



Clearview Primary
Te Kura o Mārama

CLEARVIEW PRIMARY

Annual Report

2022





Clearview Primary
Te Kura o Mārama

Table of Contents

1. Financial Statements for the year ended 31 December 2022
2. Analysis of Variance 2022
3. Kiwisport Funding: Statement of Use 2022
4. Compliance with Education and Training Act 2020 requirements to be a good employer 2022.
5. Auditors Report 2022



Clearview Primary
Te Kura o Mārama

1. Financial Statements for the year ended
31 December 2022

CLEARVIEW SCHOOL

Annual Report For the year ended 31 December 2022

Ministry Number:	6980
Principal:	Rob Rush
School Address:	20 Broadlands Drive Rolleston 7614
School Postal Address:	PO Box 116 Rolleston
School Phone:	03 347 7025
School Email:	admin@clearview.school.nz

Members of the Board of Trustees

Name	Ceased
Kate Worner - Chairperson	
Katie Morriss	
Emma Hodgkin	
Bridget Murray	
Kim Masina	
Jared Porter	Dec-22
Kate Worner	Sep-22
Ngairé Shepard-Wills	Sep-22
Emma Hodgkin	Sep-22
Rob Rush - Principal	

The term finishes except for the principal in July 2025.

Accountant / Service Provider:

Geoff Gillam Consultants

Clearview School
Financial Statements for the year ended 31 December 2022
Table of Contents

Page	
1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expenses
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Cashflow Statement
	Notes to the Financial Statements
	Other Information
	Analysis of Variance
	Statement of Compliance with Employment Policy

Clearview School Statement of Responsibility

For the year ended 31 December 2022

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

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

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

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

Kate Worner

Rob Rush

Full Name of Presiding Member

Full Name of Principal

Signature of Presiding Member

Signature of Principal

30 May 2023

30 May 2023

Date:

Date:

Clearview School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	6,843,137	6,488,346	6,041,701
Locally Raised Funds	3	340,425	114,130	350,590
Interest Earned		13,050	3,800	6,423
		<u>7,196,612</u>	<u>6,606,276</u>	<u>6,398,714</u>
Expenses				
Locally Raised Funds	3	246,864	35,200	252,050
Learning Resources	4	4,883,237	4,694,565	4,322,330
Administration	5	290,319	252,174	284,968
Finance Costs		3,546	-	3,400
Property	6	1,822,916	1,623,786	1,420,244
Loss on Disposal of Property, Plant and Equipment		-	-	-
		<u>7,246,882</u>	<u>6,605,725</u>	<u>6,282,992</u>
Net Surplus / (Deficit)		(50,270)	551	115,722
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(50,270)</u>	<u>551</u>	<u>115,722</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.



Clearview School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2022

	Actual 2022 \$	Budget (Unaudited) 2022 \$	Actual 2021 \$
Equity at 1 January	1,240,587	1,240,587	1,124,865
Total comprehensive revenue and expense for the year	(50,270)	551	115,722
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	-	-	-
Equity at 31 December	1,190,317	1,241,138	1,240,587
Accumulated comprehensive revenue and expense	1,190,317	1,241,138	1,240,587
Equity at 31 December 2022	1,190,317	1,241,138	1,240,587

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.



Clearview School
Statement of Financial Position
As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	7	196,678	138,517	104,970
Accounts Receivable	8	455,100	302,000	292,792
GST Receivable		3,135	10,000	44,209
Prepayments		27,859	20,000	25,316
Investments	9	560,180	560,180	560,180
		<u>1,242,952</u>	<u>1,030,697</u>	<u>1,027,467</u>
Current Liabilities				
Accounts Payable	11	376,513	362,000	344,555
Revenue Received in Advance	12	7,453	10,000	2,972
Provision for Cyclical Maintenance	13	112,937	-	-
Finance Lease Liability - Current Portion	14	61,231	61,813	33,218
Funds held for Capital Works Projects	15	125,397	-	(40,000)
Funds held on behalf of Rollston Kahui Ako Cluster	16	-	-	79,442
		<u>683,531</u>	<u>433,813</u>	<u>420,187</u>
Working Capital Surplus or (Deficit)		559,421	596,884	607,280
Non-current Assets				
Property, Plant and Equipment	10	776,311	689,254	664,254
		<u>776,311</u>	<u>689,254</u>	<u>664,254</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	13	85,179	-	-
Finance Lease Liability	14	60,236	45,000	30,947
		<u>145,415</u>	<u>45,000</u>	<u>30,947</u>
Net Assets		<u><u>1,190,317</u></u>	<u><u>1,241,138</u></u>	<u><u>1,240,587</u></u>
Equity		<u><u>1,190,317</u></u>	<u><u>1,241,138</u></u>	<u><u>1,240,587</u></u>

