

Liberton Christian School

'Our children, as part of the Christian community, learning with enthusiasm, growing in knowledge, developing their abilities, and desiring to serve God'



Cover photo: 2021 school photo taken by Kelk Photography

2021 Annual Report

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Key Statistics

	July 2021	July 2020
Staffing (FTE)		
Principal	1.00	1.00
Teachers	5.9	5.70
Total employed	7.4	6.70
Total entitlement	6.35	6.25
Ancillary staff (hrs/week)		
Secretary	32.5	32.5
Teacher aide	20	15.5
Students		
Local	110	103
International	0	0
Male	56	54
Female	54	49
Student ethnicity		
NZ European/ Pākehā	52	52%
Other European	5	6%
Māori	11	7%
Pasifika	5	10%
Asian	33	22%
African	4	3%
Year level numbers		
Year 1	24	9 + 9 New Entrants
Year 2	14	12
Year 3	10	16
Year 4	16	9
Year 5	11	10
Year 6	10	11
Year 7	12	13
Year 8	13	14
Half days open	380	384
Exempt bad weather half days	0	0
Decile rating	7	7

Board of Trustees

for the year ended 31 December 2021

Name & Qualifications	Representation	Responsibility/ Term Expiry
Daryl Schwenke , BSc(Hons), MSc, PhD University Lecturer	Parent representative (Chair)	Chair, Personnel, Strategic Plan, Self-Review September 2022
Jan Jopson , BSc, EdM Community Educator	Proprietor's representative (Deputy Chair)	Employment, Special Character Indefinite
Fiona Sizemore , BEd(Tchg) School Principal	Principal	Management, Curriculum, 10-Year Property Plan Indefinite
Craig Grounds Electrician	Parent representative	Property Maintenance Health and Safety September 2022
Nicole Klemetson , BA, DipEd Teacher, Children's Pastor	Parent representative (Treasurer)	Finance September 2022
Campbell Paton Builder/landlord	Proprietor's representative	Property Maintenance and Development, Special Character Indefinite
Grant Peacock , DipTchg (Primary) BEd PGrad Dip Tchg (endorsed ICT) Teacher (Deputy Principal)	Staff representative	Staff Liaison September 2022
Kelby Smith-Han , BA, MHealSc(MENH), PhD University Researcher	Parent representative	General Legislation September 2022
Paul Copland , BSc (Hons), PhD Philosopher	Proprietor representative	Special Character Indefinite
Karen Boyes ,	Secretary	Non voting
Accountant / Service Provider	MOORE Markhams Otago	

Principal

Fiona Sizemore BEd(Tchg)

Junior Learning Team: NE—Year 4

Frances Neill BSc, BEd, DipTchg (*part-time*)

Jenny Stowell B.Tchg (*part-time*)

Olivia Wilden B.Tchg

Jody Fleming BSc, MTchgLn

Senior Learning Team: Years 5-8

Grant Peacock DipTchg, BEd, PostGrad DipTchg (endorsed ICT)

Bronwyn Bennington BEd(Tchg)

Kyra Jones BPhEd, DipTeach (*part-time*)

Specialist Teachers

Kyra Jones (Visual Art)

Amelia Mah (Music)

Support Staff

Admin: Karen Boyes

Teacher Aide: Eve Scott, Taichi





2021 Annual Principal Report

2021 brought us the huge blessing of new classrooms and some challenges as the COVID-19 pandemic entered its second year. In the blessings and challenges we see God with us, and we are strengthened by the truth in Hebrews 13 that “Jesus Christ is the same yesterday, today and forever.”

Our staff remained the same with the addition of Mrs Emily Tennant who joined us from term 2 when our new classrooms opened. We started the year with 104 students and finished the year with 120 students.

The teachers and class levels were:

Year 7-8 Mrs Bennington

Year 5-6 Mr Peacock (Deputy principal)

Year 3-4 Mrs Fleming

Year 1-3 Mrs Tennant (from term 2)

Year NE-1 Mrs Copland

Year NE-1 Miss Neill and Mrs Stowell

Specialist visual arts teacher, Mrs Jones.

