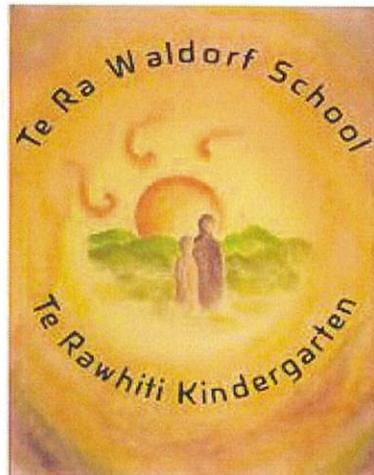


# TE RA WALDORF SCHOOL

## ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019



Ministry Number:	1613
Principal:	Andrea Sorger
School Address:	90 Poplar Avenue, Paraparaumu
School Postal Address:	90 Poplar Avenue, Paraparaumu 5032
School Phone:	04 299 0812
School Email:	<a href="mailto:principal@tera.school.nz">principal@tera.school.nz</a>
Accountant / Service Provider:	Accounting For Schools Limited

# TE RA WALDORF SCHOOL

Annual Report - For the year ended 31 December 2019

## Index

<b>Page</b>	<b>Statement</b>
	<b>Financial Statements</b>
1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 11	Statement of Accounting Policies
12 - 20	Notes to the Financial Statements
	<b>Other Information</b>
21	Members of the Board of Trustees
22	Kiwisport Statement
23	Analysis of Variance

**TE RA WALDORF SCHOOL**  
**Statement of Responsibility**  
**For the year ended 31 December 2019**

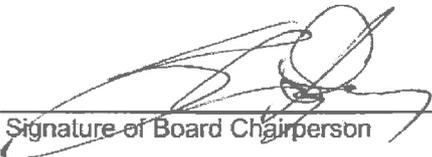
The Board of Trustees accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2019 fairly reflects the financial position and operations of the school.

The School's 2019 financial statements are authorised for issue by the Board.

Shelley Wrigley  
Full Name of Board Chairperson

  
Signature of Board Chairperson

8/6/2020  
Date:

Kerstin Wagner  
Full Name of Principal

  
Signature of Principal

8/6/2020  
Date:

# TE RA WALDORF SCHOOL

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Revenue</b>				
Government Grants	2	1,190,787	1,099,664	1,110,022
Locally Raised Funds	3	372,583	356,590	341,026
Use of Land and Buildings Integrated		187,200	187,200	187,200
Interest Earned		41	200	58
		<u>1,750,611</u>	<u>1,643,654</u>	<u>1,638,306</u>
<b>Expenses</b>				
Locally Raised Funds	3	40,775	14,700	44,292
Learning Resources	4	1,258,193	1,151,023	1,150,685
Administration	5	173,942	154,790	138,399
Finance		1,127	-	2,189
Property	6	308,320	310,087	310,166
Depreciation	7	12,706	-	18,593
		<u>1,795,063</u>	<u>1,630,600</u>	<u>1,664,324</u>
<b>Net Surplus / (Deficit) for the year</b>		(44,452)	13,054	(26,018)
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>(44,452)</u>	<u>13,054</u>	<u>(26,018)</u>

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

**TE RA WALDORF SCHOOL**  
Statement of Changes in Net Assets/Equity  
For the year ended 31 December 2019

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Balance at 1 January</b>	31,476	31,476	57,494
Total comprehensive revenue and expense for the year	(44,452)	13,054	(26,018)
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9	-	-	-
<b>Equity at 31 December</b>	<b>(12,976)</b>	<b>44,530</b>	<b>31,476</b>
Retained Earnings	(12,976)	44,530	31,476
<b>Equity at 31 December</b>	<b>(12,976)</b>	<b>44,530</b>	<b>31,476</b>

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

# TE RA WALDORF SCHOOL

## Statement of Financial Position

As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	11,671	14,030	2,779
Accounts Receivable	9	99,291	70,000	72,398
GST Receivable		-	5,000	4,799
Prepayments		-	2,000	2,289
		<u>110,962</u>	<u>91,030</u>	<u>82,265</u>
<b>Current Liabilities</b>				
Cash and Cash Equivalents	8	4,159	-	-
Accounts Payable	11	137,474	77,000	77,074
Finance Lease Liability - Current Portion	13	6,567	5,000	5,498
GST Payable		6,705	-	-
Revenue Received in Advance	12	2,000	-	-
		<u>156,905</u>	<u>82,000</u>	<u>82,572</u>
<b>Working Capital Surplus/(Deficit)</b>		(45,943)	9,030	(307)
<b>Non-current Assets</b>				
Property, Plant and Equipment	10	39,295	40,000	36,598
		<u>39,295</u>	<u>40,000</u>	<u>36,598</u>
<b>Non-current Liabilities</b>				
Finance Lease Liability	13	6,328	4,500	4,815
		<u>6,328</u>	<u>4,500</u>	<u>4,815</u>
<b>Net Assets</b>		<u>(12,976)</u>	<u>44,530</u>	<u>31,476</u>
<b>Equity</b>		<u>(12,976)</u>	<u>44,530</u>	<u>31,476</u>

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

# TE RA WALDORF SCHOOL

## Statement of Cash Flows

For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		329,111	291,437	287,584
Locally Raised Funds		364,278	357,375	338,065
Goods and Services Tax (net)		11,504	(201)	6,318
Payments to Employees		(482,625)	(451,700)	(438,653)
Payments to Suppliers		(203,628)	(181,645)	(192,205)
Interest Paid		(1,127)	-	(2,189)
Interest Received		41	200	58
Net cash from the Operating Activities		17,554	15,466	(1,022)
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of PPE (and Intangibles)		-	-	5,000
Purchase of PPE (and Intangibles)		(15,403)	(3,402)	(21,446)
Net cash to the Investing Activities		(15,403)	(3,402)	(16,446)
<b>Cash flows from Financing Activities</b>				
Lease Financing/(Payments)		2,582	(813)	3,505
Net cash from/(to) the Financing Activities		2,582	(813)	3,505
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>4,733</b>	<b>11,251</b>	<b>(13,964)</b>
Cash and cash equivalents at the beginning of the year	8	2,779	2,779	16,743
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>7,512</b>	<b>14,030</b>	<b>2,779</b>

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

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

# TE RA WALDORF SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2019

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Te Ra School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education Act 1989. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

##### b) Basis of Preparation

###### *Reporting Period*

The financial reports have been prepared for the period 1 January 2019 to 31 December 2019 and in accordance with the requirements of the Public Finance Act 1989.

###### *Basis of Preparation*

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

###### *Financial Reporting Standards Applied*

The Education Act 1989 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as "having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders".

###### *Standard early adopted*

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 24.

###### *PBE Accounting Standards Reduced Disclosure Regime*

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

###### *Measurement Base*

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

###### *Presentation Currency*

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

###### *Specific Accounting Policies*

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

###### *Critical Accounting Estimates And Assumptions*

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

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

# TE RA WALDORF SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2019

#### 1. Statement of Accounting Policies

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

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

##### **Critical Judgements in applying accounting policies**

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

##### *Classification of leases*

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

##### *Recognition of grants*

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

#### c) Revenue Recognition

##### **Government Grants**

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

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

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

##### **Other Grants**

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

Grants for the use of land and buildings are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Proprietor. Use of land and building grants are recorded as income in the period the school uses the land and buildings.