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



Clearview School Cash Flow Statement

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash flows from Operating Activities				
Government Grants		1,383,427	1,274,177	1,267,737
Locally Raised Funds		333,072	114,872	273,449
Goods and Services Tax (net)		41,074	34,209	(57,097)
Payments to Employees		(844,776)	(717,892)	(668,447)
Payments to Suppliers		(724,401)	(560,509)	(725,166)
Interest Received		11,555	3,458	6,499
Net cash from / (to) the Operating Activities		199,951	148,313	96,975
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		-	-	-
Purchase of PPE (and Intangibles)		(134,162)	(55,000)	(294,020)
Purchase of Investments		-	-	100,000
Net cash from / (to) the Investing Activities		(134,162)	(55,000)	(194,020)
Cash flows from Financing Activities				
Furniture and Equipment Grants		-	-	-
Finance Lease Payments		(64,517)	(27,352)	(78,653)
Funds Administered on Behalf of Third Parties		90,436	(32,414)	(197,131)
Net cash from Financing Activities		25,919	(59,766)	(275,784)
Net increase/(decrease) in cash and cash equivalents		91,708	33,547	(372,829)
Cash and cash equivalents at the beginning of the year	7	104,970	104,970	477,799
Cash and cash equivalents at the end of the year	7	196,678	138,517	104,970

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

Clearview School

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2022

a) Reporting Entity

Clearview School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2022. 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 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publically 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.

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



Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carryforward 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 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.

Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. 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.

Other Grants where conditions exist

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

d) Use of Land and Buildings Expense

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of 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 expense that is offset by a non-cash grant from the Ministry.

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 three months 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 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.

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.



j) Inventories

Inventories are consumable items held for sale and comprise of 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 Statement of Comprehensive Revenue and Expense in the period of the write down.

k) Property, Plant and Equipment

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

Improvements funded by the Board to buildings owned by the Crown or directly by the board are recorded at cost, less accumulated depreciation and impairment losses.

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

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

Leases where the School assumes substantially all the risks and rewards of ownership are classified as finance leases. The assets acquired by way of finance lease are measured at an amount equal to the lower of their fair value and the present value of the minimum lease payments at inception of the lease, less accumulated depreciation and impairment losses. Leased assets and corresponding liability are recognised in the Statement of Financial Position and leased assets are depreciated over the period the School is expected to benefit from their use or over the term of the lease.

Depreciation

Property, plant and equipment are depreciated over their estimated useful lives on a straight line 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	10
Information and communication technology	5
Plant	5 - 10
Leased assets held under a Finance Lease	Term of Lease
Library resources	10

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 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 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.

n) Revenue Received in Advance

Revenue received in advance relates to fees received from fees and activities where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned. The School holds sufficient funds to enable the refund of unearned fees, should the School be unable to provide the services to which they relate.

o) Provision for Cyclical Maintenance

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

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

The school carries out painting maintenance of the whole school over a 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.

p) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose. The School 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) Financial Instruments

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

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the 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 School'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.

s) 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.

t) Budget Figures

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

u) Services received in-kind

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



2. Government Grants

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	1,514,954	1,263,346	1,278,568
Teachers' Salaries Grants	3,953,802	3,850,000	3,581,490
Use of Land and Buildings Grants	1,374,381	1,375,000	1,181,643
Other Government Grants	-	-	-
	<u>6,843,137</u>	<u>6,488,346</u>	<u>6,041,701</u>

The school is not in the donations scheme for this year

3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<i>Revenue</i>			
Donations & Bequests	96,308	34,930	85,241
Fees for Extra Curricular Activities	154,332	-	184,374
Trading	89,785	79,200	80,975
	<u>340,425</u>	<u>114,130</u>	<u>350,590</u>
<i>Expenses</i>			
Extra Curricular Activities Costs	192,904	-	208,145
Trading	53,960	35,200	43,905
	<u>246,864</u>	<u>35,200</u>	<u>252,050</u>
<i>Surplus for the year Locally raised funds</i>	<u>93,561</u>	<u>78,930</u>	<u>98,540</u>

