plymouth Boys' High School

# School Directory

Ministry Number: 171  
Principal: Mr Samuel Moore  
School Address: 107 Coronation Avenue New Plymouth 4312  
School Postal Address: Private Bag 2028 New Plymouth 4342  
School Phone: 06 758 5399  
School Email: office@npbhs.school.nz

# Members of the Board of Trustees

Name	Position	How Position Gained	Term Expired/ Expires
Juliet Vickers	Presiding Member	Elected August 2022	September 2025
Sam Moore	Headmaster	Appointed April 2019	----
Annie Baigent-Ritchie	Parent Rep	Elected June 2019	August 2022
Kim Bloxham	Parent Rep	Elected June 2019	August 2022
Connor Clough	Student Rep	Elected November 2021	September 2022
Joe Deegan	Parent Rep	Elected August 2022	September 2025
Linda Dickson	Staff Rep	Elected June 2019	January 2022
Michael Graham	Secretary	Appointed Nov 2006	----
Justin Hyde	Staff Rep	Elected March 2022	September 2025
Natalie Innes	Parent Rep	Elected August 2022	September 2025
Rebecca McCullough	Parent Rep	Elected August 2022	September 2025
Annalese Sharrock	Parent Rep	Elected August 2022	September 2025
Cam Twigley	Parent Rep	Selected December 2022	September 2025
Jerry Wei	Student Rep	Elected September 2022	September 2023

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New Plymouth Boys' High School

# Statement of Responsibility

For the year ended 31 December 2022

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The Board accepts responsibility for the preparation of the annual consolidated financial statements and the judgements used in these consolidated 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 group's financial reporting.

It is the opinion of the Board and management that the consolidated annual financial statements for the financial year ended 31 December 2022 fairly reflects the financial position and operations of the group.

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

Mrs Juliet Vickers

Full Name of Presiding Member



Signature of Presiding Member

Mr Samuel Moore

Full Name of Principal



Signature of Principal

31 May 2023

Date

31 May 2023

Date



## New Plymouth Boys' High School

# Chairperson's Report

My name is Juliet Vickers, and I am honoured to be the Chair/Presiding member of the New Plymouth Boys' High School Board of Trustees.

As the presiding board member, I have had the utmost privilege to recently attend the 140th jubilee celebrations, the hostel Christmas dinner, and the Awards Dinner recently. These events have highlighted that brotherhood and comradeship make New Plymouth Boys' High School a special place.

Numerous times I have witnessed the powerful haka, delivered with mana, passion, and pride. I have seen the support both on the sports field and in the performing arts domain when the outcome hasn't quite been what was desired. However, resilience and comradeship are really what matters and what has shone through. This resilience and comradeship have enabled New Plymouth Boys' High School to flourish, not just in the last challenging couple of years, but for over 140 years.

New Plymouth Boys' High continues to lead the way in education, and it was pleasing to see our recent review from ERO confirm this. We have achieved excellent academic results and excelled in sporting and cultural fixtures. I attribute this to our outstanding reputation and ability to attract and retain highly skilled, passionate staff who support our young men in many ways to reach their full potential.

So on behalf of the board, I would like to thank you all for making New Plymouth Boys' High a truly exceptional place.

To the teachers who go above and beyond to empower the boys to achieve to the best of their ability;

To the guidance team for their expertise, compassion, and unrelenting support for the students, parents, and whānau;

To the financial team who skillfully ensure that Boys' High is in a solid financial position and is well-equipped to deliver a first-class 21st-century education;

To the dedicated support staff: the teacher aides, administration personnel, and ground staff;

To our Hostel staff, who provide the boys with a home away from home;

To our competent senior leadership team, Mr Archer, Mr Hope, Mr Cleaver, and Mr Taylor;

To Headmaster Mr Moore, who absolutely strives for excellence and upholds the highest standards; And finally, to all the young men who support each other and have kept on keeping on being the best they can be during challenging times.

This team has ensured we have a school to be proud of. A school that continues after 140 years to be a place that is a leader in boys' education. The board acknowledges how fortunate we are to have such a skilled, dedicated, and professional team.

At the end of last year, we farewelled previous Chairman Paul Shearer, Annie Baigent-Ritchie and Kim Bloxham. I thank them for their commitment and hard work over their board tenure. The Board continues to be in good hands. Our new governance team has strong financial, business, property, legal, strategic, and educational expertise.

As a Board, we continue to focus on substantial property work to ensure the school and boarding hostel is fit for purpose and future-proofed. This has included reroofing, an upgrade of Moyes cricket pavilion, new cricket-nets, and a nearly completed music room. We are fortunate that we do not ask for school donations. However, the financial contributions from parents towards memorable experiences such as camps have been highly appreciated and have enabled these events to take place. The new equity index funding, which has replaced the decile rating system, has not impacted our financial operations.

We are dedicated to ensuring that New Plymouth Boys' High has the personnel and property resources to meet the needs of the young men entrusted with us. Parents and whānau, I assure you that your lads are receiving an excellent education that will prepare them for their future.

To those leaving, this will always be a special place where memories have been created. Be assured that you will return here full of stories you can share, and hold on to that comradeship that makes New Plymouth Boys' High such a special place.

Juliet Vickers  
BOT Chair



## NPBHS STRATEGIC PLAN 2019 - 2023 (2022 reviewed)

### Background

The purpose of this Strategic Plan is to outline what NPBHS is going to do *differently* to meet the objectives of the Ministry of Education, The New Zealand Curriculum and the NEGs and NAGs. As a school we have identified the specific areas we believe we need to address and measure.

### Who we are?

Since 1882 NPBHS has been leading the way in the education of boys in a world class environment. From the famous amphitheatre that is the Gully Ground (the stage for the incomparable full school haka) to the impressive 1400 seat Ryder Assembly Hall, NPBHS is a modern learning environment where traditional standards of achievement and behaviour are expected. Our hostel, with 190 Boarders is the heart of the school, not just in terms of culture and standards but because it is also set within the heart of 37 acres of park-like school grounds. Our passionate and dedicated staff ensure NPBHS has an innovative and challenging curriculum which combines a testing academic programme with a comprehensive list of extra curricula activities. NPBHS is a school that doesn't just aim for excellence, it expects it.

### Our recipe for success

1. Our decisions are made on the basis of *what's best for the students*
2. A relevant student centered curriculum delivered by qualified and passionate staff
3. We invest in and seek excellence in academia, sport, culture and building fine young men
4. An ordered and disciplined environment - the platform for learning and life. Socks up, shirts in and a clean school. Consequences for actions.
5. Traditions like tiger jackets, full school haka, full school assemblies, awards and recognition, our motto - Comradeship, Valour and Wisdom, our colours - black, white with a touch of silver and gold. The elements in our crest. A school for boys.
6. A thriving hostel of at least 190 students
7. No tolerance for and immediate action around things that threaten our safe environment like drugs, violence, inequality and racism
8. We generate modest surpluses every year in the hostel and day school
9. It is hard, very hard to get a job at NPBHS
10. We value our old boys and our wider community



### **Vision - Be The Example (Kia Tu Hei Taurira)**

We set the standard for boys schools not only in Taranaki but NZ. Our students set the standard and our staff set the standard. It's not about following other schools. It's about cutting our path, innovating, leading, being our own school, and one others aspire to be like - not the other way around. It's not about being arrogant, putting ourselves above others, but focussing on what we do and what we can control.

### **Purpose - Improving the future**

As a secondary school we are required to teach the New Zealand Curriculum. We teach both content and values. We do this, not because the government tells us to, but because we want to set up our students to be successful in life and reach their potential. If they can realise their potential, they will be happy and achieve their goals. Happy, achieving members of our community, with good values, contribute positively to society. People who are contributing to society are making the world a better place. That's why we do what we do. Improving the future is our purpose.

### **Values - Be The Example (Kia Tu Hei Taurira)**

Rather than lengthy value statements and words that no-one can remember, 'Be The Example' (BTE), also clearly defines our values. Be The Example encompasses everything like positivity, self control, determination, respect, social responsibility and integrity to name a few.

Be The Example covers all aspects of school life, including (but not limited to) academic achievement, effort, uniform and how we treat each other. Be The Example applies to not only the students but staff and all those associated with the school. We are all accountable to Being The Example. No one is beyond or above the responsibility of being the very best we can be.



## 'Be The Example' Report Card

	#	Measure	Due	Status	
N E G S  N A T I O N A L  E D U C A T I O N A L  G O A L S	1	NCEA Results L1 = 85% L2 = 85% L3 = 70% (Including Maori-Pasifika)	2022		N A G S
	2	<b>Year 9</b> To improve the number of all year 9 boys' achieving at or above e-Asttle national averages in writing by 25% To have 85% of all year 9 boys maintain or improve their numeracy PAT Stanine.  <b>Year 10</b> To improve the number of all year 10 boys' achieving at or above e-Asttle national averages in writing by 15% To have 85% of all year 10 boys maintain or improve their numeracy PAT Stanine.	2022		
	3	Increase the number of Merit and Excellence grades at each level by 10%	2022		A D M I N I S T R A T I O N
	4	Improve student and maintain staff satisfaction of the school > 90%	2022		
	5	Total stand down days < 40 days	2022		G U I D E L I N E S
	6	Increase attendance of targeted at risk students	2022		
	7	Greater than 90% of students <i>agree</i> or <i>strongly agree</i> that they feel like they belong to NPBHS (Source: NPBHS wellbeing survey data)	2022		
	8	Teacher certification requirements are met and all teachers are demonstrating a commitment to improve their teaching and classroom relationships	2022		
	9	Compliance with all legislation and policy (incl H&S / Emerg. Management)	2022		
	10	Student Staff Wellbeing Survey	2022		
	11	Triennial Keep Stop Start	2023		





**What things will help us achieve our vision (KSS)?**

KEEP...	STOP...	START...
<ul style="list-style-type: none"> <li>• Our traditions and history like full school haka, tiger jackets, key events, ceremony etc [K1]</li> <li>• Our pastoral care of students (including Huia Rōpū<sup>1</sup>) [K2]</li> <li>• Our high expectations for students around behaviour, values and academia. Excellence was considered a good thing. [K3]</li> <li>• Our high performing hostel [K4]</li> <li>• Engagement reports [K5]</li> <li>• Our commitment to extracurricular activities like sport and culture [K6]</li> <li>• Maintaining the facilities and superb grounds [K7]</li> <li>• Ensuring any form of discrimination or bullying is not tolerated [K8]</li> <li>• Holding students and staff who do not meet 'the standard' accountable [K9]</li> <li>• Our vision, purpose and values [K10]</li> <li>• Improving our communication. Ensure all communication is aligned, correct and accessible [K11]</li> <li>• Encouraging community service initiatives [K12]</li> <li>• Encouraging and celebrating diversity [K13]</li> </ul>	<ul style="list-style-type: none"> <li>• Huia Rōpū<sup>2</sup> [SP1]</li> <li>• The number of and/or lack of quality in assemblies<sup>3</sup> [SP2]</li> <li>• Doing so many surveys [SP3]</li> </ul>	<ul style="list-style-type: none"> <li>• Delivering a more modern, innovative and relevant curriculum (including providing more choice for students) [SRT1]</li> <li>• Providing more opportunities for student voice [SRT2]</li> <li>• Providing more meaningful reporting (including report evenings) that demonstrates the add value each year for our students [SRT3]</li> <li>• Focussing on lifting the quality of our results and closing the gap between maori and non-maori [SRT4]</li> <li>• Increasing the focus of strong classroom care/relationships and effective teaching [SRT5]</li> <li>• Focussing more on the health and well being of our students [SRT6]</li> <li>• Providing more leadership opportunities to junior students [SRT7]</li> <li>• Raising more funding to meet our growing needs [SRT8]</li> <li>• Maintaining our positive brand in the community [SRT 9]</li> </ul>

Note: Keep Stop Start was our stakeholder (parents, staff, community and student ) consultation in 2015. It is the foundation of our strategic plan / charter.