Specialist music teacher (band and choir), Miss Mah.

Mrs Karen Boyes continued to support us with her excellent school administration skills, and Eve Scott and Taichi Kojima were our support staff as teacher aides.

Mrs Yolanda Storm joined us as our new volunteer school librarian. She helped us move back into our dedicated library space and kept our new library in excellent order throughout the year. We are also thankful for the many other parents and friends who support the school in a variety of ways.

A highlight of 2021 was the opening of our two highly anticipated new junior classrooms. This gave us a total of six dedicated classrooms. The story of faith and vision that had brought us to this moment is testimony to God's grace over us. We are grateful to the Pettigrew family, Mr Harlow, the Dunedin Christian Schools Association, and all those who have had a part in this chapter. We see God's hand in these big moments, but also in many seemingly small and insignificant happenings in our daily life too. This is His school.

During the second half of 2021 we experienced all the Covid-19 alert levels. Our wonderful teaching staff responded swiftly when a sudden Alert Level 4 lockdown was announced in mid-August. As soon as the teaching staff were allowed onsite we prepared home learning packs and facilitated a non-contact pick up so our students were well supported for learning from home. We continued to find new ways of functioning as a school and overall achieved many of the activities and events that we value. This became more challenging in term 4 when we were operating under Alert Level 2D and had to restrict parent attendance at our Friday assemblies.

Leadership development is an important part of being an intermediate student at Liberton Christian School, and this was again impacted by the pandemic. A group of our students were able to attend a World Vision Youth Conference and worked to support the famine. Our Year 8 students all attended NYLD and completed Physical Activity Leadership training. We supported them to lead where possible within school.

Over the year we had a smaller number of sports teams participating in rippa rugby, netball, basketball and badminton competitions. We are always grateful to our parents who help coach and manage sports teams. Our term 2 swimming lessons at Moana Pool happened but the term 3 sessions were cancelled due to the pandemic. We did manage to hold our own school cross-country and athletics events.

A highlight from our education outside the classroom activities was our intermediate ski camp to Coronet Peak. We were so thankful this happened just before the August lockdown. The snow was good and all our students and parents on the camp had a wonderful time together.

Our key performing arts event was the Māori and Pacific Island Festival (Polyfest) scheduled for term 3. The lockdown and subsequent alert levels meant all schools had to reduce their performance group to fifty students. We value our performing arts opportunities to be whole school events so we decided to continue with our own plan. As we were not able to gather the whole school and community together during term 4, we once again looked to technology to help us present our performance. We recorded at DCBC and were able to share the video at school with two classes and parents at a time. Our students learnt and performed two Māori waiata and a Samoan sāsā to a high standard.

For the thirty ninth year at Liberton Christian School we continue to be thankful to the Lord for the many wonderful school activities and the positive development in the children over the year. The second year of the pandemic has not wavered us from the vision laid down by our founders; *“our children, as part of the Christian community, learning with enthusiasm, growing in knowledge, developing their abilities, and desiring to serve God.”*

Thank you very much to all our parents and friends of the school, to our faithful and very hard-working staff, the Board of Trustees and the Dunedin Christian Schools Association. Thank you especially to everyone who continues to uphold us in prayer.

Fiona Sizemore
Principal





Chairman's Report

Tālofa, Mālo le soifua 'ua afifio mai 'la tātou fa'afo'i le fa'afetai I le tātou tamā I le lagi mo lona alofa

"Greetings to all, I wish you life's richest blessings in this community, let us give thanks to our heavenly Father above for his amazing love".

On behalf of the Board of Trustees (BOT) at Liberton Christian School, I wish to convey a heart-felt thank you to the leadership of our Principal, the unwavering dedication of our staff, and the unbreakable engagement with our families.