4 Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	166,777	213,565	120,651
Employee Benefits - Salaries	4,534,289	4,334,000	4,017,061
Staff Development	41,793	47,000	38,614
Depreciation	140,378	100,000	146,004
	<u>4,883,237</u>	<u>4,694,565</u>	<u>4,322,330</u>

5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	6,038	5,750	5,750
Board of Trustees Fees	4,570	5,000	4,920
Board of Trustees Expenses	22,317	14,000	61,829
Communication	8,400	9,000	10,939
Consumables	35,200	31,000	31,029
Staff Expenses	5,006	4,700	4,832
Other	7,821	10,724	4,265
Employee Benefits - Salaries	200,967	172,000	161,404
	<u>290,319</u>	<u>252,174</u>	<u>284,968</u>



6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	15,010	14,000	14,007
Consultancy and Contract Services	69,757	70,656	69,676
Cyclical Maintenance Provision	198,116	-	-
Grounds	15,526	15,800	9,863
Heat, Light and Water	36,217	34,000	34,733
Rates	7,748	7,500	7,466
Repairs and Maintenance	43,792	46,830	29,693
Use of Land and Buildings	1,374,381	1,375,000	1,181,643
Employee Benefits - Salaries	62,369	60,000	73,143
	<u>1,822,916</u>	<u>1,623,786</u>	<u>1,420,244</u>

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

7. Cash and Cash Equivalents

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	500	500	500
Bank Accounts	196,178	138,017	104,470
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>196,678</u>	<u>138,517</u>	<u>104,970</u>

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

8. Accounts Receivable

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Debtors	14,095	6,000	6,742
Debtor Ministry of Education	142,358	-	10,831
Interest Accrued	2,151	1,000	656
Teacher Salaries Grant Receivable	296,496	295,000	274,563
	<u>455,100</u>	<u>302,000</u>	<u>292,792</u>
Receivables from Exchange Transactions	16,246	7,000	7,398
Receivables from Non-Exchange Transactions	438,854	295,000	285,394
	<u>455,100</u>	<u>302,000</u>	<u>292,792</u>

9. Investments

The School's investment activities are classified as follows:

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	560,180	560,180	560,180

The carrying value of payables approximates their fair value.



10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Building Improvements	242,234	37,766	-	-	(5,600)	274,400
Furniture and Equipment	108,587	15,508	-	-	(28,859)	95,236
Information and Communication Plant	53,711	24,795	-	-	(17,335)	61,171
Plant	183,225	52,497	-	-	(24,719)	211,003
Leased Assets	63,015	118,273	-	-	(60,949)	120,339
Library Resources	13,482	3,596	-	-	(2,916)	14,162
Balance at 31 December 2022	664,254	252,435	-	-	(140,378)	776,311
	2022	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	280,000	(5,600)	274,400	242,234	-	242,234
Furniture and Equipment	650,306	(555,070)	95,236	634,798	(526,211)	108,587
Information and Communication Plant	608,600	(547,429)	61,171	583,805	(530,094)	53,711
Plant	410,431	(199,428)	211,003	357,934	(174,709)	183,225
Leased Assets	239,763	(119,424)	120,339	131,764	(68,749)	63,015
Library Resources	96,471	(82,309)	14,162	92,875	(79,393)	13,482
Balance at 31 December 2022	2,285,571	(1,509,260)	776,311	2,043,410	(1,379,156)	664,254

Restrictions

There are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

11. Accounts Payable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	77,078	65,000	66,100
Employee Benefits Payable - Salaries	296,496	295,000	274,563
Employee Benefits Payable - Leave Accrual	2,939	2,000	3,892
	376,513	362,000	344,555
Payables for Exchange Transactions	376,513	362,000	344,555
	376,513	362,000	344,555

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Other	7,453	10,000	2,972
	7,453	10,000	2,972



13. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	-	-	-
Increase to the Provision During the Year	29,140	-	-
Adjustment to the Provision	168,976	-	-
Reversal of provision	-	-	-
Provision at the End of the Year	198,116	-	-
Cyclical Maintenance - Current	112,937	-	-
Cyclical Maintenance - Term	85,179	-	-
	198,116	-	-

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 Year Property plan which is prepared by a Ministry of Education appointed property consultant.