<sup>1</sup> Caregivers were extremely supportive of Huia Rōpū.

<sup>2</sup> There was a group of predominantly senior students who did not like Huia Rōpū.

<sup>3</sup> Specific to students only

**Actions:**

<b>Keep Stop Start (SRT1)</b>	START - Delivering a more modern, innovative and relevant curriculum (including providing more choice for students) [SRT1] AR		
<b>Measure</b>	<p><b>Year 9</b> To improve the number of all year 9 boys' achieving at or above e-Asttle national averages in writing by 25% To have 85% of all year 9 boys maintain or improve their numeracy PAT Stanine.</p> <p><b>Year 10</b> To improve the number of all year 10 boys' achieving at or above e-Asttle national averages in writing by 15% To have 85% of all year 10 boys maintain or improve their numeracy PAT Stanine.</p>	Dec 2022	
<b>Action(s)</b>	<b>By</b>	<b>Status</b>	
1. Review of Junior Curriculum first year	Dec 2022		
2. Review of PLD future needs	Dec 2022		
3. Review of Maori Achievement/NCEA upcoming implementation	Dec 2022		
<b>Keep Stop Start (SRT2)</b>	START - Providing more opportunities for student voice [SRT2] HP + AR		
<b>Measure</b>	Students report increased consultation opportunities within satisfaction survey	Dec 2022	
<b>Action(s)</b>	<b>By</b>	<b>Status</b>	
1. Minimum student voice objectives set, met and monitored within individual teacher professional learning and development plans [AR]	Dec 2022		
2. Specific student voice collected on year 9 Tikanga programme [AR + HOD Maori]	Dec 2022		
3. Two new student voice initiatives established [HP]	Dec 2022		
<b>Keep Stop Start (SRT3)</b>	START - Providing more meaningful reporting (including report evenings) that demonstrates the add value each year for our students [SRT3] AR		
<b>Measures</b>	<p>NCEA Results L1 = 85% L2 = 85% L3 = 70% (Including Maori-Pasifika)</p> <p><b>Year 9</b> To improve the number of all year 9 boys' achieving at or above e-Asttle national averages in writing by 25% To have 85% of all year 9 boys maintain or improve their numeracy PAT Stanine.</p>	Dec 2022	

Updated January 2022



	<b>Year 10</b> To improve the number of all year 10 boys' achieving at or above e-Astle national averages in writing by 15% To have 85% of all year 10 boys maintain or improve their numeracy PAT Stanine.	
<b>Action(s)</b>		<b>By</b> <b>Status</b>
1. Reporting on student progress for literacy and numeracy (Junior School) including added value each year		Dec 2022

<b>Keep Stop Start (SRT4)</b>	START - Focussing on lifting the quality of our results and closing the gap between maori and non-maori [SRT4] ALL	
<b>Measure</b>	NCEA Results L1 = 85% L2 = 85% L3 = 70% (Including Maori-Pasifika)  Increase the number of Merit and Excellence grades at each year level by 10%  Increase the number of scholarships gained by 10% year on year	Dec 2022
<b>Action(s)</b>		<b>By</b> <b>Status</b>
1. Review of Academic Results by Faculty (AR + TA)		Mar 22
2. Review of Academic Results by Departments and Teachers (meet with HM and applicable staff) (AR + TA)		Mar 22
3. BTE Plans in place for HOF, Principal's Nominee & PLD leader (AR)		Dec 22
4. Academic mentoring BTEs. (AR + HP)		Mar 22
5. Tracking and monthly reporting to BOT of all students (including at risk students and maori students) (AR)		Ongoing
6. Tracking of academic performance via Huia Ropu and Academic Deans (AR + TA)		Ongoing
7. Embedding cultural capability and awareness in Huia Ropu (HM + HOD Maori)		2022
8. Deliver and review the year 9 Tikanga course (AR + HOD Maori)		Dec 2022
9. Attendance improvement strategy developed and delivered (HP)		Dec 2022

<b>Keep Stop Start (SRT5)</b>	START - Increasing the focus of strong classroom care/relationships and effective teaching [SRT5] AR
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<b>Measure</b>	Teacher certification requirements are met and all teachers are demonstrating a commitment to improve their teaching and classroom relationships	Dec 2022	
<b>Action(s)</b>		<b>By</b>	<b>Status</b>
	1. Every teacher has a 4MWT completed and teaching in the school has a focus on continuous improvement, Literacy and the normalisation of Maori	Dec 2022	
	2. Additional assistance given to teachers who request and/or require it	Dec 2022	

<b>Keep Stop Start (SRT6)</b>	START - Focussing more on the health and wellbeing of our students [SRT6] HP		
<b>Measure</b>	Greater than 90% of students agree or strongly agree that they feel like they belong to NPBHS (Source: NPBHS wellbeing survey data)	Dec 2022	
<b>Action(s)</b>		<b>By</b>	<b>Status</b>
	1. Health and well being delivered via Huia, including the wellness tracker (CL)	Mar 2022	
	2. Guidance department providing advice and initiatives to improve student well being	Dec 2022	
	3. Investigate opportunities to include increased health and well being into the curriculum	Dec 2022	

<b>Keep Stop Start (SRT7)</b>	START - Providing more leadership opportunities to junior students [SRT7] SO		
<b>Measure</b>	Increased leadership opportunities for junior students	Dec 2022	
<b>Action(s)</b>		<b>By</b>	<b>Status</b>
	1. Documented junior student leadership actions in the Student Leadership Development plan-on-a-page (SO + Hemi Coates)	Dec 2022	

<b>Keep Stop Start (SRT8)</b>	START - Raising more funding to meet our growing needs [SRT8] HM		
<b>Measure</b>	Increased untagged income for the school by \$100,000	Dec 2022	
<b>Action(s)</b>		<b>By</b>	<b>Status</b>
	1. International student numbers 20 FTE (RU) - COVID dependant	Dec 2022	COVID-19
	2. 100% capacity in the hostel including 40 year nines for 2022	Jan 2022	
	3. Implement a donations scheme for old boys	Dec 2022	
	4. Replace the Boarders lounge with a purpose built academic hub and additional	Dec 2022	

Updated January 2022



accommodation		
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<b>Keep Stop Start (SRT9)</b>	START - Maintaining our positive brand in the community [SRT 9] HM		
<b>Measure</b>	Community satisfaction >90%	Dec 2022	
<b>Action(s)</b>		<b>By</b>	<b>Status</b>
	1.Improve on the 'Something for Nothing' initiative	Dec 2022	
	2. Host at least 4 community wide events	Dec 2022	
	3. Continue our focus on producing quality young men	Dec 2022	

**Codes:**

HM - Headmaster, AR - Reid Archer (Deputy Headmaster - Education) , HP - Andrew Hope (Deputy Headmaster - Pastoral Care), TA - Michael Taylor (Assistant Headmaster - Education), CL - Matt Cleaver (Assistant Headmaster - Pastoral Care), RU - Hugh Russell (Director of International Students), SO - Michael Somers (Leadership Director), HOD Maori - Bevan Matene

## New Plymouth Boys' High School ACADEMIC VARIANCE REPORT 2022

This report outlines the tracking, analysis, and variance of our 2022 academic results.

### Initiatives to improve:

Following a detailed analysis of our 2022 academic results, NPBHS consolidated on a number of significant changes to our tracking, targeting, and mentoring of our At-Risk-Of-Not-Achieving (ARON) students and priority learner groups. These targeted initiatives are below and are coded 'Implemented and ongoing'. New initiatives introduced or improved for 2023 are coded as 'Implemented and underway'.

- Refreshed Junior Curriculum following the development of a junior curriculum kaupapa → Implemented and underway
- Strong PLD focus on matauranga māori and te ao māori → Implemented and underway
- Last year, a pilot school for the NCEA foundational Literacy and Numeracy assessments which has given us the an advantageous experience to support our students to prepare and succeed → Implemented and underway
- Termly Progress Report that includes reporting on the NZC Key Competencies → Implemented and ongoing
- Closely track students who do "Not submit" work → Implemented and ongoing
- Closely track the NCEA percentage pass rate for all students throughout the year → Implemented and ongoing
- Appointment of three more Deans to support the current pastoral care team that track attendance and engagement → Implemented and ongoing
- Creation of an HOD Future Pathways position to better guide and enable our students who will not be pursuing a university pathway - Implemented and ongoing
- Track weekly engagement in all lessons → Implemented and ongoing
- Academic tracking and support for our ākongā Māori in Huia Rōpū (vertical groups) → Implemented and ongoing
- Appointment of a full-time Pasifika Lead to support the attendance, academic tracking and support for our Pasifika students → Implemented and underway
- Academic Deans tracking and mentoring a target group of priority learners → Implemented and ongoing
- Appointment of a second Literacy Across the Curriculum (LATC) Leader to support staff and students → Implemented and underway
- Appointment of a Numeracy Across the Curriculum (NATC) Leader to support staff and students → Implemented and underway
- Use e-asTTle Writing to improve student outcomes at junior level → Implemented and ongoing
- Use Numeracy and Literacy PAT data to improve student outcomes at junior level → Implemented and ongoing
- Improved classing of junior students into our 13 core classes at Y9 and Y10 → Implemented and underway