##### **Donations, Gifts and Bequests**

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

##### **Interest Revenue**

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

# TE RA WALDORF SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2019

#### 1. Statement of Accounting Policies

##### d) Use of Land and Buildings Expense

The property from which the School operates is owned by the Proprietor. The expense is based on an assumed market rental yield on the land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Proprietor.

##### e) Operating Lease Payments

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

##### f) 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.

##### g) 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.

##### h) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses. The school applies the simplified expected credit loss model of recognising lifetime expected credit losses for receivables. In measuring expected credit losses, short-term receivables have been assessed on a collective basis as they possess shared credit risk characteristics. They have been grouped based on the days past due. Short-term receivables are written off when there is no reasonable expectation of recovery. Indicators that there is no reasonable expectation of recovery include the debtor being in liquidation.

##### **Prior Year Policy**

*Accounts Receivable represents items that the School has issued invoices for or accrued for, but has not received payment for at year end. Receivables are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A receivable is considered uncollectable where there is objective evidence the School will not be able to collect all amounts due. The amount that is uncollectable (the provision for uncollectibility) is the difference between the amount due and the present value of the amounts expected to be collected.*

##### 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.

##### **Prior Year Policy**

*Bank term deposits for periods exceeding 90 days are classified as investments and are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.*

*Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards. Share investments are recognised initially by the School at fair value plus transaction costs. At balance date the School has assessed whether there is any evidence that an investment is impaired. Any impairment, gains or losses are recognised in the Consolidated Statement of Comprehensive Revenue and Expense.*

*After initial recognition any investments categorised as available for sale are measured at their fair value without any deduction for transaction costs the School may incur on sale or other disposal.*

# TE RA WALDORF SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2019

#### 1. Statement of Accounting Policies

##### j) Property, Plant and Equipment

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

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.

Property, plant and equipment acquired with individual values under \$500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

##### **Finance Leases**

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

##### **Depreciation**

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

The estimated useful lives of the assets are:

Furniture and equipment	5–15 years
Information and communication technology	2–5 years
Textbooks	5 years
Leased assets held under a Finance Lease	3 - 5 years
Library resources	12.5% Diminishing value

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

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

##### *Non cash generating assets*

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

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

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the

# TE RA WALDORF SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2019

#### 1. Statement of Accounting Policies

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.

##### l) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

##### m) 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 annual leave earned to but not yet taken at balance date.

##### n) Revenue Received in Advance

Revenue received in advance relates to grants received where there are unfulfilled obligations for the School. The grants are recorded as revenue as the obligations are fulfilled.

The School holds sufficient funds to enable the refund of the grants, should the School be unable to fulfill the obligations.

##### o) Financial Assets and Liabilities

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

Investments that are shares are categorised as "fair value through profit or loss" for accounting purposes in accordance with financial reporting standards.

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

##### p) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

# TE RA WALDORF SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2019

## 1. Statement of Accounting Policies

### q) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

### r) Services received in-kind

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



**TE RA WALDORF SCHOOL**  
Notes to the Financial Statements  
For the year ended 31 December 2019

**2. Government Grants**

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operational grants	258,622	269,872	264,741
Teachers' salaries grants	861,676	810,000	820,624
Other MoE Grants	70,489	19,792	21,746
Other government grants	-	-	2,911
	<u>1,190,787</u>	<u>1,099,664</u>	<u>1,110,022</u>

**3. Locally Raised Funds**

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Revenue</b>			
Donations	42,225	47,000	41,519
Bequests & Grants	229,658	291,690	276,000
One Foundation Grant	3,000	-	-
Activities	24,335	16,500	21,830
Fundraising	2,127	-	-
Trading	7,011	-	-
Other Revenue	64,227	1,400	1,677
	<u>372,583</u>	<u>356,590</u>	<u>341,026</u>
<b>Expenses</b>			
Activities	39,340	14,700	44,292
Trading	1,435	-	-
	<u>40,775</u>	<u>14,700</u>	<u>44,292</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>331,808</u>	<u>341,890</u>	<u>296,734</u>

**4. Learning Resources**

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Curricular	34,753	35,600	44,242
Library resources	104	400	-
Employee benefits - salaries	1,217,619	1,109,023	1,102,401
Staff development	5,717	6,000	4,042
	<u>1,258,193</u>	<u>1,151,023</u>	<u>1,150,685</u>

**TE RA WALDORF SCHOOL**  
Notes to the Financial Statements  
For the year ended 31 December 2019

**5. Administration**

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	4,100	4,000	4,000
Board of Trustees Expenses	1,617	2,000	-
Communication	3,619	4,200	3,198
Consumables	7,354	4,200	6,260
Operating Lease	-	4,000	-
Other	31,838	31,300	37,470
Employee Benefits - Salaries	115,854	101,090	84,289
Service Providers, Contractors and Consultancy	9,560	4,000	3,182
	<u>173,942</u>	<u>154,790</u>	<u>138,399</u>

**6. Property**

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	14,583	16,300	13,870
Consultancy and Contract Services	26,180	25,000	26,415
Grounds	1,280	2,000	638
Heat, Light and Water	22,056	17,500	15,963
Repairs and Maintenance	11,187	10,000	10,416
Use of Land and Buildings	187,200	187,200	187,200
Security	575	500	627
Employee Benefits - Salaries	45,259	51,587	55,037
	<u>308,320</u>	<u>310,087</u>	<u>310,166</u>

The use of land and buildings figure represents 8% of the school's total property value. This is used as a 'proxy' for the market rental of the property.

**7. Depreciation**

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Furniture and Equipment	6,838	-	10,406
Information and Communication Technology	359	-	359
Leased Assets	5,067	-	7,021
Library Resources	442	-	807
	<u>12,706</u>	<u>-</u>	<u>18,593</u>

**TE RA WALDORF SCHOOL**  
Notes to the Financial Statements  
For the year ended 31 December 2019

**8. Cash and Cash Equivalents**

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash on Hand	500	200	200
Bank Current Accounts	11,171	13,830	2,579
Bank Call Account	-	-	-
Bank Overdraft	(4,159)	-	-
Cash and cash equivalents for Statement of Cash Flow	<u>7,512</u>	<u>14,030</u>	<u>2,779</u>

**9. Accounts Receivable**

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	26,090	15,000	15,785
Receivables from the Ministry of Education	1,773	-	1,773
Teacher Salaries Grant Receivable	71,428	55,000	54,840
	<u>99,291</u>	<u>70,000</u>	<u>72,398</u>
Receivables from Exchange Transactions	26,090	15,000	15,785
Receivables from Non-Exchange Transactions	73,201	55,000	56,613
	<u>99,291</u>	<u>70,000</u>	<u>72,398</u>

**10. Property, Plant and Equipment**

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2019</b>						
Furniture and Equipment	23,647	3,137	-	-	(6,838)	19,946
Information and Communication Technology	545	-	-	-	(359)	186
Textbooks	281	-	-	-	-	281
Leased Assets	9,774	10,271	-	-	(5,067)	14,978
Library Resources	2,351	1,994	-	-	(442)	3,903
<b>Balance at 31 December 2019</b>	<u>36,598</u>	<u>15,402</u>	<u>-</u>	<u>-</u>	<u>(12,706)</u>	<u>39,295</u>

The net carrying value of equipment held under a finance lease is \$14,978 (2018: \$9,774).