14. Finance Lease Liability

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	61,338	61,813	33,620
Later than One Year and no Later than Five Years	60,236	45,000	31,054
Later than Five Years	-	-	-
Future Finance Charges	(107)	-	(509)
	121,467	106,813	64,165
Represented by			
Finance lease liability - Current	81,231	61,813	33,218
Finance lease liability - Non current	60,236	45,000	30,947
	121,467	106,813	64,165

15. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7.

	2022	Opening Balances \$	Receipts from MoE \$	Board Contribution \$	Payments \$	Closing Balances \$
Special Needs Modifications	<i>in progress</i>	-	64,122	-	(4,300)	59,822
Covered Outdoor Learning Area	<i>completed</i>	(40,000)	38,083	37,766	(35,849)	-
LSC Office	<i>in progress</i>	-	66,825	-	(1,250)	65,575
Totals		(40,000)	169,030	37,766	(41,399)	125,397
	2021	Opening Balances \$	Receipts from MoE \$	Board Contribution \$	Payments \$	Closing Balances \$
Special Needs Modifications	<i>completed</i>	(1,073)	1,073	-	-	-
Covered Outdoor Learning Area	<i>in progress</i>	311,170	-	242,234	(583,404)	(40,000)
Totals		310,097	1,073	242,234	(583,404)	(40,000)



16. Funds Held on Behalf of Rolleston Kahui Ako Cluster

Clearview Primary School is the lead school and holds funds on behalf of the Rolleston Kahui Ako cluster, a group of schools funded by the Ministry of Education for Communities of Learning. The funds were transferred to Lemonwood Grove School in 2022.

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Funds Held at Beginning of the Year	79,442	-	-
Funds Received from Cluster Members	36,900	-	102,500
Funds Transferred	110,393	-	-
Funds Spent on Behalf of the Cluster	5,949	-	23,058
Funds Held at Year End	-	-	79,442

17. Related Party Transactions

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

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

18. Remuneration

Key management personnel compensation

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

	2021 Actual \$	2021 Actual \$
Board Members Remuneration	4,570	5,000
Leadership Team Remuneration	405,568	431,171
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	410,138	436,171
Total full-time equivalent personnel	3.00	3.00

There are 6 members of the Board excluding the Principal. The Board had held 9 full meetings of the Board in the year. The Board also has Finance with 3 members and Property with 3 members, that meet as required. 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	2021 Actual
Salaries and Other Short-term Employee Benefits:	\$000	\$000
Salary and Other Payments	170-180	180-190
Benefits and Other Emoluments	1-5	1-5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100-110	6	3
120-130	1	0
	<u>7</u>	<u>3</u>

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

19. Compensation and Other Benefits Upon Leaving

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

	2022 Actual	2021 Actual
Total	\$0	\$30,000
Number of People	-	1

20. 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 of trustees, 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.

Teacher Aide & Support Staff Settlement Wash Up

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 Ministry is in the process of determining wash up payments for the year ended 31 December 2022 however as at the reporting date this amount had not been calculated and therefore is not recorded in these financial statements

21. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board has commitments to Capital Works Project per note 15. These projects are fully funded by the Ministry of Education.

As at 31 December 2022, the Board no capital commitments.

(Capital commitments at 31 December 2021: \$473,000)

(b) Operating Commitments

As at 31 December 2022 the Board has no Operating commitments

22. Financial Instruments

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

Financial assets measured at amortised cost

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Cash and Cash Equivalents	196,678	138,517	104,970
Receivables	455,100	302,000	292,792
Investments - Term Deposits	560,180	560,180	560,180
Total Cash and Receivables	1,211,958	1,000,697	957,942

Financial liabilities measured at amortised cost

Payables	376,513	362,000	344,555
Finance Leases	121,467	106,813	64,165
Total Financial Liabilities Measured at Amortised Cost	497,980	468,813	408,720