## 2022 NCEA Results

### NCEA School Results

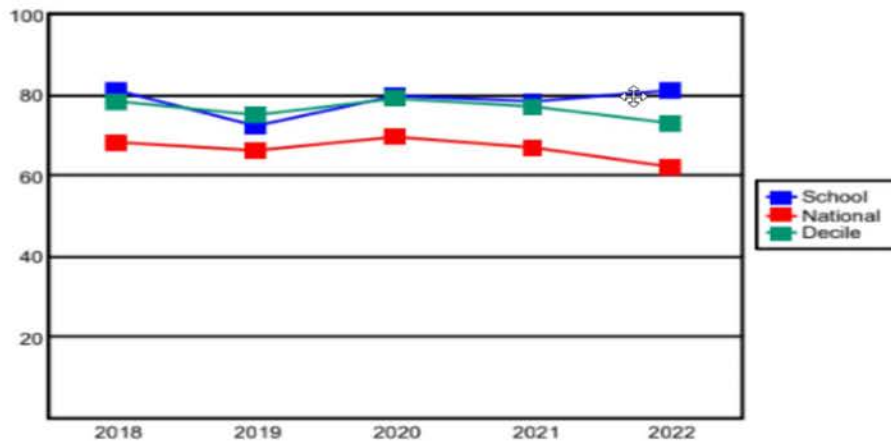
Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2018	81.2	80.9	63.0	44.8
2019	71.1	78.1	67.7	48.7
2020	79.5	78.3	74.3	55.7
2021	78.1	81.1	73.7	50.6
<b>2022</b>	<b>80.8</b>	<b>78.9</b>	<b>72.3</b>	<b>49.7</b>
<b>Variance</b>	<b>+2.7</b>	<b>-2.2</b>	<b>-1.4</b>	<b>-0.9</b>

### Māori NCEA Results

Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2018	62.7	69.6	40.6	31.3
2019	59.0	70.2	42.3	23.1
2020	70.2	66.7	67.7	41.9
2021	68.9	80.4	73.3	33.3
<b>2022</b>	<b>70.0</b>	<b>73.6</b>	<b>56.4</b>	<b>38.5</b>
<b>Variance</b>	<b>+1.1</b>	<b>-6.8</b>	<b>-16.9</b>	<b>+5.2</b>

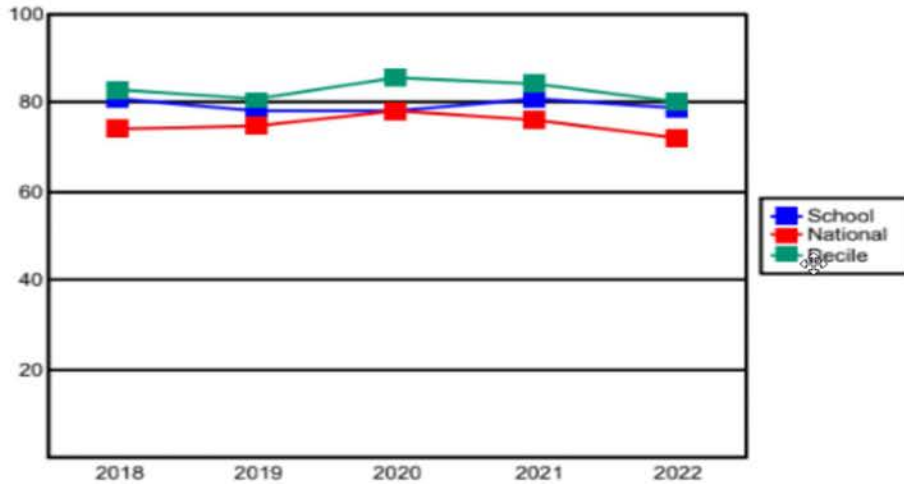
## ANALYSIS

### NCEA Level 1 - Male



- + 3% improvement by level
- + Trending upwards
- + Above both national male and decile 7 male results that are trending down
- 19.8% or 68 students did Not Achieve their NCEA Level 1

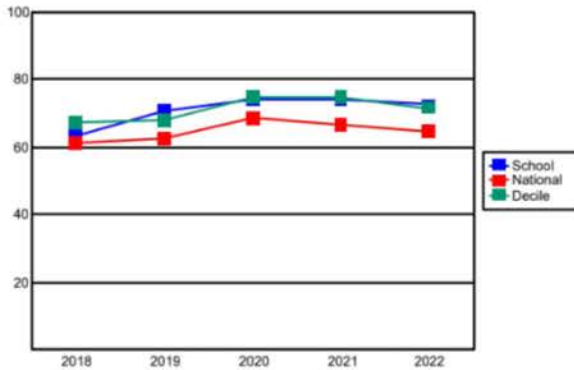
**NCEA Level 2 - Male**



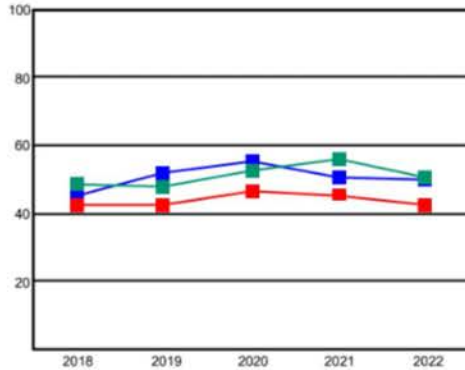
- 2% decline by level
- +/- Same result by cohort
- + 5% increase for māori by cohort
- + Consistent results versus falling national male and decile 7 male trends
- 21.1% or 53 students did Not Achieve their NCEA Level 2

**Please note**, 27 students left during the year without NCEA Level 2; however, they went directly onto a 'positive pathway' such as an apprenticeship, further education or employment. If this was included as a 'pass' then our pass rate would be 90%.

**NCEA Level 3 - Male**



**NCEA University Entrance (UE) - Male**



- +/- Same result by level and University Entrance
- Decline in results by cohort
- + Consistent results versus falling national male and decile 7 male trends
- 27.7% or 56 students did Not Achieve their NCEA Level 3



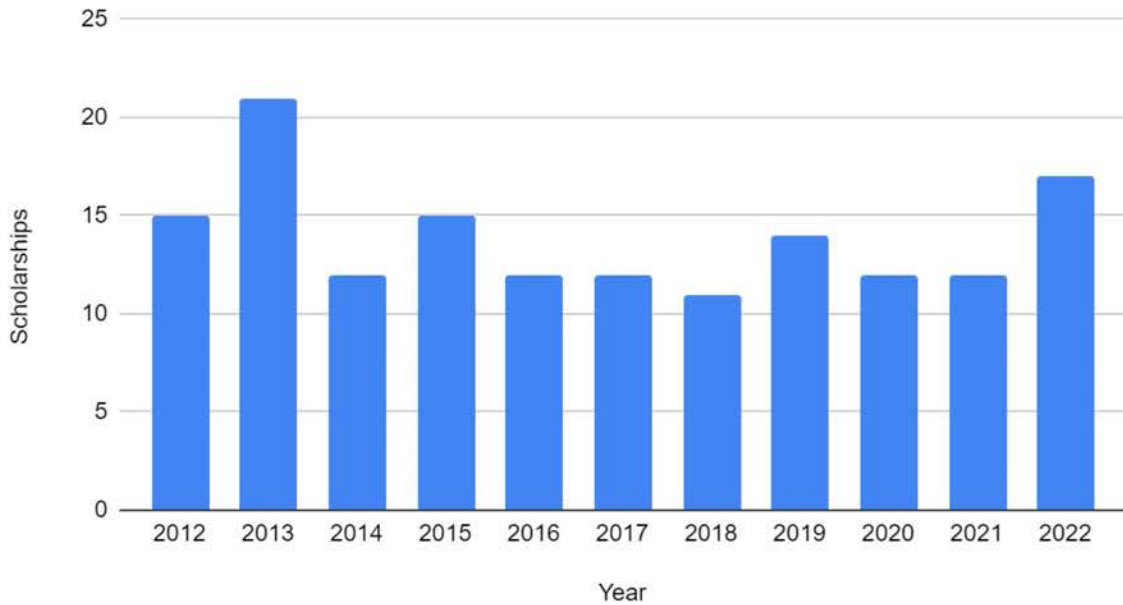
**NEW ZEALAND SCHOLARSHIP**

17 scholarships in 13 subjects; the highest number of scholarships since 2013

Name	Subject
Via Hooks (2)	Biology (outstanding), English
Israel Thomas	Design (outstanding)
Harrison Clayton-Smith	Design
Cameron Gally (2)	Calculus, Physics
Jaz Hinton (2)	Chemistry, Health & Physical Education
Joe Pickles	Economics
Benjamin Briggs	English
Oliver Woodward	History
Matthew Francis	History
Denby Scott	Photography
Mason Ward	Statistics
James Hall	Statistics
Brayden Ross (Y12)	Geography
Oscar Anderson	History

NB. 5 results were just one mark off gaining a scholarship

**Scholarships vs Year**



**JUNIOR LITERACY****Year 9 Writing e-asTTle Summary 2022**

	<b>2022 start</b>	<b>2022 end</b>
NZ mean E-asTTle score	1580	1599
NPBHS mean E-asTTle score	1521	1563
% NPBHS at or above NZ mean	30%	42%
NPBHS range of scores	758-1770	737-1894
NPBHS average curriculum level	3B	3P
Ministry ideal curriculum level for year 9 students	4P	5B
% NPBHS boys at or above Ministry expectation	10%	11%
Maori mean score	1520	1536
% Maori boys at or above NZ mean	3%	29%
Maori range of scores	1178-1720	1160-1803

- NZ mean shift is 19, expected shift is 26. NPBHS shifted 42 AWS (e-asTTle writing score)
- Any difference in e-asTTle score over 22 is considered significant
- The Ministry expectation is that year 9 students at the end of the year are above a score of 1710 (curriculum sublevel 5B).

**Year 10 Writing e-asTTle Summary 2022**

	<b>2022 start</b>
NZ mean E-asTTle score	1599
NPBHS mean score	1603
% NPBHS at or above NZ mean	55%
NPBHS range of scores	1243-1995
NPBHS average curriculum level	4B
Ministry ideal curriculum level for year 10 students	5B (1710)
% NPBHS boys at or above Ministry expectation	12%
Maori median score	1586
% Maori boys at or above NZ mean	40%
Maori range of scores	1302-1770

**Year 10 NCEA Literacy and Numeracy Pilot 2022**

Pilot 1 and 2	Numeracy	Writing	Reading
<b>Not Achieved</b>	30%	50%	23%
<b>Achieved</b>	70%	50%	77%

**JUNIOR NUMERACY**

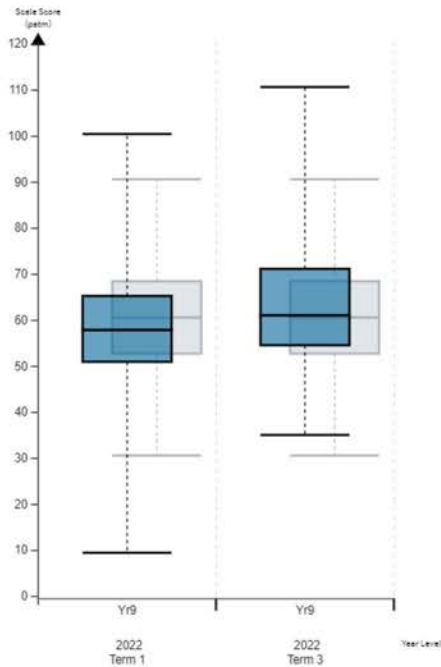
**PAT Mathematics Summary 2022**

**Year 9**

- Scale score showed an increase between Term 1 and Term 3 at the above the expected rate (compared to national data). *Note that testing was conducted at the end of Term 3 this year rather than during Term 4 to reduce over-assessing our Juniors with exams and PAT testing at the same time.*
- As in 2021, the NPBHS Year 9 cohort is slightly behind the national average in Term 1 but by the end of Term 3 they were achieving above the national average.
- Our students are more diverse than the national average - with a large range of scores from low to high.
- There has been a significant improvement in scores for the lowest quarter of students (the length of the whisker at the bottom of the plot is much improved).