In spite of yet another year of tentative uncertainty and disruptions, the school has done an admirable job of striving towards preserving an environment in which our pupils have been able to achieve excellence, whether at school or at home in isolation. It was once again a privilege to farewell our Year-8 students at the end of 2021 as they embark on the next chapter of their education, with full confidence that each one of them has been fully equipped by LCS to succeed in the challenges ahead. Our prayers are with them.

It was pleasing that, for the most part, the board of trustees were able to meet regularly in person to examine and review student achievement data presented by the school's teachers. Unbiasedly, it is clear that LCS can be thankful to God for the unique strengths that effectively foster student development and growth.

Yet, we also acknowledge that learning is a journey and, hence, we are always aiming to improve on areas of weakness, particularly those that will foster equitable growth and development among all of the children across all ethnicities with LCS. This is something that LCS takes great delight in addressing.

The board extends its gratitude to the invaluable input from our parents and community, e.g. through questionnaires, as we appreciate the importance of family engagement for the development of our children. We continue to encourage parent engagement so that they themselves can contribute to, and be confident in, the high standards in teaching and learning at LCS, with the fundamental difference that the special character of the school places Christ at the center.

Finally, as I step down as BoT Chair, I am sincerely grateful to all the members of the school's Board, for LCS teachers and Principal, and to the school families for their unwavering commitment, wisdom and grace, and for making LCS a school where children learn and thrive, where community and effective relationships are valued, and where the special character of the school is celebrated and lived in a sincere and authentic way. I have full confidence that our incoming Chair, Dr Kelby Smith-Han, will navigate the journey ahead, with the wisdom of Solomon, and with the support of staff and principal.

Le Atua le tamā, Ia vi'a pea lou suafa,
Fa'afetai le silasila mai, Tofa soifua

"Dear heavenly Father, praise be your name,

And thank you to LCS, staff and families, for the pleasure of your serving with you, and all the very best in life ahead."

Daryl Schwenke
(former) Chair for the Board of Trustees
Liberton Christian School

2021 End of Year Student Achievement Summary Report

SCHOOL CONTEXT

Student Achievement: over the last five years against the NZ Curriculum for all students in years 1-8

READING	DEVELOPING	ACHIEVED	ABOVE
2017	10%	55%	35%
2018	15%	43%	42%
2019	11%	53%	36%
2020	11%	60%	29%
2021	9%	59%	32%
WRITING	DEVELOPING	ACHIEVED	ABOVE
2017	22%	58%	20%
2018	20%	56%	24%
2019	22%	50%	28%
2020	22%	48%	30%
2021	13%	68%	19%
MATHEMATICS	DEVELOPING	ACHIEVED	ABOVE
2017	21%	52%	27%
2018	19%	57%	24%
2019	18%	48%	34%
2020	13%	58%	29%
2021	11%	62%	27%

Liberton Christian School has a positive record of student achievement. Teaching staff and the Board of Trustees continue to strive to improve student achievement and in particular support underachieving students to reach their full potential.

Review of Charter and Community Consultation

Liberton Christian School has a robust self-review cycle. The parent community is consulted each term on policy as part of the Board of Trustees three-year cycle of planning and self-review. Parent and student surveys are discussed at the board and feed into the review cycle.

In 2019 our school community was invited to a parent forum to support the transition to high school, a parent survey with a focus on fundraising and contribute to the board of trustees self-review cycle of policies. In 2020 our school community was consulted on our Health curriculum, and invited to a parent forum on the transition to high school. Our year 5-8 students completed the NZCER Student Inclusive Practices survey.

In 2021 our parents were invited to participate in a survey which covered general student wellbeing, support for the year 7&8 ski camp and our response and management of the Covid-19 pandemic.

Student Inclusive Practices Survey: NZCER survey December 2021

Students report a high level of satisfaction in their learning and wellbeing at Liberton Christian School. 98% of year 5-8 students felt that our school supported them to do their best in lots of different areas (e.g. learning, being a leader, in sports or cultural groups).

96% of year 5-8 students said they have a positive sense of belonging at Liberton Christian School.