23. Events After Balance Date

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

24. Comparatives

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



Clearview Primary
Te Kura o Mārama

2. Analysis of Variance 2022

2022 Analysis of Variance Report



Clearview Primary

School Name:	Clearview Primary	School Number: 6980
Strategic Aims:	<p>Students and staff focus on continued personal growth to achieve to the best of their abilities.</p> <p>Students, staff, family, whānau and community strengthen their sense of connectedness, responsibility, identity, culture and pride in our place.</p> <p>Students and staff are future-focused problem solvers and effective communicators who develop original ideas for sustained change.</p>	
Annual Aim:	Students and staff focus on continued personal growth to achieve to the best of their abilities.	
Target:	<ol style="list-style-type: none"> To increase the number of Year 4, 6 and 8 boy students achieving at or above curriculum expectations in writing to 60% To increase the number of Year 8 students achieving at or above curriculum expectations in Mathematics to 60% 	
Baseline Data:	<ol style="list-style-type: none"> Analysis of school wide progress and achievement data in December 2021 identified concerns in writing for our Year 3, 5 and 7 male cohorts. Data analysis revealed that 43% (18/42 students) of Year 4 students were achieving below the curriculum level expectation. Data analysis revealed that 44% (20/45 students) of Year 6 students were achieving below the curriculum level expectation. Data analysis revealed that 45% (20/44 students) of Year 8 students were achieving below the curriculum level expectation. Analysis of school wide progress and achievement data in December 2021 identified concerns in Mathematics for the Year 7 cohort. Data analysis revealed that 50% (22/44 students) were achieving well below to below the curriculum level expectations. 	

Target 1: To increase the number of Year 4, 6 and 8 boy students achieving at or above curriculum expectations in writing to 60%

Target 2: To increase the number of Year 8 students achieving at or above curriculum expectations in Mathematics to 60%.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>																									
<p>Target 1.</p> <p>Teams and teachers will identify students which need priority support.</p> <p>Teams and teachers will assess what the explicit learning needs are for the identified students and design deliberate acts of teaching and learning around these needs.</p> <p>Teachers meet regularly in their teams throughout each term to discuss progress of the identified students.</p> <p>Teams use the Growth and Evaluation process to inquire into student's needs and reflect on progress and achievement.</p> <p>Teachers will attend a 2 day PLD workshop with Liz Kane to develop knowledge and practice with essential Literacy.</p> <p>Explore how a structured Literacy approach could be used across senior teams.</p>	<table border="1" data-bbox="491 1124 896 1541"> <thead> <tr> <th colspan="2">Students at - above expected level</th> <th>EOY 2021</th> <th>Mid 2022</th> <th>EOY 2022</th> </tr> </thead> <tbody> <tr> <td>Year level</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4</td> <td></td> <td>43% 18/42</td> <td>61% 28/46</td> <td>43% 20/46</td> </tr> <tr> <td>6</td> <td></td> <td>44% 20/45</td> <td>39% 18/46</td> <td>57% 25/46</td> </tr> <tr> <td>8</td> <td></td> <td>45% 20/44</td> <td>25% 11/44</td> <td>53% 24/45</td> </tr> </tbody> </table> <p>Teachers within the three teams identified students within the target groups at the start of the year.</p> <p>Individual and group support was implemented throughout the year with a focus on addressing specific student needs to help them progress.</p> <p>All teachers attended the Liz Kane PD. Teams explored what tools and strategies they could use from this PD to support these students making progress.</p>	Students at - above expected level		EOY 2021	Mid 2022	EOY 2022	Year level					4		43% 18/42	61% 28/46	43% 20/46	6		44% 20/45	39% 18/46	57% 25/46	8		45% 20/44	25% 11/44	53% 24/45	<p>There is more awareness with the management team of how Overall Teacher Judgements are being made and where we need to go as a team, and as a school.</p> <p>We acknowledge this crucial mahi, and we are attempting to be very careful and strategic about how we develop our assessment capability across the school.</p> <p>We are pleased with the direction of the data and focus on student learning and progress. Our Year 6 and 8 cohorts made a positive shift which we feel was due to teachers being more aware of the gaps in students' learning, the impact of their teaching, and being able to use assessment tools to inform teaching and learning design.</p> <p>The Year 4 data shows a lift at mid-year, and then a drop at the EOY. There are concerns about why this has happened and what has caused these shifts. With the introduction of Structured Literacy there became a focus on implementing this. Not knowing how this set beside our</p>	<p>At the end of 2022 the school applied for and was successful in receiving MOE funding for Assessment PLD. This was to further continue our journey of developing assessment practices and capabilities across the school.</p> <p>Our vision is for assessment to be an ongoing, purposeful and responsive process which provides the highest quality information and feedback to both teachers and learners to improve student learning. Assessment informs teaching through future learning design to develop our students into skilled and confident thinkers.</p> <p>We plan on using the PLD to further develop assessment for learning practices, while also developing teachers' understanding of assessment tools.</p> <p>Part of the PLD will be around using assessment to guide and support the design of teaching and learning interactions. Continuing the good work of what was achieved this year.</p>
Students at - above expected level		EOY 2021	Mid 2022	EOY 2022																								
Year level																												
4		43% 18/42	61% 28/46	43% 20/46																								
6		44% 20/45	39% 18/46	57% 25/46																								
8		45% 20/44	25% 11/44	53% 24/45																								