**TE RA WALDORF SCHOOL**  
Notes to the Financial Statements  
For the year ended 31 December 2019

**10. Property, Plant and Equipment (Cont.)**

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
<b>2019</b>			
Furniture and Equipment	228,738	(208,792)	19,946
Information and Communication Technology	5,562	(5,375)	187
Textbooks	281	-	281
Leased Assets	37,795	(22,817)	14,978
Library Resources	42,659	(38,756)	3,903
<b>Balance at 31 December 2019</b>	<u>315,035</u>	<u>(275,740)</u>	<u>39,295</u>

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2018</b>						
Furniture and Equipment	30,332	3,720	-	-	(10,406)	23,647
Information and Communication Technology	905	-	-	-	(359)	545
Textbooks	281	-	-	-	-	281
Leased Assets	15,426	1,369	-	-	(7,021)	9,774
Library Resources	943	2,214	-	-	(807)	2,351
<b>Balance at 31 December 2018</b>	<u>47,887</u>	<u>7,303</u>	<u>-</u>	<u>-</u>	<u>(18,593)</u>	<u>36,598</u>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
<b>2018</b>			
Furniture and Equipment	225,600	(201,954)	23,647
Information and Communication Technology	5,562	(5,016)	545
Textbooks	17,307	(17,099)	208
Leased Assets	21,376	(11,601)	9,774
Library Resources	23,638	(21,215)	2,424
<b>Balance at 31 December 2018</b>	<u>293,483</u>	<u>(256,885)</u>	<u>36,598</u>

**TE RA WALDORF SCHOOL**  
Notes to the Financial Statements  
For the year ended 31 December 2019

**11. Accounts Payable**

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating creditors	25,115	11,500	11,702
Accruals	6,500	10,500	10,532
Employee Entitlements - salaries	92,984	55,000	54,840
Employee Entitlements - leave accrual	12,875	-	-
	<u>137,474</u>	<u>77,000</u>	<u>77,074</u>
Payables for Exchange Transactions	137,474	77,000	77,074
	<u>137,474</u>	<u>77,000</u>	<u>77,074</u>

The carrying value of payables approximates their fair value.

**12. Revenue Received in Advance**

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Grants in Advance	2,000	-	-
	<u>2,000</u>	<u>-</u>	<u>-</u>

Revenue Received in advance is related to McCarthy Trust Grant for 2020 Library Books.

**13. Finance Lease Liability**

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	6,567	5,000	5,498
Later than One Year and no Later than Five Years	6,328	4,500	4,815
	<u>12,895</u>	<u>9,500</u>	<u>10,313</u>

# TE RA WALDORF SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2019

### 14. Related Party Transactions

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

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

The Proprietor of the School (The Kapiti Waldorf Trust) is a related party of the Board because the proprietor appoints representatives to the Board, giving the proprietor significant influence over the Board. Any services or contributions between the Board and Proprietor have been disclosed appropriately, if the proprietor collects funds on behalf of the school (or vice versa) the amounts are disclosed.

The Proprietor provides land and buildings free of charge for use by the Board as noted in Note 1(d). The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as "Use of land and buildings", both as revenue and an expense (see note 6).

Under an agency agreement, the Proprietor collects funds on behalf of the School. These include special character donations payable to the Proprietor and only funds transferred to the school are shown in the financial statements of the school. The amount transferred was \$229,658 in 2019 (\$276,000 in 2018).

At balance date an amount of \$25,805 was owed to the School from the Proprietor (2018:nil) and an amount of \$3,170 was owed to the Proprietor from the School (2018: nil). During the year, the School transferred amounts totalling \$85,000 to the Proprietor (2018: nil).

In addition, the school has entered into agreements with the Proprietor for the provision of services, including administration and payroll, the cost of which is to be split between the School and the Proprietor. In 2019, \$49,811 (2018:nil) was invoiced to the Proprietor for their portion of the Special Character Salaries, and \$11,595 (2018:nil) was invoiced to the Proprietor for their portion of the Administration Salaries.

### 15. Remuneration

#### Key management personnel compensation

Key management personnel of the School includes the Principal and Deputy Principal.

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	-	-
Full-time equivalent members	0.17	0.17
<i>Leadership Team</i>		
Remuneration	216,462	205,749
Full-time equivalent members	2	2
Total key management personnel remuneration	216,462	205,749
Total full-time equivalent personnel	2.17	2.17

**TE RA WALDORF SCHOOL**  
Notes to the Financial Statements  
For the year ended 31 December 2019

**15. Remuneration (Cont.)**

The full time equivalent for Board members has been determined based on attendance at Board meetings, Committee meetings and for other obligations of the Board, such as stand downs and suspensions, plus the estimated time for Board members to prepare for meetings.

*Principal*

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

	<b>2019 Actual \$000</b>	<b>2018 Actual \$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	120 - 130	120 - 130
Benefits and Other Emoluments	-	-
Termination Benefits	-	-

*Other Employees*

There were no other employees with remuneration greater than \$100,000 (2018: nil).

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

**16. Compensation and Other Benefits Upon Leaving**

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, committee member, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	<b>2019 Actual</b>	<b>2018 Actual</b>
Total	\$0	\$0
Number of People	0	0

**17. Contingencies**

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2019 (Contingent liabilities and assets at 31 December 2018: nil).

**Holidays Act Compliance – schools payroll**

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

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance. The Ministry has recognised an estimated provision based on the analysis of sample data, which may not be wholly representative of the total dataset for Teacher and Support Staff Entitlements. A more accurate estimate will be possible after further analysis of non-compliance has been completed, and this work is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis has been completed

To the extent that any obligation cannot reasonably be quantified at 31 December 2019, a contingent liability for the school may exist.



# TE RA WALDORF SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2019

#### 18. Commitments

##### (a) Capital Commitments

As at 31 December 2019 the Board had not entered into contract agreements for capital expenditure.  
(Capital commitments at 31 December 2018: nil)

##### (b) Operating Commitments

As at 31 December 2019 the Board has no operating lease commitments.  
(Operating Commitments at 31 December 2018 - Nil)

#### 19. Managing Capital

The School's capital is its equity and comprises accumulated surpluses and deficits. The School does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

#### 20. Financial Instruments

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

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Financial assets measured at amortised cost (2018: Loans and receivables)</b>			
Cash and Cash Equivalents	7,512	14,030	2,779
Receivables	99,291	70,000	72,398
<b>Total Financial Assets Measured at Amortised Cost</b>	<b>106,803</b>	<b>84,030</b>	<b>75,177</b>
<b>Financial liabilities measured at amortised cost</b>			
Payables	137,474	77,000	77,074
Finance Leases	12,895	9,500	10,313
<b>Total Financial Liabilities Measured at Amortised Cost</b>	<b>150,369</b>	<b>86,500</b>	<b>87,387</b>

#### 21. Events After Balance Date

On March 11, 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, New Zealand increased its' COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed. Subsequently all schools and kura reopened on the 18th of May 2020.