98% of year 5-8 students of students felt safe at school.

Student 'voice' is highly regarded at Liberton. Senior students are offered regular opportunities to share their ideas and opinions directly with the principal. We operate with an 'open door' philosophy.

2021 Analysis of Variance

for the year ended 31 December 2021

Strategic priority: Digital Technology Curriculum
Strategic Goal #1 To have our Special Character impact all our students so they are learning with enthusiasm, growing in knowledge, developing abilities and desiring to serve God.
Strategic Goal #2 All students are successfully able to access the New Zealand Curriculum as evidenced by progress and achievement.
Strategic Goal #3 To have a stimulating curriculum that is taught from a Christ-centred perspective by teachers who have a clear sense of calling to the special character of the school.
Annual Aim: Implementation of the Digital Technology Curriculum
Baseline Data: The Liberton Christian School staff is keen to develop further the digital technology curriculum and build on the progress of 2020. We have explored the changes to the Technology Curriculum with a specific focus on the Digital Technology (DT) strand and now need to update our curriculum delivery plan and integrate DT across the curriculum. We have made use of the Kia Takatu-a-Matahiko Self Review to set a baseline for teacher confidence and competence with the DT components of the Technology curriculum.
Target: Strengthen our teacher capability to deliver the digital technology curriculum.

Actions: (What did we do?)

- Allocate regular staff meeting time to demonstrate plugged and unplugged classroom activities especially focused on DT that can be implemented in isolation to other curriculum with the intention of building staff confidence in delivery of DT.
- Discuss and share learning from implementing stand-alone DT activities in the classroom.
- Update and review the Technology delivery plan.
- Regular revisits to Self-Review to check on and update teacher progress.

Outcomes: (What happened?)

Teachers participated in PLD in Term 1 led by Grant. In these sessions staff took part in stand-alone DT activities in the classroom at junior and senior levels.

- BeeBot Recounts - Staff use Beebots, zoo mat and Beebot at the Zoo writing framework to model a junior writing lesson which incorporates digital technology.
- Hour of Code - Staff registered at Code.org, selected an Hour of Code of their choice and spent some time learning to use blockly coding.

Grant made good progress on the review of the Technology Curriculum Delivery Plan. Fiona and Grant sought expert advice from Cheryl Pym (Technology Facilitator, University of Otago) to clarify their interpretation of the curriculum document and allow the review to progress further.

Progress stopped in term three when the COVID-19 Alert Level 4 lockdown occurred and other priorities took precedence for the remainder of the year.

Reasons for the Variance: (Why did it happen?)

The latter part of Term 1 and early Term 2 saw the staff meeting focus change to the redevelopment of our mid-year caregiver report. This involved a number of staff meetings reviewing and redesigning the report before it was sent to our student management system provider, Assembly.

This project was completed and staff were about to begin a series of PLD sessions to become familiar with writing caregivers reports in the Assembly system when we were informed by the Ministry of Education that Assembly was in financial difficulty and would cease to operate. In the interests of staff well-being the decision was made not to proceed with this PLD but instead to hurriedly re-engineer the previously used Google Doc caregiver report.

Three more sessions in Technology were planned for the latter part of Term 3, however these did not eventuate. These three sessions were to continue the work started in 2020 using the Ministry of Education Digital Readiness website materials ([Kia Takatu-a-Matahiko](#)), however the website was found to be no longer accessible having been closed in December 2020 after the three year contract with the provider finished. In 2020, we used various learning modules and the self-assessment tool to set a baseline by which to measure staff development in digital technology. It was disappointing to find this material no longer accessible.

The COVID-19 pandemic lockdown in August further impacted our progress in our Technology PLD and the review of our curriculum delivery plan. However, we were able to make valuable use of this time to research the replacement product for Assembly SMS, and to undertake staff development in its use. By the end of the lockdown, our data was migrated to the new product (MUSAC Edge) and basic staff training was completed.

Evaluation: (Where to next?)

Our intended professional development in digital technology and review of technology curriculum delivery plan has been interrupted and still has some way to go.