**Blue box = NPBHS**

**Grey box = All NZ**



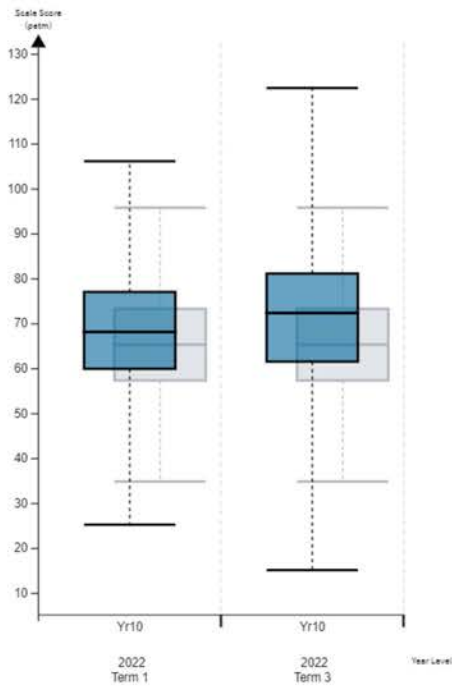
Year	Term	Year Level	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
2022	Term 1	9	306/307	59.3 (60.6)	11.9 (11.6)	100.5 (90.6)	65.3(68.5)	57.9 (60.6)	51.0(52.8)	9.5 (30.6)
2022	Term 3	9	306/306	63.6 (60.6)	13.1 (11.6)	110.7 (90.6)	71.2(68.5)	61.1 (60.6)	54.6(52.8)	35.1 (30.6)

**Year 10**

- The scale score showed an increase between Term 1 and Term 3 at a higher than expected rate (compared to national data); a pleasing result.
- As in the previous year, there is a larger spread in results later in the year - at the top end our students are achieving well above national levels
- It appears that at the bottom end, the lowest students have dropped away slightly but this is due to the testing results of one student. There was only one student with a test score of less than 42 in Term 3.

**Blue box = NPBHS**

**Grey box = All NZ**



Year	Term	Year Level	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
2022	Term 1	10	267/267	68.7 (65.4)	13.1 (11.8)	106.2 (95.9)	77.1(73.4)	68.2 (65.4)	60.0(57.4)	25.3 (34.9)
2022	Term 3	10	267/267	72.5 (65.4)	14.7 (11.8)	122.5 (95.9)	81.2(73.4)	72.4 (65.4)	61.6(57.4)	15.2 (34.9)

**HEAD OF FACULTY - RESULTS ANALYSIS BY LEARNING AREA**Arts and Languages**Art:**

- Overall good 14+ results, slight dip in L2/3 Photo
- Standards look comparable across National data as does Excellence level.
- Are L2/3 Photography students opting out of submitting work?

**Drama**

- Improvement on 14+ in all but L3 Drama
- SL not getting 14+ - do heights safety course
- Great pass rates, low excellence rates?

**Spanish**

- Good 14+ rates, a little down on 2021
- 90908 and 90911 L1 91148 and 91151 L2 and down - are these external?
- Excellence rates low?

**Music**

- L3 14+ Rates? What happened?
- 91092?
- Good excellence rates

**Te Reo**

- Great 14+ rates
- Excellence pass rates v national data,
- What about excellence rates?

English**Level 1**

- Internal course, Sport in ed and P class 14+ poor.
- External class down as well?
- Two standards for the external class down on Nat av?

**Level 2**

- What happened in English for industry?
- General English results worked well and were at the national average across the standards

**Level 3**

- What happened with the Film class a big drop in 14+
- 91427 for L3 english?

Health and PE**General comments**

- Lower than last year 14+ for most of the courses? Significantly lower for the APAT courses?
- L1APAT - Pass rates v National data are good however Excellence rates are well below?
- L1PE - 90963 and 90965?
- L2APAT - Pass rates v National data are good however Excellence rates are well below?
- L2PHED - 10-15% below on pass rate?
- Strong at L3 both pass and excellence rates

**Health**

- Comparable pass rates at both levels in most standards
- Excellence rates comparable as well

**Hospitality**

- Majorly different 14+ results? What happened?
- L1 Pass rates comparable to National in half the standards not in other half down about 10-15%
- L2.3 far more consistent with national data.

**ODE**

- Results good v national stats, if boys do it they pass by the looks of things
- L2 14+ needs to be looked at

**Mathematics****Level 1**

- +14 looking good with a good improvement in the internal class and P class
- 91207 results look strange compared to Nat av?

**Level 2**

- Calc +14 lower?
- Stats Excellence rates?
- Rates overall look good

**Level 3**

- L3 Calc rates down for 14+ as well?
- L3 Stats excellences?
- L3 Calc rates down on nat av 10%

**Science**

- Very good 14+ results and improving at L1
- Even general classes have done well in standards compared to the decile however 90940,44,48 were down on pass rates - are these externals?
- L2 Scief good vs national data, L3 Struggled a bit

**Ag Sci**

- A difficult group of boys that is growing. What can we do to assist here to get an improvement for these students?
- L1 needs to be a focus on how we get those boys through?

**Biology**

- L2 seemed to be an issue, results low on both 14+ and vs national data?
- L3 much better

**Chemistry**

- Similar to Bio - poor results at L2 - increased Cohort size an issue
- L3 Results very good

**Earth and Space**

- L2 Consistent results compared to last years 14+
- L3 Improvements pleasing
- Standards mostly comparable

**Physics**

- Similar to Bio - poor results at L2 - increased Cohort size an issue
- L3 Results very good

Can the Science faculty cope with increasing numbers of students? Especially in the specialized subjects. What's the L1 offer from Science next year. Given the Ag stats how/what do we offer to differentiate science for 2024? Lots of variety in Science in the new standards can we adapt these to suit our increasing cohorts?

Social Science**Commerce**

- 14+ Dropped at most levels - L3 Econ and L2/3 Accounting most worrying
- L1BUSSF - Internals consistent but Externals much lower?
- L1ECONF - Internals consistent but Externals much lower?
- L2/3 Accounting a concern area
- Financial planning looking better than last year

**Geography**

- 14+ an improvement on last year
- Standards v Decile are mainly very consistent with a couple of big differences in odd standards at each year

**History**

- Cohort data follows through for 14+ " need to get a higher rate from a "normal" class
- Poor standard results across everything other than classics. Understandable for AF but not for History?

Technology**Digital Technologies**

- 14+ Slightly down across the board - L3Dig biggest worry
- L1COSF pass rates poor v's national but improve significantly at L2/3
- Dig L1/2 - pass rates good and good v excellence rates but L3 poor in a couple of standards?

**Graphics**

- 14+ Good at higher levels, L1 poor
- L2 Excellence rates very good
- L3 Excellence rates?

**Electronics**

- 14+ Rates have jumped since 2021 - teacher?
- Most instances we are beating the decile with a couple of exceptions. Are these obese teachers are getting used to?

**Metal**

- 14+ mixed across the subjects and year groups - Metal generally did well but engineering struggled?
- Standards were generally comparable but Excellence rates in engineering were poor

**Wood**

- 14+ saw a decline across most subjects?
- L1 Wood very good
- Most standards about 5-10% below the decile?



## REPORTING ON THE PRINCIPLES OF BEING A GOOD EMPLOYER

<p>How have you met your obligations to provide good and safe working conditions?</p>	<p>Refer <i>Equal Employment Opportunities Policy C308</i></p> <ul style="list-style-type: none"> <li>• <i>Regular reviews</i></li> <li>• <i>Reporting process</i></li> </ul>
<p>What is in your equal employment opportunities programme? How have you been fulfilling this programme?</p>	<p>Refer <i>Equal Employment Opportunities Policy C308</i></p> <ul style="list-style-type: none"> <li>• <i>Ongoing raised awareness / shared information</i></li> <li>• <i>Headmaster oversees all employments to ensure a fair and equal process throughout all departments / units</i></li> </ul>
<p>How do you practice impartial selection of suitably qualified persons for appointment?</p>	<p>Refer <i>Equal Employment Opportunities Policy C308</i></p> <ul style="list-style-type: none"> <li>• <i>Informed interview panel</i></li> </ul>
<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>	<ul style="list-style-type: none"> <li>• <i>NPBHS is committed to the ongoing development of both existing and potential Maori leaders</i></li> <li>• <i>NPBHS has an ongoing celebration of te reo Maori and tikanga</i></li> </ul>
<p>How have you enhanced the abilities of individual employees?</p>	<ul style="list-style-type: none"> <li>• <i>Review process</i></li> <li>• <i>Support development opportunities</i></li> </ul>
<p>How are you recognising the employment requirements of women?</p>	<p>Refer <i>Equal Employment Opportunities Policy C308</i></p>
<p>How are you recognising the employment requirements of persons with disabilities?</p>	<ul style="list-style-type: none"> <li>• <i>Ongoing regular reviews</i></li> <li>• <i>Property modifications to support disabilities</i></li> </ul>

[Refer: NPBHS Equal Employment Opportunities Policy C308](#)



REPORTING ON EQUAL EMPLOYMENT OPPORTUNITIES (EEO) PROGRAMME/POLICY	YES
Do you operate an EEO programme/policy?	YES
Has this policy or programme been made available to staff?	YES
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	YES
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	YES
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	YES
Does your EEO programme/policy set priorities and objectives?	YES