Tātaritanga raraunga

Teachers in Tairāroa will explore and utilise the Education Perfect program as a tool for developing writing skills and progress.

Provide PLD support in effective assessment practices to ensure student learning is effectively measured and to inform teacher practice.

Target 2.

Teachers will identify students which need priority support.

Teachers will assess what the explicit learning needs are for the identified students and design deliberate acts of teaching and learning around these needs.

Teachers to meet regularly in their teams throughout each term to discuss progress of the identified students.

Teachers to use the Growth and Evaluation process to inquiry into student's needs and reflect on progress and

There was progress made with the Year 6 and 8 cohort, although neither achieved the target of 60% (see above table). The Year 4 cohort made progress in the mid-year data, although the EOY data showed no progress.

Students at - above expected level			
Year level	EOY 2021	Mid 2022	EOY 2022
8	50% 49/98	47% 45/96	64% 63/98

The Year 8 teachers monitored the identified students throughout the year, focusing on the gaps in their learning through deliberate acts of teaching. This has had a wonderful result with the target of 60% being achieved.

developing assessment tools could be a reason why the data changed from mid-year to EOY. This has been explored and unpacked within the team to create better practices for next year.

This result was achieved due to the specific teaching and learning interventions applied by the teachers. Throughout the year they deliberately modified the learning, and made LI and SC clear to meet the needs of their students.

<p>achievement.</p> <p>Teachers in Tairāroa will explore and utilise the Education Perfect program as a tool for developing writing skills and progress.</p> <p>Provide PLD support in effective assessment practices to ensure student learning is effectively measured and to inform teacher practice.</p>			
<p>Planning for next year:</p> <p>Planning for next year will focus on our PLD application as we look to further continue our journey of developing assessment practices and capabilities across the school.</p> <p>These next steps will be incorporated into our annual planning for 2023.</p>			



Clearview Primary
Te Kura o Mārama

3. Kiwisport Funding: Statement of Use 2022



Clearview Primary
Te Kura o Mārama

2022 Kiwisport Funding: Statement of Use

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received total Kiwisport funding of \$12,235.82 (excluding GST).

The funding was spent on a Kiwisports co-ordinator to promote Kiwisports across our school, membership to Primary Sport Canterbury and Selwyn Central Zone Sports, lane hire for swim sports and various sports equipment.

The number of students that participated in organised sport was 858.

Yours sincerely

Rob Rush
Principal
Clearview Primary





Clearview Primary
Te Kura o Mārama

4. Compliance with Education and Training Act 2020 requirements to be a good employer 2022.

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



Clearview Primary

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

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>Implementation of EEO Policy.</p> <p>Implementation of Health, Safety and Welfare Policy.</p> <p>Implementation of Employer Responsibility Policy</p> <p>Regular Health and Safety meetings with staff representation on the committee. Regular review of safe working conditions.</p> <p>Exit interviews held with staff who leave Clearview.</p>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p>The Equal Employment Opportunities policy ensures that all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes, without bias or discrimination. We are required by the Public Service Act to be "good employers", that is:</p> <ul style="list-style-type: none"> • to maintain, and comply with their school's Equal Employment Opportunities policy, and • to include in the annual report a summary of the year's compliance. <p>To achieve this, the board:</p> <ul style="list-style-type: none"> • appoints a member to be the EEO officer – this is the principal • shows commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development • selects the person most suited to the position in terms of skills, experience, qualifications, and aptitude • recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups • ensures that employment and personnel practices are fair and free of any bias. <p>The Principal reports to the board and assures them that Clearview Primary complies with our EEO policy.</p>