At the date of issuing the financial statements, the school has been able to absorb the majority of the impact from the nationwide lockdown as it was decided to start the annual Easter School holidays early. In the periods the school is open for tuition, the school has switched to alternative methods of delivering the curriculum, so students can learn remotely.

At this time the full financial impact of the COVID-19 pandemic is not able to be determined, but it is not expected to be significant to the school. The school will continue to receive funding from the Ministry of Education, even while closed.

# TE RA WALDORF SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2019

#### 22. Comparatives

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

#### 23. Going Concern

The school is experiencing financial difficulties, and at balance date has a working capital deficit of \$45,943 (2018: \$307) and total liabilities exceed total assets by \$12,976 (2018: total assets exceeded total liabilities by \$31,476). The financial difficulties have arisen primarily because the School has incurred deficits over recent years.

These financial statements have been prepared on a going concern basis. The going concern assumption is dependent on the continuing support from the Kapiti Waldorf Trust. The trust has confirmed they will continue to provide the School with resources so that it may meet its obligations as they fall due.

#### 24. Adoption of PBE IFRS 9 Financial Instruments

In accordance with the transitional provisions of PBE IFRS 9, the school has elected not to restate the information for previous years to comply with PBE IFRS 9. Adjustments arising from the adoption of PBE IFRS 9 are recognised in opening equity at 1 January 2019. Accounting policies have been updated to comply with PBE IFRS 9. The main updates are:

- Note 9 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.
- Note Term deposits: This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

Upon transition to PBE IFRS9 there were no material adjustments to these financial statements

#### 25. Breaches in Legislation

The school breached the following statutory reporting deadline in relation to its financial statements:

Section 87A of the Education Act 1989 requires the school to provide its financial statements to the Auditor-General in an auditable form by 31 March each year. Due to the Covid-19 Level 4 nationwide lockdown from 26 March 2020, the school was unable to meet this deadline. The financial statements were provided on 19 April 2020.

Section 87 of the Education Act 1989 requires the school to provide its audited financial statements to the Ministry of Education by 31 May 2020. The disruption caused by the Covid-19 restrictions, including the closure of the school, meant that the audit could not progress as planned. This resulted in the school missing the statutory deadline.

During the year the school transferred funds to the Proprietor, as disclosed in Note 14 Related Party Transactions. Section 461 and Clause 28 of Schedule 6 of the Education Act require the Board of Trustees to obtain the approval of the Minister of Education and the Minister of Finance before granting a loan to the Proprietor out of public money. The Board of Trustees did not obtain the required approvals prior to the transferring of the funds, so is in breach of these parts of the legislation.

## TE RA WALDORF SCHOOL

Members of the Board of Trustees

For the year ended 31 December 2019

Name	Position	How position on Board gained	Occupation	Term expired/expires
Shelley Wrigley	Chairperson, Proprietor Rep		Business Consultant	N/A
Andrea Sorger	Principal	Appointed	Principal	N/A
David Simpson	Proprietor Rep		Teacher & Schools Consultant (international)	N/A
Sylvia Madden	Proprietor Rep		Executive Assistant	N/A
Tabitha McKenzie	Parent Rep	Elected	Lecturer	November 2020
Matt Freeland	Parent Rep	Elected	Business Manager	May 2022
Mike Freeman	Parent Rep	Elected	Business Development Manager	May 2022
David Kelly	Parent Rep	Elected	Chiropractor	November 2020
Emile Van Der Merwe	Parent Rep	Elected	Engineer	December 2019
Grant Carpenter	Parent Rep	Elected	Business Consultant	May 2019
Andy Raynel	Parent Rep	Elected	Dog Handler	May 2019
Kerstin Wagner	Teacher Rep	Elected	Teacher	May 2020

## **TE RA WALDORF SCHOOL**

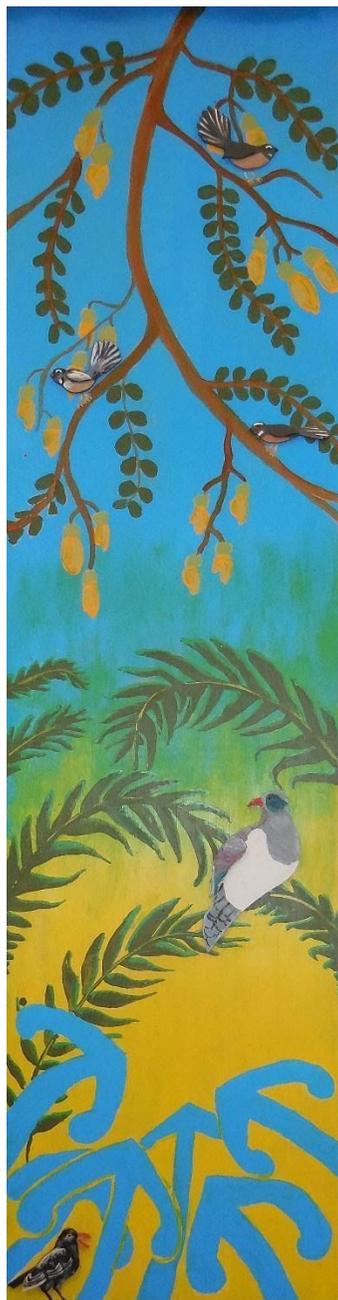
### **Kiwisport Funding**

**For the year ended 31 December 2019**

In 2019 Te Ra Waldorf School received \$2,525 (2018: \$2,647) KiwiSport funding. Part of the funding was spent on the subscription with Kapiti Primary Sports Association. This membership enabled our middle and senior school students to take part in a wide range of sports activities throughout the year including cross country racing, orienteering, mountain bike racing, triathlon, tough guy challenge and winter and summer sports tournaments.

The funding was also used to support the school's hockey, netball and touch rugby teams with equipment and turf and hall fees.

The school bought sports equipment which included balls and equipment.