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

## New Plymouth Boys' High School

# Statement of Comprehensive Revenue and Expenses

For the year ended 31 December 2022

	Notes	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>							
Government Grants	2	13,284,339	11,945,243	12,249,831	13,284,339	11,945,243	12,249,831
Locally Raised Funds	3	1,469,957	1,119,527	1,587,887	1,431,113	1,119,527	1,615,384
Interest Earned		97,507	52,000	44,196	97,507	52,000	44,196
Hostel	4	2,703,551	2,684,902	2,626,836	2,703,551	2,684,902	2,626,836
<b>Total revenue</b>		17,555,354	15,801,672	16,508,750	17,516,510	15,801,672	16,536,247
<b>Expenses</b>							
Locally Raised Funds	3	874,228	813,637	703,727	895,107	813,637	729,756
Hostel	4	2,559,321	2,611,700	2,242,973	2,559,321	2,611,700	2,242,973
Learning Resources	5	10,580,738	9,490,372	9,579,998	10,580,738	9,490,372	9,579,998
Administration	6	928,376	695,693	710,075	928,376	695,693	710,075
Finance		8,049	5,600	6,421	8,049	5,600	6,421
Property	7	2,180,689	2,180,920	1,727,733	2,180,689	2,180,920	1,727,733
Depreciation		-	-	520,328	-	-	520,328
<b>Total expenses</b>		17,131,401	15,797,922	15,491,255	17,152,280	15,797,922	15,517,284
<b>Net Surplus / (Deficit) for the year</b>		423,953	3,750	1,017,495	364,230	3,750	1,018,963
<b>Other Comprehensive Revenue and Expenses</b>							
<i>Item that will not be reclassified to surplus/deficit</i>							
Gain on equity investment revaluations		-	-	661,639	-	-	661,639
<b>Total other comprehensive revenue and expense</b>		-	-	661,639	-	-	661,639
<b>Total Comprehensive Revenue and Expense for the Year</b>		423,953	3,750	1,679,134	364,230	3,750	1,680,602

The above Consolidated Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes which form part of these financial statements.

## New Plymouth Boys' High School

# Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

Notes	2022		2021		2021	
	Actual	School Budget (Unaudited)	Actual	Actual	Group Budget (Unaudited)	Actual
	\$	\$	\$	\$	\$	\$
<b>Equity at 1 January</b>	5,036,298	4,356,250	4,492,728	5,564,681	4,356,250	5,019,643
Total comprehensive revenue and expense for the year	423,953	3,750	1,017,495	364,230	3,750	1,018,963
Contributions from the Ministry of Education						
Contribution - Furniture and Equipment Grant	-	130,000	26,075	-	130,000	26,075
Transfer to Reserve			(500,000)			(500,000)
<b>Equity at 31 December</b>	<b>5,460,251</b>	<b>4,490,000</b>	<b>5,036,298</b>	<b>5,928,911</b>	<b>4,490,000</b>	<b>5,564,681</b>
Accumulated comprehensive revenue and expense	5,460,251	4,490,000	5,036,298	5,928,911	4,490,000	5,564,681
Reserves	9,201,446	9,620,000	9,201,446	9,213,155	9,620,000	9,213,155
<b>Equity at 31 December</b>	<b>14,661,697</b>	<b>14,110,000</b>	<b>14,237,744</b>	<b>15,142,066</b>	<b>14,110,000</b>	<b>14,777,836</b>
<b>Reserve Movements Analysis</b>						
<b>Accumulated comprehensive revenue and expense</b>						
Balance at 1 January	5,036,298	4,356,250	4,492,728	5,564,681	4,356,250	5,019,643
Reserve Transfer		-	(500,000)		-	(500,000)
Furniture & Equipment grant	-	130,000	26,075	-	130,000	26,075
Surplus/(deficit) for the year	423,953	3,750	1,017,495	364,230	3,750	1,018,963
Balance 31 December	5,460,251	4,490,000	5,036,298	5,928,911	4,490,000	5,564,681
<b>Equity investment revaluation reserves</b>						
Balance at 1 January	9,201,446	9,620,000	8,039,807	9,213,155	9,620,000	8,051,516
Net change in fair value	-	-	661,639	-	-	661,639
Transfer to Reserve		-	500,000		-	500,000
Balance 31 December	9,201,446	9,620,000	9,201,446	9,213,155	9,620,000	9,213,155
<b>Total equity</b>	<b>14,661,697</b>	<b>14,110,000</b>	<b>14,237,744</b>	<b>15,142,066</b>	<b>14,110,000</b>	<b>14,777,836</b>

The above Consolidated Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

## New Plymouth Boys' High School

# Statement of Financial Position

For the year ended 31 December 2022

	Notes	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
<b>Current Assets</b>							
Cash and Cash Equivalents	8	583,408	715,000	662,627	611,772	715,000	673,319
Accounts Receivable	9	1,078,003	825,000	1,045,401	1,078,003	825,000	1,045,521
GST Receivable		100,161	55,000	105,223	100,164	55,000	105,224
Prepayments		92,118	85,000	201,482	92,118	85,000	201,482
Inventories	10	351,378	260,000	217,737	351,378	260,000	217,737
Investments	11	4,650,000	3,625,000	4,125,643	4,650,000	3,625,000	4,125,643
		6,855,068	5,565,000	6,358,113	6,883,435	5,565,000	6,368,926
<b>Current Liabilities</b>							
Accounts Payable	13	1,129,843	1,100,000	1,158,167	1,132,806	1,100,000	1,158,324
Revenue Received in Advance	14	430,873	100,000	323,921	430,873	100,000	323,921
Provision for Cyclical Maintenance	15	274,267	100,000	70,000	274,267	100,000	70,000
Painting Contract Liability	16	-	-	5,505	-	-	5,505
Finance Lease Liability	17	45,898	50,000	43,705	45,898	50,000	43,705
Funds held in Trust	18	133,870	80,000	42,417	133,870	80,000	42,417
Funds held for Capital Works Projects	19	155,985	340,000	(79,835)	155,985	340,000	(79,835)
Funds for Resource Teachers of Learning & Behaviour Services	21	99,833	50,000	71,844	99,833	50,000	71,844
		2,270,569	1,820,000	1,635,724	2,273,532	1,820,000	1,635,881
<b>Working Capital Surplus/(Deficit)</b>		4,584,499	3,745,000	4,722,389	4,609,903	3,745,000	4,733,045
<b>Non-current Assets</b>							
Investments					454,966		529,436
Property, Plant and Equipment	12	10,589,429	11,240,000	10,230,929	10,589,429	11,240,000	10,230,929
		10,589,429	11,240,000	10,230,929	11,044,395	11,240,000	10,760,365
<b>Non-current Liabilities</b>							
Provision for Cyclical Maintenance	15	195,633	600,000	365,633	195,633	600,000	365,633
Painting Contract Liability	16	-	-	-	-	-	-
Finance Lease Liability	17	41,099	25,000	53,466	41,099	25,000	53,466
Funds held in Trust	18	275,500	250,000	296,475	275,500	250,000	296,475
		512,232	875,000	715,574	512,232	875,000	715,574
<b>Net Assets</b>		14,661,696	14,110,000	14,237,744	15,142,066	14,110,000	14,777,836
<b>Equity:</b>							
Accumulated comprehensive revenue and expense	20	5,460,251	4,490,000	5,036,298	5,928,911	4,490,000	5,564,681
Equity investment revaluation reserves		9,201,446	9,620,000	9,201,446	9,213,155	9,620,000	9,213,155
<b>Total equity</b>		14,661,697	14,110,000	14,237,744	15,142,066	14,110,000	14,777,836

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

## New Plymouth Boys' High School

# Statement of Cash Flows

For the year ended 31 December 2022

	Notes	2022	School	2021	2022	Group	2021
		Actual	2022 Budget (Unaudited)	Actual	Actual	2022 Budget (Unaudited)	Actual
		\$	\$	\$	\$	\$	\$
<b>Cash flows from Operating Activities</b>							
Government Grants		3,611,171	3,020,000	3,096,187	3,611,171	3,020,000	3,096,187
Locally Raised Funds		1,302,649	965,000	1,522,047	1,314,675	965,000	1,502,047
Hostel		2,876,323	2,700,000	2,572,254	2,876,323	2,700,000	2,572,254
International Students		77,835	120,000	167,833	77,835	120,000	167,833
Goods and Services Tax (net)		5,062	(122,000)	(8,199)	5,062	(122,000)	(8,199)
Payments to Employees		(3,210,114)	(3,000,000)	(2,467,924)	(3,210,114)	(3,000,000)	(2,467,924)
Payments to Suppliers		(3,719,416)	(3,150,000)	(3,652,884)	(3,727,369)	(3,150,000)	(3,662,455)
Interest Paid		(8,049)	-	(53,103)	(8,049)	-	(53,103)
Cyclical Maintenance Payments in the Year		(16,952)	(5,000)	(6,421)	(16,952)	(5,000)	(6,421)
Interest Received		79,293	32,000	43,900	79,293	32,000	52,608
Net cash from / (to) the Operating Activities		997,802	560,000	1,213,690	1,001,875	560,000	1,192,827
<b>Cash flows from Investing Activities</b>							
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	-	-	-	-
Purchase of Property Plant & Equipment (and Intangibles)		(872,944)	(585,000)	(455,302)	(872,944)	(585,000)	(455,302)
Purchase of Investments		(524,357)	-	(501,620)	(524,357)	-	(501,620)
Proceeds from Sale of Investments		-	-	-	13,600	-	-
Net cash from / (to) the Investing Activities		(1,397,301)	(585,000)	(956,922)	(1,383,701)	(585,000)	(956,922)
<b>Cash flows from Financing Activities</b>							
Furniture and Equipment Grant		-	130,000	26,075	-	130,000	26,075
Finance Lease Payments		(8,502)	(20,000)	(10,814)	(8,502)	(20,000)	(10,814)
Painting contract payments		(5,505)	-	(42,627)	(5,505)	-	(42,627)
Funds Administered on Behalf of Third Parties		334,287	(50,000)	(304,503)	334,287	(50,000)	(304,503)
Funds Held for capital Works		-	150,000	-	-	150,000	-
Other Cash Flow from Financing Activities		-	(20,000)	-	-	(20,000)	13,833
Net cash from / (to) Financing Activities		320,280	190,000	(331,869)	320,280	190,000	(318,036)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(79,219)</b>	<b>165,000</b>	<b>(75,101)</b>	<b>(61,546)</b>	<b>165,000</b>	<b>(82,131)</b>
Cash and cash equivalents at the beginning of the year	8	662,627	550,000	737,728	673,319	550,000	755,450
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>583,408</b>	<b>715,000</b>	<b>662,627</b>	<b>611,773</b>	<b>715,000</b>	<b>673,319</b>

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

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

## New Plymouth Boys' High School

# Notes to the Group Financial Statements

For the year ended 31 December 2022

### 1. Statement of Accounting Policies

#### a) Reporting Entity

New Plymouth Boys' High 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 New Plymouth Boys' High School (the 'Group') consists of New Plymouth Boys' High School and its subsidiary trust. The subsidiary is a School Trust ('Trust') which supports the school by raising funds and making donations for the school.