We have had to respond with little warning to situations beyond our control and have chosen to pull back on our development plans in the interests of staff well-being in what has been a challenging year. We have however, made important steps to implementing the Revised Technology Curriculum as evidenced by the digital technology happening in some of our classrooms.

Planning for next year:

Our goals for 2022 remain the same as for 2021.



LIBERTON CHRISTIAN SCHOOL ANNUAL PLAN 2021

OTHER KEY IMPROVEMENT STRATEGIES TO ACHIEVE STRATEGIC VISION

Annual Aim	Short Report
SPECIAL CHARACTER/PERSONNEL	
<p>Support teachers (especially new staff) to grow their understanding and teaching practice of the special character of the school.</p> <p>Continue to raise the wider Christian community awareness of the school and its purpose.</p>	<p>Due to the COVID-19 global pandemic, the NZACS Leaders' Symposium was cancelled for the second year.</p> <p>The experienced staff continue to demonstrate our special character to our newer staff members through their daily work. The staff meet every morning to pray together and provide outstanding fellowship and support to one another.</p>
FINANCE AND PROPERTY	
<p>Meet all financial reporting requirements.</p> <p>Work with the DCSA (proprietor) to complete the new junior teaching block.</p>	<p>Achieved.</p> <p>The new junior teaching block was opened at the beginning of term 2. This has been a huge blessing to the whole school and community.</p>
HEALTH AND SAFETY	
<p>Maintain a hazard register and report all hazards to BOT.</p> <p>Review Health and Safety Policy NAG 5 and procedures.</p>	<p>During the building project hazards were monitored daily and appropriate precautions taken. Playground inspections are regularly undertaken by Otago Engineering.</p> <p>Health and Safety planning has been a high priority during the pandemic to ensure we are providing a safe environment for staff and students.</p>
SELF-REVIEW	
<p>Maintain a rigorous self-review cycle of planning and review to ensure we have a stimulating curriculum that is relevant and up to date, and delivered from a Christ-centred perspective.</p> <p>Monitor issues of equity and excellence through our self-review process to help focus the BoT in promoting achievement and success for our diverse learners.</p> <p>Work to regard the National Education and Learning Priorities (NELP) statements and objectives, and begin to align these with our own strategic planning.</p>	<p>All reviews were completed as part of the BoT cycle. Higher goals of curriculum review have not been achieved due to the closure of our SMS Assembly and the need to migrate to a new SMS. This process took considerable time in the middle of the year.</p> <p>Done.</p> <p>Limited progress due to prioritising of the new SMS and pandemic health and safety planning.</p>
COMMUNITY ENGAGEMENT	
<p>Undertake at least two opportunities for community engagement and consultation.</p> <p>Support parents in the transition to high school.</p>	<p>A parent survey covering three key areas was completed in term 4. Face to face consultation regarding the Digital Technology curriculum was planned for term 3 but unable to occur due to the pandemic.</p> <p>There was less need to support parents in the transition to high school as most had older children already attending.</p>

Statement on Kiwisport Funding

Kiwisport is a government funding initiative to promote sport for school-aged children. Kiwisport provides funding to schools for Year 1-8 students and Year 9-13 students through the Ministry of Education and Sport New Zealand.

Kiwisport aims to:

increase the number of school-aged children participating in organised sport

increase the availability and accessibility of sport opportunities for all school-aged children.

support children to develop skills that enable them to participate confidently in sport.

In 2021, the school received total Kiwisport funding of \$1698.21 (excluding GST). The funding was spent on hiring the Caledonian Ground track and field venue and specialised athletics equipment to hold our athletics day competition. We also replaced summer sports equipment, and upgraded classroom sports equipment. All students in the school benefit from these targeted initiatives.