## **ANALYSIS OF VARIANCE 2019**

**School Number 1613**

## Strategic Goal 1: Foster Students' Well-Being, Progress and Achievement

- 1.1 Excellent literacy and numeracy outcomes are achieved through a culturally responsive, integrated and developmentally aligned Waldorf curriculum expressing our community's aspirations for our children which:
- gives effect to the New Zealand Curriculum;
  - upholds our Special Character Agreement with the Crown;
  - prioritises both literacy and numeracy as well as the individual needs of every child including those with special needs;
  - offers richly connected learning experiences ensuring academic achievement meets and exceeds all national standards delivered by the Waldorf Curriculum, by year 8

### Annual Plan Actions

- Consolidate, then develop further, strategies and programmes which support the well-being of students, teachers and whānau:
  - Restorative Practices
  - KiVa

### Targets / Outcomes & Indicators of Success

- The "Restorative Practices" framework is implemented at all levels of the school and kindergarten.
  - Children and adults (staff and whānau) are able to participate from a place of sound understanding.
  - Children are able to apply the principles independently of adults at a low level of conflict.
  - Instances of referrals for RP circles are reduced.
- The KiVa programme is revitalised. New team members are added; the teaching units are adapted for the Waldorf classroom.
  - Survey results at the end of the year show that the programme had a positive impact on bullying prevention, and students' understanding of and engagement with bullying and bullying prevention.
  - Instances of referrals to the KiVa team are reduced.

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>→ The Restorative Practices Framework was brought to the Faculty meeting for review on one occasion during the year. The initially developed elements were confirmed, and the remaining elements to be included were identified. However, RP continued to be <i>used</i> in the daily life of the school.</p> <p>→ The KiVa Team was expanded to include all school teachers.</p>	<ul style="list-style-type: none"> <li>● Restorative Practices - Not yet socialised to whanau. Intention to have a meeting in 2020 to present the two remaining elements and discuss these.</li> <li>● Having all teachers on the KiVa team has made the process more responsive</li> <li>● Kiva survey - Awaiting results analysis by external party</li> <li>● Well-Being Survey: Completed see summary in AP 2 below.</li> </ul>	<ul style="list-style-type: none"> <li>● The finalising of the RP Framework was work to be done in the Faculty circle. Through the year other projects, including study, were prioritised.</li> <li>● KiVa survey was completed very late in the term and therefore analysis cannot be included.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The Kiva and Restorative Practises are now largely embedded in the way the school works and do not need additional emphasis through a specific item in the annual plan.</li> <li><input type="checkbox"/> The next step is to identify where and how RP will be applied in the adult realm. This is likely to be included as an element of the school wide goal for 2020, along with recognition that continued focus is required to ensure children can independently apply the RP principles at low levels of conflict.</li> </ul>

			<input type="checkbox"/> KiVa - the in-class programme (units of work) needs to be re-activated to ensure the KiVA vocabulary is present in the classroom. This will be brought to the faculty during 2020 lesson planning.
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**Annual Plan Actions**  
 2. Take deliberate action to develop and integrate a tuakana-teina culture and structure in the school.

**Targets / Outcomes & Indicators of Success**

1. The children’s relationships with others beyond their class group are strengthened.
2. Tamariki can experience themselves as learners and teachers, leaders and followers, in authentic contexts.
3. Teachers consistently meet and work with children from other classes throughout the school.
  - An increased sense of belonging and well-being is evident in improved results for “engagement” indicators in the annual “Me and My School” survey.
  - Instances of referrals to the KiVa team and for RP circles are reduced.
  - Achievement is raised as children increasingly experience an affirmation of their strengths and so gain general confidence .

Actions	Outcomes	Reasons for the variance	Evaluation
→ Te Wiki o Te Mahi Tahī → Kapa Haka: year-long processing of the leaderships aspects that are taken on by the oldest children → Whole Village approach where teachers work with children from other classes to manage and help resolve behaviour and engagement issues → Teachers working to strength in other classes, e.g. teaching maths, taking sports → Class 7 students reading with Class 1 students → Class 7 students helping in C1 playground, library and woodwork room → Class 7 students coaching sports teams for inter school sports	<ul style="list-style-type: none"> <li>● There has been very good progress overall and this is evident by observing the children in the playground and at events.</li> <li>● KiVa survey</li> <li>● The Me and My School survey results show high scores for aspects of manaakitanga and whanaungatanga: a sense of belonging, reciprocal respect between children and between children and adults, and feeling accepted for who they are. The results show that most children feel they can talk to adults at school about their problems.</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> The tuakana-teina, kotahitanga culture is continually strengthening and there is no reason why this shouldn’t continue if the teachers maintain the mindset and determination.</li> <li><input type="checkbox"/> Formalisation and agreement of the Class 7 role within the school to be completed with the teaching faculty in 2020.</li> </ul>

**Annual Plan Actions**  
 3. Consolidate and further strengthen culturally responsive practices through supporting teachers, tamariki and whānau to gain confidence, and skill, and deepen understanding of all aspects of te reo Māori me ōna tikanga.

Provision of a 0.6 FTTE Kaiako Māori role continues to be supported through the BoT's direction and budget.  
 The school will work with mana whenua and whānau to develop a better understanding of how to best align organisational structures with Māori tikanga and values.

**Targets / Outcomes & Indicators of Success**

1. "He Reo Pūāwai" is effectively integrated into school- and classroom programmes.
2. Teachers' confidence, skill and knowledge continue to develop positively.
3. Te reo me ōna tikanga Māori and values are authentically integrated in organisational practices.

Actions	Outcomes	Reasons for the variance	Evaluation
<ul style="list-style-type: none"> <li>→ Strategies for the implementation of He reo Pūāwai were agreed at the In-Service workshop in January and implemented throughout the year.</li> <li>→ Prof Kereti Rautangata visited the school and worked with Class 6 and 7 students to design actions for his waiata <i>Tai Aroha</i></li> <li>→ A Mihi Whakatau process was introduced to welcome new families into classes</li> <li>→ Review of He Reo Pūāwai integration and sharing of ideas and inspirations was scheduled for the weekly school teachers' meeting</li> <li>→ 6 teachers (school and kindergartens) were enrolled in the MoE-funded trial Te Ahu o Te Reo Māori course; the school supported this by coordinating up to 4 days release time for each. 1 teacher continued to be enrolled in the Te Atārangi course; the Principal was working on completing level 4 of Te Ara Reo (Te Pokaitahi Reo) with TWA.</li> <li>→ A school-wide te reo activity was promoted during Te Wiki o Te Reo Māori and extended into the classes.</li> <li>→ Te Reo is visible in all the classes; some teachers are actively integrating Te Ao Māori, e.g. measurements, Rongoā Māori,</li> </ul>	<ul style="list-style-type: none"> <li>• 2. and 3. well progressed - specific feedback from organisers of the Te Ahu o Te Reo Māori course to kaiako Māori identified outstanding level of participation and completion for Te Rā School.</li> <li>• Strong positive relationship with local kaumātua.</li> <li>• 1. has been integrated with a variable level of integration</li> <li>• There has not been a formal work plan for working with whānau Māori and mana whenua.</li> </ul>	<ul style="list-style-type: none"> <li>• Initial approach was to develop a framework/resource integrating He Reo Pūāwai and the Te Rā Curriculum. This requires a lot of time, more than is available during the year. Even with tight supporting structures, the volume of documentation would have been challenging.</li> <li>• We have not identified a way to formally engage/approach mana whenua and whānau Māori, although a lot of consultation happens informally.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue with integration of HRP; find a way to document at class level and share 'how to approaches' between teachers</li> <li><input checked="" type="checkbox"/> Consolidate and clarify the recognised and paid bicultural/kākano rua portfolio position held by one of the class teachers</li> <li><input type="checkbox"/> Governance groups need to focus on an approach to formally engage mana whenua and whānau Māori to ensure governance are upholding the principles of partnership and participation. Consider how this can be a focus for 2020 annual plan action.</li> <li><input type="checkbox"/> Use self-assessment by Te Taura Whiri I te Reo Māori (Māori Language Commission) to assess bicultural capability to prioritise next steps in 2020  <a href="https://www.tetaurawhiri.govt.nz/mahere-reo/tools-for-lp/measuring-baseline/">https://www.tetaurawhiri.govt.nz/mahere-reo/tools-for-lp/measuring-baseline/</a></li> </ul>

ngā tau (numbers) and mathematical processes → Mana whenua were consulted on correct tikanga for pōwhiri, kapa haka etc.			
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### Annual Plan Actions