The School's subsidiary is incorporated and domiciled in New Zealand.

#### b) Basis of Preparation

##### Reporting Period

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

##### Basis of Consolidation

The consolidated financial statements are prepared by adding together like items of assets, liabilities, equity, revenue, expenses, and cash flows of entities in the group on a line-by-line basis. All intra-group balances, transactions, revenue, and expenses are eliminated on consolidation. Details of investment in subsidiaries are set out in Note 26.

##### Subsidiaries

Subsidiaries are entities controlled by the Group. The Group 'controls' an entity when it is exposed, or has rights, to variable benefits from its involvement with the other entity and has the ability to affect the nature or amount of those benefits through

its power over the other entity. The financial statements of subsidiaries are included in the consolidated financial statements from the date on which control commences until the date on which control ceases.

Changes in the Group's interest in a subsidiary that do not result in a loss of control are accounted for as transactions with owners in their capacity as owners.

When the Group loses control over a subsidiary, it derecognises the assets and liabilities of the subsidiary, and any related non-controlling interests and other components of equity. Any resulting gain or loss is recognised in surplus or deficit. Any interest retained in the former subsidiary is measured at fair value when control is lost.

#### 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 consolidated 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 Group 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 Group qualifies for Tier 2 as the group 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 consolidated financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

**Presentation Currency**

These consolidated 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 consolidated financial statements are set out below.

**Critical Accounting Estimates And Assumptions**

The preparation of financial statements requires management to make judgments, 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 15.

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

The Group reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The Group believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

**Critical Judgments in applying accounting policies**

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

**Classification of leases**

Determining whether a lease is a finance lease or an operating lease requires judgment 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. Judgment 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 17. There are no future operating lease commitments.

**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.

**Consolidation of entities**

The group consolidates entities based on whether the School has established control of the subsidiary. The subsidiaries which are controlled are disclosed in Note 25.

**c) Revenue Recognition****Government Grants**

The Group 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 Group 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 Group has the rights to the funding in the salary period they relate to. The grants are not received in cash by the Group and are paid directly to teachers by the Ministry of Education.

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period they relate to. 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. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

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

**Other Grants**

"Other grants are recorded as revenue when the Group 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 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. Interest revenue is accrued using the effective interest method.

**d) Operating Lease Payments**

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

**e) 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.

**f) 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.

**g) Accounts Receivable**

Short-term receivables are recorded at the amount due, less an allowance for expected 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.

**h) Inventories**

Inventories are consumable items held for sale and comprised of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net

realisable value is recorded as an expense in the Consolidated Statement of Comprehensive Revenue and Expense in the period of the write down.

**i) 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.

Equity investments are designated at initial recognition at fair value through other comprehensive revenue and expense because they are investments that the group intends to hold for long term strategic purposes. They are initially measured at fair value plus transaction costs. They are subsequently measured at their fair value with gains and losses recognised in other comprehensive revenue and expense. When sold, the cumulative gain or loss previously recognised in other comprehensive revenue and expense is transferred within equity to accumulated surplus/(deficit).

The Group has met the requirements of Section 154 (2)(b) (ii) of the Education and Training Act 2020 in relation to the acquisition of investment securities.

**j) Property, Plant and Equipment**

Land and buildings owned by the Crown are excluded from these consolidated 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 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 Consolidated 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 Consolidated Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building improvements	10–75 years
Board Owned Buildings	10–75 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

## k) Intangible Assets

### Software costs

Computer software acquired by the Group are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance and research expenditure are recognised as an expense in the Consolidated Statement of Comprehensive Revenue and Expense when incurred.

### Fees to access the supplier's application software in a SaaS arrangement:

Where the SaaS contract only gives the school the right to receive access to the supplier's application software, costs associate with the licence would be expensed when incurred due to a lack of control over an identified asset. When the Group receives rights beyond right of access, this could indicate that the Group has an intangible asset, if the definition and recognition criteria under PBE IPSAS 31 are satisfied.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Consolidated Statement of Comprehensive Revenue and Expense.

## l) Impairment of property, plant, and equipment and intangible assets

The Group 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 Group estimates the asset's recoverable service amount. 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.

In determining fair value less costs to sell the group engages an independent valuer to assess market value based on the best available information. The valuation is based on [details of the valuer's approach to determining market value (i.e. what valuation techniques have been employed, comparison to recent market transaction etc.)].

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. 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.

## m) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the Group 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.

## n) Employee Entitlements

### Short-term employee entitlements

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

### Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before 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. Re-measurements are recognised in surplus or deficit in the period in which they arise.

**o) Revenue Received in Advance**

Revenue received in advance relates to fees received from [international, hostel students and grants received] (delete as appropriate) where there are unfulfilled obligations for the Group to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

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

**p) Funds Held in Trust**

Funds are held in trust where they have been received by the Group for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Consolidated Statement of Revenue and Expense.

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

**q) Funds Held for Capital Works**

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

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

**r) Shared Funds**

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

**s) Provision for Cyclical Maintenance**

The property from which the Group 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 Group sites in a state of good order and repair.

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

The group carries out painting maintenance of the whole school over a 7 to 10 year period, the economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

**t) Financial Instruments**

The Group'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' for accounting purposes in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the group may irrevocably elect to present subsequent changes in the investment's 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 surplus or deficit 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 surplus or deficit.

The Group's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract 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 surplus or deficit.

**u) 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.

**v) Goods and Services Tax (GST)**

"The consolidated 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 consolidated statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

**w) Budget Figures**

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

**x) Services received in Kind**

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

## 2. Government Grants

	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	3,517,223	2,988,912	3,027,899	3,517,223	2,988,912	3,027,899
Teachers' Salaries Grants	8,227,707	7,380,000	7,808,188	8,227,707	7,380,000	7,808,188
Use of Land and Buildings Grants	1,462,466	1,500,000	1,337,712	1,462,466	1,500,000	1,337,712
Other Government Grants	76,943	76,331	76,032	76,943	76,331	76,032
	<b>13,284,339</b>	<b>11,945,243</b>	<b>12,249,831</b>	<b>13,284,339</b>	<b>11,945,243</b>	<b>12,249,831</b>

The school has continued to opt in to the donations scheme for 2022. Total amount received was \$211,650.

## 3. Locally Raised Funds

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

	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>						
Donations and Bequests	126,940	71,000	549,416	126,940	71,000	549,416
Fundraising & Community Grants	-	-	43,367	-	-	43,367
Other Revenue	242,737	79,400	147,793	242,737	79,400	147,793
Trading	289,252	284,800	282,674	289,252	284,800	282,674
Fees for Extra Curricular Activities	667,373	565,900	428,948	667,373	565,900	428,948
International Student Fees	143,655	118,427	135,689	143,655	118,427	135,689
Centennial Trust Income				(38,844)		27,497
	<b>1,469,957</b>	<b>1,119,527</b>	<b>1,587,887</b>	<b>1,431,113</b>	<b>1,119,527</b>	<b>1,615,384</b>
<b>Expenses</b>						
Extra Curricular Activities costs	543,214	512,400	389,509	543,214	512,400	389,509
Trading	230,737	216,800	237,912	230,737	216,800	237,912
Fundraising and Community Grant Costs						
Other Locally Raised Funds Expenditure						
International Student - Student Recruitment	31,766	10,000	6,478	31,766	10,000	6,478
International Student - Employee Benefit - Salaries	56,769	54,496	55,763	56,769	54,496	55,763
International Student - Other Expenses	11,742	19,941	14,065	11,742	19,941	14,065
Centennial Trust Expenses				20,879		26,029
	<b>874,228</b>	<b>813,637</b>	<b>703,727</b>	<b>895,107</b>	<b>813,637</b>	<b>729,756</b>
<b>Surplus for the year Locally raised funds</b>	<b>595,729</b>	<b>305,890</b>	<b>884,160</b>	<b>536,006</b>	<b>305,890</b>	<b>885,628</b>

During the year the School hosted 8 International students (2021:7)

The International Director undertook the following Board approved travel in relation to international students in 2022: Germany and Austria in September and October 2022

A two week trip that included reconnecting with agents and meeting parents of prospective students for 2024. It included the attendance of two fairs with Study Nelson; Vietnam and Thailand in November in 2022:

The attendance at Education NZ fair in Vietnam and Thailand and the Thailand Education Agents fair in Bangkok as well as visiting a school and fair in Chiang Mai. This involved the reconnection to agents and parents in South East Asia. The cost of this travel totalled \$20,000.

### 4. Hostel Revenue and Expenses

**Hostel Financial Performance**

Hostel Full Boarders  
Hostel Weekly Boarders

	2022 Actual Number	School 2022 Budget (Unaudited) Number	2021 Actual Number	2022 Actual Number	Group 2022 Budget (Unaudited) Number	2021 Actual Number
	180	177	177	180	177	177

	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>						
Hostel Fees	2,073,221	2,075,756	2,019,397	2,073,221	2,075,756	2,019,397
Other Revenue	630,330	609,146	534,704	630,330	609,146	534,704
Other Revenue Government Grant	-	-	72,735	-	-	72,735
	2,703,551	2,684,902	2,626,836	2,703,551	2,684,902	2,626,836
<b>Expenses</b>						
Other Hostel Expenses	719,973	654,251	648,726	719,973	654,251	648,726
Administration	100,912	114,766	170,017	100,912	114,766	170,017
Property	336,614	334,457	291,652	336,614	334,457	291,652
Depreciation	245,645	296,440		245,645	296,440	
Employee Benefit - Salaries	1,156,177	1,211,786	1,132,578	1,156,177	1,211,786	1,132,578
	2,559,321	2,611,700	2,242,973	2,559,321	2,611,700	2,242,973
<b>Surplus/ (Deficit) for the year Hostel</b>	144,230	73,202	383,863	144,230	73,202	383,863

### 5. Learning Resources

Curricular  
Extra-curricular activities  
Information and Communication Technology  
Library Resources  
Employee Benefits - Salaries  
Staff Development  
Depreciation

	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	868,401	863,676	793,967	868,401	863,676	793,967
Extra-curricular activities	182,227	142,396	194,955	182,227	142,396	194,955
Information and Communication Technology	130,709	110,000	85,590	130,709	110,000	85,590
Library Resources	1,098	-	181	1,098	-	181
Employee Benefits - Salaries	9,014,764	8,018,300	8,420,296	9,014,764	8,018,300	8,420,296
Staff Development	71,557	56,000	85,009	71,557	56,000	85,009
Depreciation	311,982	300,000	-	311,982	300,000	-
	10,580,738	9,490,372	9,579,998	10,580,738	9,490,372	9,579,998