<p>How do you practise impartial selection of suitably qualified persons for appointment?</p>	<p>Clearview Primary School is an equal opportunities employer. We appoint appropriately trained and qualified staff to all teaching and non-teaching positions, and strive to find the best person for each position. We uphold our commitment to te Tiriti o Waitangi through our vision and strategic plan to reflect tikanga Māori.</p> <p>Our appointment process meets the requirements of the Children's Act 2014.</p> <p>The board always manages the recruitment and appointment of a principal. For other vacancies, the board delegates the recruitment and appointment process to the principal and senior management but may also be represented on the appointment committee.</p> <p>We maintain transparency and fairness as important principles for any appointment, especially those involving related party transactions.</p>
<p>How are you recognising,</p> <ul style="list-style-type: none"> - The aims and aspirations of Maori, - The employment requirements of Maori, and - Greater involvement of Maori in the Education service? 	<p>As required by the Education and Training Act, Clearview Primary School's board ensures that every student at Clearview Primary School is able to achieve their highest possible standard. Clearview Primary School is also committed to te Tiriti o Waitangi and gives effect to te Tiriti by achieving equitable outcomes for ākonga Māori (Education and Training Act, s.127).</p> <p>Clearview Primary School is guided in our thinking, planning, and actions for our ākonga Māori by the cross-agency strategy for the education sector, Ka Hikitia Ka Hāpaitia: The Māori Education Strategy. Our Māori Educational Success policy should be read in conjunction with Ka Hikitia. We support its vision to help ākonga Māori enjoy and achieve educational success as Māori, while developing the skills to participate in te ao Māori, Aotearoa, and the wider world. The board and staff consult with our Māori community when developing policies, plans, and targets for improving the progress and achievement of our ākonga Māori.</p> <p>To achieve excellent and equitable outcomes for our ākonga Māori, Clearview Primary School:</p> <ul style="list-style-type: none"> • builds whanaungatanga with our ākonga Māori and whānau, and our local hapū and iwi to ensure everyone is informed and involved as our education partners • recognises and builds on the diverse abilities, strengths, and aspirations of ākonga Māori and their whānau • promotes a strong sense of belonging and engagement by integrating te reo Māori, tikanga Māori, mātauranga Māori, and te ao Māori into school life (including the curriculum) • ensures that the school is a physically and emotionally safe place and works to eliminate racism, discrimination, and stigma – also see Inclusive Education

	<ul style="list-style-type: none"> • engages with any national, regional, and local implementation plans developed by the Ministry of Education and education agencies • supports staff to access appropriate professional development • implements effective, high quality teaching and leadership practices that promote success for Māori as Māori. <p>Clearview Primary School supports ākonga Māori achievement by:</p> <ul style="list-style-type: none"> • tracking the attendance and achievement of all ākonga Māori • providing appropriate learning support, and other support or extension programmes and processes for our ākonga Māori, as they progress through their schooling • evaluating and continually improving school programmes and teaching practices • reporting on ākonga Māori achievement to parents, the school community (as appropriate), the board, and the Ministry of Education.
<p>How have you enhanced the abilities of individual employees?</p>	<p>Clearview Primary School provides equitable opportunities for professional development (PD) to meet identified needs. The board is committed to ensuring all staff participate in ongoing, pertinent professional development related to the school's strategic goals.</p> <p>We recognise that professional development:</p> <ul style="list-style-type: none"> • ensures staff are informed about the latest developments in education • builds staff capability and competence • enhances the quality of teaching, learning, and school support services • is an integral part of the school's performance management system • is a central factor leading to student success.
<p>How are you recognising the employment requirements of women?</p>	<p>We adhere to our EEO Policy and procedures to ensure the employment requirements of women are met.</p>
<p>How are you recognising the employment requirements of persons with disabilities?</p>	<p>Implementation of Employer Responsibility Policy</p> <p>Implementation of EEO Policy as stated above.</p>

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

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



Clearview Primary
Te Kura o Mārama

5. Auditors Report 2022

INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF CLEARVIEW SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2022

The Auditor-General is the auditor of Clearview School (the School). The Auditor-General has appointed me, Michael Rondel using the staff and resources of BDO Christchurch, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 16, that comprise the statement of financial position as at 31 December 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 30 May 2023. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as

applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

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

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

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

Independence

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

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



Michael Rondel
BDO Christchurch
On behalf of the Auditor-General
Christchurch, New Zealand