#### 4. Develop an innovative integrated curriculum across the main lessons and specialist subject areas

- The Te Rā Waldorf School curriculum is expanded/modified to include indications for effective integration across the subject areas.
- Assessment of students' progress and achievement against the literacy and numeracy learning steps is more efficient (teachers' voice).
- Students gain confidence in literacy and numeracy as they increasingly apply new skills and knowledge in authentic contexts (teachers' observations, assessments, student voice).

Actions	Outcomes	Reasons for the variance	Evaluation
<ol style="list-style-type: none"> <li>Scheduled feedback and sharing in school teachers' meeting</li> <li>Collaboration at an individual teacher level</li> </ol>	<p>Not yet achieved although progress was made</p> <p>Collaboration on integration was initiated by individual teachers throughout the year as they identified opportunities, especially involving woodwork and cooking in regards to math and literacy. At present this has not yet resulted in greater efficiency in regards to assessment, but it has offered authentic contexts for the development of skills and understanding.</p>	<ul style="list-style-type: none"> <li>Integration does occur reasonably often but the capture of these units in a framework or document has not been prioritized</li> </ul>	<input type="checkbox"/> Ensure there is specialist teacher collaboration in year planning conversations for 2020.

### Annual Plan Actions

#### 5. Implement the strategies of the Steiner Kāhui Ako to facilitate and support student progress and achievement.

#### Targets

*Te Rā's Achievement Challenges (AC) are aligned with those identified by the "Steiner Waldorf Community of Learning"*

#### Writing Years 5-8

Raise the standard of writing in Classes 4-7 (Years 5-8) so that, by the end of 2019, at least 85% of students are writing at or above the expected standard measured by analysis and moderation of their writing results against the SEANZ (Steiner Education Aotearoa NZ) Learning Steps.

At & Above	Baseline 1 Te Rā 2016		Baseline 2 Te Rā 2017		Baseline 3 Te Rā 2018		Target 2019	Te Rā 2019	
	Number at and above (of total)	%	Number at and above (of total)	%	Number at and above (of total)	%		Number at and above (of total)	%
All Students Y 5-8	59 (of 80)	74%	56 (of 77)	73%	62 (of 85)	73%	85%	60 (of 90)	67%
Māori Students Y 5-8	10 (of 16)	63%	10 (of 15)	67%	11 (of 16)	69%	85%	7 (of 16)	44%
Boys Y 5-8	25 of (35)	71%	28 (of 36)	78%	26 (of 37)	70%	85%	19 (of 35)	54%

- In 2018, 73% of all Y5-8 students were “at” or “above” - there was a slight drop in 2019
- In 2018, 69% of all Y5-8 Māori students were “at” or “above” - there was a significant drop in 2019
- In previous years, Y5-8 there was no significant difference in the percentage of boys achieving “at” or “above” compared with girls - in 2019 there was a significant difference.
- In previous years, the achievement gap had begun to close for Māori students - the gap widened in 2019.
- The target of 80% had not been achieved in 2018, and was also not achieved in 2019 (quite to the contrary).
- In 2018, 58% of all students “well below” or “below” were receiving learning support; 35% present with a specific learning difficulty or English is not their first language.
- In 2019, approximately 50% of students achieving ‘below’ or ‘well below’ were receiving learning support (literacy).

Actions	Outcomes	Reasons for the variance	Evaluation
<ul style="list-style-type: none"> <li>→ Puzzles of Practice (collaborative inquiries) for focus students</li> <li>→ Visit by the KA AST</li> </ul>	<ul style="list-style-type: none"> <li>→ The percentage of students “at” or “above” has decreased.</li> <li>→ The low percentage of Māori students “at” or “above” is a particular concern, as is the drop for boys.</li> <li>→ The targets of 85%, respectively, have been well missed.</li> </ul>	<ul style="list-style-type: none"> <li>• Not consistent inquiry and lack of targeted PLD</li> <li>• Lack of school-wide initiative: there was no WST; focus on KA Maths overshadowed focus/energies on writing in the collective space</li> <li>• The Puzzles of Practice process in general wasn’t followed through consistently</li> <li>• Not consistent leadership and monitoring of teaching of, and class-wide achievement in writing over the year</li> <li>• Uncertain programming – not yet successful integration of writing <i>skill development</i></li> <li>• Student engagement – relevance of contexts</li> </ul>	<ul style="list-style-type: none"> <li>→ Revive the Kāhui Āko involvement with the appointment of a Within School Teacher who focuses on writing.</li> <li>→ Raise teacher awareness and focus. Following Term 1 Writing Sample moderation, identify the areas/aspects of writing to target across classes &amp; develop teaching plan. Track individual students to evaluate effectiveness of planned actions.</li> <li>→ Strengthen Puzzle of Practice process.</li> <li>→ Inquire into successful programmes within the school and collaborate to develop school-wide guidelines. This could include getting student voice in the older classes. The continued decline for Māori ākonga and boys is puzzling and needs to be addressed somehow.</li> </ul>

**Targets**  
*Te Rā’s Achievement Challenges (AC) are aligned with those identified by the “Steiner Waldorf Community of Learning”*  
**Mathematics Y4-8**

Our challenge, by the end of 2019, is to raise the standard of mathematics in Classes 3-7 (Years 4-8) so that at least 85% of these students, including Māori students, are achieving at or above the expected standard.

Te Rā: Total Y 4-8 85%, Māori 85%

	Baseline 1 Te Rā 2016		Baseline 2 Te Rā 2017		Baseline 3 Te Rā 2018		Target 2019	Te Rā 2019	
	Number at and above (of total)	%	Number at and above (of total)	%	Number at and above (of total)	%		Number at and above (of total)	%
All Students Y 4-8	81 (of 103)	79%	85 (of 102)	83%	80 (of 107)	75%	85%	83 (of 115)	72%
Māori Students Y 4-8	13 (of 21)	62%	14 (of 19)	74%	12 (of 18)	67%	85%	13 (of 20)	65%

- In 2018, 75% of Y4-8 students were “at” or “above” - this percentage dropped very slightly in 2019.
- In 2018, 67% of Y4-8 Māori students were “at” or “above” - this dropped very slightly in 2019.
- In 2018, 50% of all Y4-8 students “well below” or “below” were receiving learning support; 41% present with a specific learning difficulty or English is not their first language
- In 2019, approximately 50% of students achieving ‘below’ or ‘well below’ were receiving learning support (literacy).