### 6. Administration

Audit Fee  
Board Fees  
Communication  
Consumables  
Legal Fees  
Other  
Employee Benefits - Salaries  
Insurance  
Service Providers, Contractors and Consultancy

	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	9,034	9,165	10,022	9,034	9,165	10,022
Board Fees	8,926	13,000	5,400	8,926	13,000	5,400
Communication	62,335	31,000	29,979	62,335	31,000	29,979
Consumables	1,220	1,500	1,099	1,220	1,500	1,099
Legal Fees	690	-	1,820	690	-	1,820
Other	202,202	101,278	102,130	202,202	101,278	102,130
Employee Benefits - Salaries	619,933	510,250	532,643	619,933	510,250	532,643
Insurance	21,715	26,000	22,669	21,715	26,000	22,669
Service Providers, Contractors and Consultancy	2,321	3,500	4,313	2,321	3,500	4,313
	928,376	695,693	710,075	928,376	695,693	710,075

## 7. Property

	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	202,873	190,000	189,087	202,873	190,000	189,087
Cyclical Maintenance Provision	51,921	108,000	(148,860)	51,921	108,000	(148,860)
Grounds	53,195	42,200	33,157	53,195	42,200	33,157
Heat, Light and Water Rates	52,920	53,500	50,632	52,920	53,500	50,632
Repairs and Maintenance	12,498	14,000	11,782	12,498	14,000	11,782
Use of Land and Buildings	129,090	121,600	106,384	129,090	121,600	106,384
Security	1,462,466	1,500,000	1,337,712	1,462,466	1,500,000	1,337,712
Employee Benefits - Salaries	468	500	468	468	500	468
	215,258	151,120	147,371	215,258	151,120	147,371
	<u>2,180,689</u>	<u>2,180,920</u>	<u>1,727,733</u>	<u>2,180,689</u>	<u>2,180,920</u>	<u>1,727,733</u>

The use of land and buildings figure represents 5% of the Group's total property value. This is used as a 'proxy' for the market rental of the property. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

## 8. Cash and Cash Equivalents

	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Cash on Hand	842	-	1,115	842	-	1,115
Bank Accounts	582,566	715,000	661,512	610,930	715,000	672,204
Cash equivalents and bank overdraft for Consolidated Cash Flow Statement	<u>583,408</u>	<u>715,000</u>	<u>662,627</u>	<u>611,772</u>	<u>715,000</u>	<u>673,319</u>

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

Of the \$583,408 Cash and Cash Equivalents, \$155,986 is held by the Group on behalf of the Ministry of Education. These funds have been provided for the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent - 2022-2023 on Crown owned Group buildings.

Of the \$583,408 Cash and Cash Equivalents, \$99,833 is held by the Group on behalf of the RTLB Service.

## 9. Accounts Receivable

	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	88,268	100,000	126,928	88,268	100,000	126,928
Sundry Receivables	34,930	-	16,266	34,930	-	16,386
Teacher Salaries Grant Receivable	954,805	725,000	902,207	954,805	725,000	902,207
	<u>1,078,003</u>	<u>825,000</u>	<u>1,045,401</u>	<u>1,078,003</u>	<u>825,000</u>	<u>1,045,521</u>
Receivables from Exchange Transactions	123,198	100,000	143,194	123,198	100,000	143,314
Receivables from Non-Exchange Transactions	954,805	725,000	902,207	954,805	725,000	902,207
	<u>1,078,003</u>	<u>825,000</u>	<u>1,045,401</u>	<u>1,078,003</u>	<u>825,000</u>	<u>1,045,521</u>

## 10. Inventories

	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
School Uniforms and Technology Department Supplies	344,152	260,000	204,961	344,152	260,000	204,961
Kitchen	7,226		12,776	7,226		12,776
	<u>351,378</u>	<u>260,000</u>	<u>217,737</u>	<u>351,378</u>	<u>260,000</u>	<u>217,737</u>

## 11. Investments

The Group and School's investments are classified as follows:

	2022 Actual	School 2022 Budget (Unaudited)	2021 Actual	2022 Actual	Group 2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$	\$	\$	\$
Current Asset						
Short-term Bank Deposits	4,650,000	3,625,000	4,125,643	4,650,000	3,625,000	4,125,643
	4,650,000	3,625,000	4,125,643	4,650,000	3,625,000	4,125,643
Non-current Asset						
Long-term Bank Deposits				454,966		529,436
Equity Investments				454,966		529,436
	-	-	-	454,966	-	529,436
Total Investments	4,650,000	3,625,000	4,125,643	5,104,966	3,625,000	4,655,079

## 12. Property, Plant and Equipment

### GROUP

	Opening Balance (Net Book Value)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
<b>2022</b>						
Buildings	1,325,575				40,824	1,284,751
Building Improvements	48,810	130,225			6,674	172,361
Miscellaneous Infrastructural Assets	-	122,835			1,746	121,089
Hostel	7,804,740	204,876			245,645	7,763,971
Furniture and Equipment	639,541	263,492			105,840	797,193
Information and Communication Technology	250,112	119,818			124,268	245,663
Motor Vehicles	126,343	74,882			25,001	176,223
Textbooks	13,198				3,298	9,900
Library Resources	22,610				4,331	18,279
						-
<b>Balance at 31 December 2022</b>	10,230,929	916,128	-	-	557,626	10,589,430

### GROUP

	2022 Cost or Valuation	2022 Accumulated Depreciation	2022 Net Book Value	2021 Cost or Valuation	2021 Accumulated Depreciation	2021 Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	1,543,758	(259,007)	1,284,751	9,127,658	(251,932)	8,875,725
Building Improvements	184,601	(12,241)	172,361	91,376	(5,566)	85,810
Miscellaneous Infrastructural Assets	122,835	(1,746)	121,089	-	-	-
Hostel	8,655,945	(891,974)	7,763,971	-	-	-
Furniture and Equipment	1,986,878	(1,189,684)	797,194	2,448,961	(1,632,818)	816,144
Information and Communication Technology	1,268,948	(1,023,285)	245,663	1,295,060	(1,034,577)	260,483
Motor Vehicles	248,388	(72,165)	176,223	273,841	(116,882)	156,959
Textbooks	416,604	(406,704)	9,900	416,604	(403,406)	13,198
Library Resources	55,429	(37,150)	18,279	55,429	(32,819)	22,610
						-
<b>Balance at 31 December 2022</b>	14,483,385	(3,893,956)	10,589,429	13,708,929	(3,478,000)	10,230,929

### SCHOOL

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
<b>2022</b>						
Buildings	1,325,575				40,824	1,284,751
Building Improvements	48,810	130,225			6,674	172,361
Miscellaneous Infrastructural Assets	-	122,835			1,746	121,089
Hostel	7,804,740	204,876			245,645	7,763,971
Furniture and Equipment	639,541	263,492			105,840	797,193
Information and Communication Technology	250,112	119,818			124,268	245,663
Motor Vehicles	126,343	74,882			25,001	176,223
Textbooks	13,198				3,298	9,900
Library Resources	22,610				4,331	18,279
						-
<b>Balance at 31 December 2022</b>	10,230,929	916,128	-	-	557,627	10,589,430

### SCHOOL

	2022 Cost or Valuation	2022 Accumulated Depreciation	2022 Net Book Value	2021 Cost or Valuation	2021 Accumulated Depreciation	2021 Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	1,543,758	(259,007)	1,284,751	9,127,658	(251,932)	8,875,725
Building Improvements	184,601	(12,241)	172,361	91,376	(5,566)	85,810
Miscellaneous Infrastructural Assets	122,835	(1,746)	121,089	-	-	-
Hostel	8,655,945	(891,974)	7,763,971	-	-	-
Furniture and Equipment	1,986,878	(1,189,684)	797,194	2,448,961	(1,632,818)	816,144
Information and Communication Technology	1,268,948	(1,023,285)	245,663	1,295,060	(1,034,577)	260,483
Motor Vehicles	248,388	(72,165)	176,223	273,841	(116,882)	156,959
Textbooks	416,604	(406,704)	9,900	416,604	(403,406)	13,198
Library Resources	55,429	(37,150)	18,279	55,429	(32,819)	22,610
						-
<b>Balance at 31 December</b>	14,483,385	(3,893,956)	10,589,429	13,708,929	(3,478,000)	10,230,929

The net carrying value of equipment held under a finance lease is \$86,997. (2021: \$97,171).

All Land and Buildings were independently valued at 27 October 2021 by Hutchins & Dick Limited, registered valuers, to comply with the Property Institute of New Zealand's Professional Practice Standards and International Valuation Standards. The principal valuer was Craig Morresey. This valuation indicated an increase in the value of the Land and Buildings as at 31 December 2021 to \$9,120,400 (an increase of \$661,639). All property was valued at its highest and best use to derive at their fair value.

### 13. Accounts Payable

	2022 Actual	School 2022 Budget (Unaudited)	2021 Actual	2022 Actual	Group 2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$	\$	\$	\$
Operating Creditors	59,549	375,000	129,463	62,512	375,000	129,620
Accruals	33,836		48,023	33,836		48,023
Employee Entitlements - Salaries	954,805	725,000	902,207	954,805	725,000	902,207
Employee Entitlements - Leave Accrual	81,653		78,474	81,653		78,474
	1,129,843	1,100,000	1,158,167	1,132,806	1,100,000	1,158,324
Payables for Exchange Transactions	1,129,843	1,100,000	1,158,167	1,132,806	1,100,000	1,158,324
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)				-	-	-
Payables for Non-exchange Transactions - Other				-	-	-
	1,129,843	1,100,000	1,158,167	1,132,806	1,100,000	1,158,324

The carrying value of payables approximates their fair value.

### 14. Revenue Received in Advance

	2022 Actual	School 2022 Budget (Unaudited)	2021 Actual	2022 Actual	Group 2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$	\$	\$	\$
International Student Fees in Advance	341,349	100,000	299,900	341,349	100,000	299,900
Hostel Fees in Advance	89,524	-	24,021	89,524	-	24,021
	430,873	100,000	323,921	430,873	100,000	323,921

### 15. Provision for Cyclical Maintenance

	2022 Actual	School and Group 2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Provision at the Start of the Year	435,633		637,595
Increase to the Provision During the Year	194,100		194,100
Use of the Provision During the Year	(17,654)		(53,102)
Other Adjustments	(142,179)		(342,930)
Provision at the End of the Year	469,900	-	435,663
Cyclical Maintenance - Current	274,267	100,000	70,000
Cyclical Maintenance - Non current	195,633	600,000	365,633
	469,900	700,000	435,633

### 16. Painting Contract Liability

	2022 Actual	School 2022 Budget (Unaudited)	2021 Actual	2022 Actual	Group 2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$	\$	\$	\$
Due within one year	-	-	5,505	-	-	5,505
Due after one year	-	-		-	-	
	-	-	5,505	-	-	5,505

The school has hired a permanent full-time painter to undertake the ongoing painting required to maintain the Ministry of Education buildings in good state.

## 17. Finance Lease Liability

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

	2022 Actual	School 2022 Budget (Unaudited)	2021 Actual	2022 Actual	Group 2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$	\$	\$	\$
No Later than One Year	51,775	53,735	50,507	51,775	50,000	50,507
Later than One Year and no Later than Five Years	43,686	26,865	57,652	43,686	25,000	57,652
Future Finance Charges	(8,464)	(5,600)	(10,988)	(8,464)	-	(10,988)
	<u>86,997</u>	<u>75,000</u>	<u>97,171</u>	<u>86,997</u>	<u>75,000</u>	<u>97,171</u>
<b>Represented by</b>						
Finance lease liability - Current	45,898	50,000	43,705	45,898	50,000	43,705
Finance lease liability - Non-current	41,099	25,000	53,466	41,099	25,000	53,466
	<u>86,997</u>	<u>75,000</u>	<u>97,171</u>	<u>86,997</u>	<u>75,000</u>	<u>97,171</u>

## 18. Funds Held in Trust

	2022 Actual	School 2022 Budget (Unaudited)	2021 Actual	2022 Actual	Group 2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	133,870	80,000	42,417	133,870	80,000	42,417
Funds Held in Trust on Behalf of Third Parties - Non-current	275,500	250,000	296,475	275,500	250,000	296,475
	<u>409,370</u>	<u>330,000</u>	<u>338,892</u>	<u>409,370</u>	<u>330,000</u>	<u>338,892</u>

These funds relate to arrangements where the school is acting as agent and therefore these are not included in the Consolidated Statement of Comprehensive Revenue and Expense.

## 19. Funds Held for Capital Works

During the year the School and Group 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 per note 9.

### School and GROUP

	2022	Opening Balances	Receipts from MoE	Payments	Board Contribution	Closing Balances
		\$	\$	\$		\$
U Block Replacement Project Number 213963		(180,395)	714,390	(378,010)	-	155,985
5YA Project Number 214803		98,659	-	(98,659)	-	-
SIP Project Number 224466		1,901	14,602	(16,503)	-	-
Totals		<u>(79,835)</u>	<u>728,992</u>	<u>(493,172)</u>	<u>-</u>	<u>155,985</u>

### Represented by:

Funds Held on Behalf of the Ministry of Education	155,985
Funds Receivable from the Ministry of Education	-

	2021	Opening Balances	Receipts from MoE	Payments	Board Contribution	Closing Balances
		\$	\$	\$	\$	\$
U Block Replacement Project Number 213963		(129,158)	540,000	(591,237)	-	(180,395)
5YA Project Number 214803		133,132	98,218	(132,691)	-	98,659
SIP Project Number 224466		164,003	99,512	(261,613)	-	1,901
Totals		<u>167,977</u>	<u>737,730</u>	<u>(985,541)</u>	<u>-</u>	<u>(79,835)</u>

### Represented by:

Funds Held on Behalf of the Ministry of Education	100,560
Funds Receivable from the Ministry of Education	(180,395)



## 20. Funds Held for RTLB Services

The 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.

School and GROUP	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Funds held at beginning of the year	71,844	50,000	111,007
<b>Revenue</b>			
Teachers' Salary Grant	2,664,722	2,500,000	2,684,795
Administration Grant	94,992	94,992	92,024
Learning Support Funding	168,295	168,295	164,995
Year 11-13 Funding	24,082	14,958	9,532
Travel Grant	139,043	139,044	139,081
Other Revenue	19,772	16,145	23,567
	<u>3,110,906</u>	<u>2,933,434</u>	<u>3,113,995</u>
Total funds available	3,182,750	2,983,434	3,225,002
<b>Expenses</b>			
Employee Benefit - Salaries	2,664,722	2,500,000	2,684,795
Administration	119,070	143,036	132,295
Learning Support	168,150	168,295	163,037
Travel	112,058	110,750	109,764
Other Expenses	18,917	11,353	63,266
	<u>3,082,917</u>	<u>2,933,434</u>	<u>3,153,157</u>
Purchase of Assets			
Funds Held at Year End	<u>99,833</u>	<u>50,000</u>	<u>71,844</u>
<b>Current Assets</b>			
Cash at bank	99,833	50,000	71,844
<b>Non Current Assets</b>			
Property Plant and Equipment			
<b>Total assets</b>	<u>99,833</u>	<u>50,000</u>	<u>71,844</u>
<b>Current Liabilities</b>			
Operating Creditors			
<b>Non Current Liabilities</b>			
Borrowings			
<b>Total Liabilities</b>	<u>-</u>	<u>-</u>	<u>-</u>
<b>Net Assets Transferred to Reserve</b>	<u>99,833</u>	<u>50,000</u>	<u>71,844</u>
<b>Equity</b>	<u>99,833</u>	<u>50,000</u>	<u>71,844</u>

## 21. Remuneration

Key management personnel compensation (School and Group)

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

	2022 Actual \$	2021 Actual \$
<b>Board Members - School</b>		
Remuneration	4,325	5,400
<b>Leadership Team</b>		
Remuneration	910,252	851,766
Full-time equivalent members	6	6
Total key management personnel remuneration	<u>914,577</u>	<u>857,166</u>

There are normally eight members of the Board excluding the Headmaster. The Board had held nine full meetings of the Board in the 2022 year. The Board also has a Finance Committee (which includes three Board members plus the Headmaster, and a Property Committee (which includes four Board members plus the Headmaster) that meet bi-monthly. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### Principal

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	220-230	200-210
Benefits and Other Emoluments	6-7	6-7

### Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
150-160	1.00	0.00
140-150	2.00	1.00
130-140	1.00	1.00
120-130	5.00	3.00
110-120	2.00	4.00
100-110	14.00	11.00
	<u>25.00</u>	<u>20.00</u>

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

## 22. Contingencies

There are no contingent liabilities and no contingent assets 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 school 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.

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.

## 23. Capital Commitments

### (a) Capital Commitments

As at 31 December 2022 the Board has entered into contract agreements for capital works as follows: As per the NPBHS BOT meeting held on the 26/10/2022 - Page BC948 / Item 1.3

\$110,000-00 excluding gst to make physical improvements to the Guidance Departments offices, reception plus meeting room. (This includes sound proofing, etc).

\$70,000-00 excluding gst to create additional offices within the library. (a) \$4,760,692 contract to have the U block replaced as agent for the Ministry of Education.

This project is fully funded by the Ministry and \$1,422,549 has been received of which \$1,266,563 has been spent on the project to balance date. This project has been approved by the Ministry.

### (b) Operating Commitments School and Group

As at 31 December 2022 the Board had entered into a 3 year contract with New Era for the provision of IT services. The cost of the contract is \$95k per annum.

## 24. Financial Instruments

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

	2022 Actual \$	School 2022 Budget (Unaudited) \$	2021 Actual \$	2022 Actual \$	Group 2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	583,408	715,000	662,627	611,772	715,000	673,319
Receivables	1,078,003	825,000	1,045,401	1,078,003	825,000	1,045,521
Investments - Term Deposits	4,650,000	3,625,000	4,125,643	5,104,966	3,625,000	4,655,079
<b>Total Financial Assets Measured at Amortised Cost</b>	<b>6,311,411</b>	<b>5,165,000</b>	<b>5,833,671</b>	<b>6,794,741</b>	<b>5,165,000</b>	<b>6,373,919</b>
<b>Financial liabilities measured at amortised cost</b>						
Payables	1,129,843	1,100,000	1,158,167	1,132,806	1,100,000	1,158,324
Finance Leases	86,997	-	97,171	86,997	-	97,171
Painting Contract Liability	-	-	5,505	-	-	5,505
<b>Total Financial Liabilities Measured at Amortised Cost</b>	<b>1,216,840</b>	<b>1,100,000</b>	<b>1,260,843</b>	<b>1,219,803</b>	<b>1,100,000</b>	<b>1,261,000</b>

## 25. Events After Balance Date

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

## 26. Investment in Subsidiaries

Details of the Group's material subsidiaries at the end of the reporting period are as follows.

Name of Subsidiary	Principal Activity	Place of incorporation and operation	Proportion of ownership interest and voting power held by the Group		Value of investment \$000	
			2022	2021	2022	2021
NPBHS Centennial Trust	Raising Funds	New Plymouth, New Zealand	100%	100%	100%	100%
				\$ 480,367	\$	540,091

All subsidiaries have 31 December balance dates, are 100% owned by the School, and are incorporated and domiciled in New Zealand.

The School controls the Trust for financial reporting purposes because, in substance, the school predetermined the objectives of the Trust at establishment and benefits from the Trust's complementary activities.

## 27. Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sports. New Plymouth Boys' High School received \$35,399.53 (excluding gst) in Kiwisport funding for the 2022 financial year. The funding was spent on the following:

1. The provision of specialist coaches and trainers to enhance the performance of the schools elite athletes
2. The provision of administrative support, to relieve the teachers of the burden of sports administration and thus allow them to focus on coaching and preparing teams for inter- collegiate and tournament competition.

The School maintains a sport participation level in excess of 70% with 55% of the teaching staff involved in the sporting programme in some capacity.

## 28. Compensation and Other Benefits on 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:

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

## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF *NEW PLYMOUTH BOYS' HIGH SCHOOL GROUP'S* FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

The Auditor-General is the auditor of *New Plymouth Boys' High School* and its controlled entities (collectively referred to as 'the Group'). The Auditor-General has appointed me, David Fraser, using the staff and resources of Silks Audit Chartered Accountants Limited, to carry out the audit of the financial statements of the Group on his behalf.

#### Opinion

We have audited the financial statements of the Group on pages 24 to 40, 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 Group:

- 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 with Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime

Our audit was completed on 31 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 Group 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 Group for assessing the Group's ability to continue as a going concern. The Board of Trustees is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the Group, 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 Group'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 Group'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 Group'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 Group 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 obtain sufficient appropriate audit evidence regarding the financial statements of the entities or business activities within the group to express an opinion on the consolidated financial statements. We are responsible for the direction, supervision and performance of the group audit. We remain solely responsible for our audit opinion.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arises from the Public Audit Act 2001.

### **Other information**

The Board is responsible for the other information. The other information comprises of the Statement of Financial Responsibility, Board of Trustees schedule included under the Group Directory page, Chairperson's Report, Strategic Plan 2019- 2023(2022 reviewed), the Academic Variance 2022 Report and Personnel Policy Compliance statement, but does not include the financial statements, Kiwisport statement included on page 40 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 Group 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 Group.

*David Fraser*

**David Fraser**  
**Silks Audit Chartered Accountants Ltd**  
**On behalf of the Auditor-General**  
**Whanganui, New Zealand**