Actions	Outcomes	Reasons for the variance	Evaluation
<ul style="list-style-type: none"> <li>→ Puzzles of Practice (collaborative inquiries) for focus students</li> <li>→ Attendance of KA hui and workshops, and implementation of some strategies</li> <li>→ Extensive PLD throughout the year; a number of in-class visits (including modelled lessons) by the PLD provider</li> <li>→ Scheduled PLD follow-up in teachers’ meetings</li> </ul>	<ul style="list-style-type: none"> <li>→ The percentage of students “at” or “above” has decreased slightly. It is now the lowest it has been since the KA strategies were first introduced.</li> <li>→ The percentage of Māori students “at” or “above” has decreased slightly. There remains a small gap against the percentage of all students. Compared with the first year of KA strategies, about another 1/3 of Māori students are achieving</li> </ul>	<ul style="list-style-type: none"> <li>• Still uncertainty about how to balance teaching of explorative maths with skills practice</li> <li>• Proven pedagogies (e.g. number focus in early classes) not applied consistently in all classes</li> <li>• Lack of a school-wide interpretation of KA strategies</li> <li>• School-wide diagnostic processes not established</li> </ul>	<ul style="list-style-type: none"> <li>→ Implement the new Maths Learning Steps for a whole year and track if the changes are successful for students and teachers.</li> <li>→ Create Te Rā maths teaching and learning guidelines from identified best-practice within the school (this will by nature include the new approaches developed through the KA maths focus and should also include a program for Class 1 and 2</li> </ul>

	<p>“at” or “above”, which is a part-success.</p> <p>→ The targets of 85%, respectively, have been well missed.</p>	<ul style="list-style-type: none"> <li>PoP students – 50% receive learning support</li> </ul>	<p>developed by the maths leader over the past two years)</p> <p>→ Appoint maths leader. Plan to implement diagnostic processes and investigate and trial ways to provide maths support to students needing acceleration.</p>
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### Strategic Goal 1: Foster Students' Well-Being, Progress and Achievement

1.2 Student progress and achievement is supported by a strong, engaged community and well-informed parents.

#### Key Priorities

- Establish a parent evening curriculum.
- Ensure that parent education meets identified needs.
- Identify effective and relevant ways to co-construct student's pathways to sustained achievement within their own cultural context
- Ensure that prospective and current parents are fully aware of the school's special character and its expression in the curriculum and the students' learning.
- Develop and implement successful communication pathways with Māori whānau through regular consultation.
- Engage whānau and parents in a variety of ways in order to create many bridges to the school, recognising that those within the school community will have their own experiences with education and that it is important to provide opportunities that are positive, engaged and meet people where they are.
- Develop and implement a communication strategy that strengthens positive and productive relationships between school, students' homes and the wider community.

Annual Plan Action	Short Report	Comments / Next Steps
<p>6. Consolidate and build on what has been achieved so far by continuing to provide adult education opportunities which are aligned to the needs and wishes of parents and whānau.</p> <p>Support this with the development of a budgeting process to underwrite education activities, with the aim of recovering costs from participants.</p>	<ul style="list-style-type: none"> <li>Partly achieved. One parenting presentation was a response to parent requests.</li> <li>Budgeting processes are now clearer and work well.</li> </ul>	<p>→ As a culture of co-construction becomes embedded, responsiveness to whānau needs is becoming a way of doing things.</p> <p>→ This needs to be further developed (we need to understand successful communication pathways to ensure we can receive the wishes of whānau in this regard – see AP Action 7 below).</p> <p>→ At the beginning of 2020 ensure that the expectations around budgeting processes are communicated anew, and that input for tweaks/improvements are sought.</p>
<p>7. Identify successful communication pathways with Māori whānau and integrate into processes</p>	<p>Not achieved,</p>	<p>Revisit overall integration focus at a governance level in 2020.</p>

8. Continue to research and implement communication strategies to strengthen communication between school and school community: content, pathways, mechanisms and platforms.	<p>In progress.</p> <ul style="list-style-type: none"> <li>• The enrolment process management was reviewed and improved.</li> <li>• The admin team continues to explore a range of communication strategies using physical and digital mechanisms.</li> <li>• The revival of the parent liaison group has created another semi-formal communication pathway between school and whānau.</li> </ul>	→ Get whānau feedback through a survey early in 2020 and identify where additions and improvements are needed. Implement through the year and review in term 4.
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### Strategic Goal 1: Foster Students' Well-Being, Progress and Achievement

1.3 Inclusive education is developed as a strength  
*Key Priorities*  
 a) Lead systematic, collaborative inquiry processes  
 b) Engage in systematic, evidence-informed professional inquiry to improve student outcomes

Annual Plan Action	Short Report	Comments / Next Steps
9. Review maturity of processes: whole village culture, diverse educational needs procedures, IEP	<p>Achieved.</p> <p>The Whole Village culture was identified as a positive factor in supporting teachers' well-being.</p> <p>The Puzzles of Practice formats and processes were reviewed and tweaked.</p>	<p>→ Continue regular reviews to ensure currency.</p> <p>→ Puzzles of Practice collaborative inquiry - establish further consistency during 2020</p>

### Strategic Goal 2: Strengthen Community

2.1 Te Rā Waldorf School (including Kindergarten and Playgroup):  
 a) Communicates well with our whānau, our staff and our wider community and  
 b) Positions itself as a desirable educational choice for whānau on the Kapiti Coast and beyond.

*Key Priorities*

- Ensure that the Te Rā story of student achievement describes a rich tapestry of educational opportunity and excellence across the subjects
- Design and implement consistent branding
- Provide varied opportunities for community connection and affirmation of the values of inclusion and excellence
- Implement and continue to review our policies, procedures and practices to ensure they reflect New Zealand's cultural diversity and the unique position of Māori
- Coordinate information and education opportunities to increasingly enable Te Rā whānau to become well-informed, confident advocates of Waldorf education
- Develop and implement a communication strategy that strengthens positive and productive relationships between school, students' homes and the wider community

Annual Plan Action	Short Report	Comments / Next Steps
10. School-wide goal: <b>Celebration</b>	<ul style="list-style-type: none"> <li>• Well-Being Survey - summary provided above</li> <li>• Growth Mindset was promoted in the Maths development</li> <li>• Teachers included this goal in their own goal setting and implemented class specific ways of 'celebrating'</li> </ul> <p>Staff, Board and Proprietors Trust whole group 6 monthly meeting identified importance of ensuring 'thank you' being imbedded in culture. Board ensured</p>	→ Include a question in whānau survey in early 2020 to gain community perspective on and suggestions for growing and strengthening celebration in the community.

	this occurred through school wide communications for the rest of the year.	
11. Waldorf 100 Celebrations	Achieved	
12. Continue the review of the school's values and kaupapa to ensure they are reflected in a new logo and branding.	Was continued, and needs continued focus in 2020. Remained on the BoT agenda however was identified as being a larger project, with wider review requirements than resource allowed.	→ Values and kaupapa investigation to be incorporated into school wide goal for 2020.
13. Review all the material used by the school to ensure that branding is consistent.	Not achieved. This follows on from 12. but changes to the enrolment processes in particular have meant that some inconsistency has presented.	→ Keep as task in 2020, though for administration focus and not as an AP item.
14. BoT policy review formally includes an ongoing assessment of taha Māori, Treaty of Waitangi obligations and the cultural diversity in the school and wider community.	Membership of the policy committee formalised as new Board members started in 2020. Renewed focus on policy review has occurred.	→ Will continue to be a focus during 2020 through a new Action item.
15. Continue to strengthen the opportunities for whānau and community to participate in a whole of life learning process through interactions with the school and a series of themed community meetings (Wānanga Hapori).	Partially achieved. The renewed Parent Liaison group has been helpful in identifying some useful ways to understand whānau wishes, and how to create the best possible conditions so people participate in what is offered.	→ Retain as a focus in 2020
16. Develop and extend curriculum and community opportunities which serve to connect Te Rā to the local community.	Achieved. We had a combined PLD session with the Raumati South School and reached out during the Waldorf 100 celebrations. The Waldorf 100 displays at Coastlands were received favourably.	→ Retain as part of organisational culture.

### Strategic Goal 3: Ensure Organisational Robustness

#### 3.1 Ensure long-term sustainability: finances, staff and roll

##### Key Priorities

- Develop and implement effective mentoring structures and processes which support a high-quality, effective and supportive teacher appraisal system (school and kindergarten).
- Prioritize succession planning at the beginning of the BoT tenure to ensure continuity and expertise.
- Articulate the expectation of Māori whānau representation in the BoT vision and integrate succession planning in regard to whānau representation in BoT calendars and processes.
- Prioritize an investigation of the problem of too few spaces in the Raumati South kindergartens, and the unwillingness of whānau to enrol in the Paekakariki kindergartens.

Annual Plan Action	Short Report	Comments / Next Steps
17. Further consolidate reciprocal peer support structures (including sharing of goals and individual inquiries into the collaborative collegial space) as part of a comprehensive appraisal cycle.	Mostly achieved. <ul style="list-style-type: none"> <li>The Appraisal Cycle was reviewed, consulted on and implemented.</li> <li>Sharing of goals and inquiries continued, also with kindergarten colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>→ Continue to implement the new elements of the appraisal cycle and consolidate processes.</li> <li>→ Work towards teachers engaging pro-actively by, for example, initiating peer observations.</li> <li>→ Scheduled year/term planning meetings to strengthen collaboration ahead of the term to</li> </ul>

	<ul style="list-style-type: none"> <li>The school teachers collaboratively developed “Quality Practices” which localise the Teaching Standards</li> </ul>	identify opportunities and needs for peer-to-peer mentoring/support on the basis of teaching plans.
18. BoT confirms the processes for Māori whānau and wider Māori views to be included in BoT practice. Including how there will be an ongoing taha Māori presence in all decision making, calendar planning and processes	Some progress. Taha Māori and its place in decision-making is becoming more prominent in people’s awareness.	→ Keep as focus
19. Develop a register/database of alumni and engage with them through 3 annual newsletters.	Not achieved.	→ Likely to be a focus by the proprietor’s trust going forward, e.g. through engagement in building projects.

#### Strategic Goal 4: Develop Property and Buildings

4.1 Support the implementation of the current site plan through ensuring a timely and flexible response to the changing land designation around the school.

##### Key Priorities

- Ensure that the changing land designation is met with a clearly articulated stakeholder kaupapa.
- Articulate the school’s position to create certainty for potential collaborators and encourage collaborations that may lead to positive longer term outcomes for the school.
- Prioritize planning to achieve an outcome in the range of:
  - Minimum: land currently used remains available for use;
  - Optimum: the school owns sufficient land beyond the current boundary to begin the development of a school farm and orchard.
- Ensure communication and consultation with local iwi.

Annual Plan Action	Short Report	Comments / Next Steps
20. <ul style="list-style-type: none"> <li>→ Confirm the need or desire for surrounding land, along with a plan for the acquisition of the property and the financing of any potential purchases.</li> <li>→ Engage in understanding how and to whom the land will be disposed of to.</li> <li>→ Confirm the timeline for the disposal of the land around the school, along with the packets/parcels of land to be disposed of.</li> <li>→ Initiate community discussion around the land usage.</li> <li>→ Initiate a fundraising group to look at raising sufficient funds to purchase at least the land the school is currently using but does not own, but ideally sufficient land to establish larger play and activity areas to support the school.</li> <li>→ Establish a clear and achievable financing plan ready for when/if the land is released for sale.</li> </ul>	<p>Ongoing. NZTA has been advised officially of our interest. Board member identified with remit to continue engagement with agencies during the process.</p> <p>Still to determine approach to financing via the Proprietors Trust.</p>	<p>Ensure Kapiti Waldorf Trust are kept up to date by the Board representative, to ensure engagement occurs with the process when disposal occurs.</p> <p>Retain community consultation regarding land use as a 2020 focus.</p>

→ Initiate a discussion and review of the potential and value to the school of establishing a small farm as part of the current school programme.		
21. Develop a protocol with local iwi, and identify suitable school representatives	Underway	Include property in engagement plan with local iwi for 2020.



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## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF TE RA SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019

The Auditor-General is the auditor of Te Ra School (the School). The Auditor-General has appointed me, Glenn Fan-Robertson, using the staff and resources of BDO Central (NI), to carry out the audit of the financial statements of the School on his behalf.

#### Opinion

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2019, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2019; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards Reduced Disclosure Regime as applicable to entities that qualify as tier 2.

Our audit was completed on 8<sup>th</sup> of June 2020. 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 of Trustees 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.

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#### Breach of authority to acquire securities

Without modifying our opinion, we draw attention to the fact that the Board of Trustees did not comply with section 461 and Clause 28 of Schedule 6 of the Education Act 1989, in that the Board acquired securities (being funds advanced to the Proprietor) of \$110,805 without the authority of the Ministers of Education and Finance.

PARTNERS: David Pearson Ross Hadwin Glenn Fan-Robertson Heather Hallam Lisa Townshend Billie Stanley

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### **Emphasis of Matter - COVID-19**

Without modifying our opinion, we draw attention to the disclosures in note 21 on page 19 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

### **Responsibilities of the Board of Trustees for the financial statements**

The Board of Trustees is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees 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 of Trustees is responsible on behalf of the School for assessing the School'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 School, or there is no realistic alternative but to do so.

The Board of Trustees' responsibilities arise from the Education Act 1989.

### **Responsibilities of the auditor for the audit of the financial statements**

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board of Trustees.

- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay 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 of Trustees regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

#### **Other information**

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

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

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

#### **Independence**

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

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



Glenn Fan-Robertson  
BDO Central (NI)  
On behalf of the Auditor-General  
Palmerston North, New Zealand