Liberton Christian School

Statement of Responsibility

For the year ended 31 December 2021

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

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

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

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

Nicole Christine Klemetson
Full Name of Presiding Member


Signature of Presiding Member

8.7.2022
Date:

Floria Louise Sizemore
Full Name of Principal


Signature of Principal

8.7.2022
Date:

Liberton Christian School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue				
Government Grants	2	777,004	693,261	743,069
Locally Raised Funds	3	21,577	19,700	12,158
Use of Proprietor's Land and Buildings		62,931	107,600	136,400
Interest Income		639	1,000	2,067
		862,151	821,561	893,694
Expenses				
Locally Raised Funds	3	16,978	16,200	14,376
Learning Resources	4	666,858	603,400	618,147
Administration	5	70,776	69,845	64,179
Finance		1,005	-	833
Property	6	105,622	152,863	175,261
Depreciation	11	24,150	21,500	22,540
Loss on Disposal of Property, Plant and Equipment	11	-	-	128
		885,389	863,808	895,464
Net Surplus / (Deficit) for the year		(23,238)	(42,247)	(1,770)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(23,238)</u>	<u>(42,247)</u>	<u>(1,770)</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.

Liberton Christian School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Equity at 1 January		183,761	183,761	180,300
Total comprehensive revenue and expense for the year		(23,238)	(42,247)	(1,770)
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		3,490	-	5,231
Contribution - Te Mana Tuhono Grant		12,675	-	-
Equity at 31 December		176,688	141,514	183,761
Retained Earnings		176,688	141,514	183,761
Reserves		-	-	-
Equity at 31 December		176,688	141,514	183,761

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.

Liberton Christian School

Statement of Financial Position

As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Assets				
Cash and Cash Equivalents	7	6,240	(9,446)	32,801
Accounts Receivable	8	45,518	43,041	43,041
Prepayments		2,089	2,907	2,907
Inventories	9	1,830	1,263	1,263
Investments	10	79,445	78,772	78,772
		135,122	116,537	158,784
Current Liabilities				
GST Payable		6,816	4,379	4,379
Accounts Payable	12	63,646	58,033	58,033
Provision for Cyclical Maintenance	13	4,000	2,000	2,000
Finance Lease Liability	14	5,506	5,072	5,072
		79,968	69,484	69,484
Working Capital Surplus/(Deficit)		55,154	47,053	89,300
Non-current Assets				
Property, Plant and Equipment	11	128,606	107,809	107,809
		128,606	107,809	107,809
Non-current Liabilities				
Provision for Cyclical Maintenance	13	3,060	3,830	3,830
Finance Lease Liability	14	4,012	9,518	9,518
		7,072	13,348	13,348
Net Assets		176,688	141,514	183,761
Equity		176,688	141,514	183,761

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

Liberton Christian School

Statement of Cash Flows

For the year ended 31 December 2021

	Note	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash flows from Operating Activities				
Government Grants		208,734	183,261	198,127
Locally Raised Funds		20,867	3,500	11,825
Goods and Services Tax (net)		2,436	-	(161)
Payments to Employees		(127,427)	(103,500)	(91,258)
Payments to Suppliers		(97,690)	(105,008)	(101,560)
Interest Paid		(683)	-	(833)
Interest Received		698	1,000	2,078
Net cash from/(to) Operating Activities		6,935	(20,747)	18,218
Cash flows from Investing Activities				
Proceed/Losss from Sale of Property Plant & Equipment (and Intangibles)		-	-	(128)
Purchase of Property Plant & Equipment (and Intangibles)		(43,916)	(21,500)	(27,677)
Purchase of Investments		(673)	-	(2,019)
Proceeds from Sale of Investments		-	-	-
Net cash from/(to) Investing Activities		(44,589)	(21,500)	(29,824)
Cash flows from Financing Activities				
Furniture and Equipment Grant		3,490	-	5,231
Finance Lease Payments		(5,072)	-	(4,766)
Electronic Equipment Grant		12,675	-	-
Net cash from/(to) Financing Activities		11,093	-	465
Net increase/(decrease) in cash and cash equivalents		(26,561)	(42,247)	(11,141)
Cash and cash equivalents at the beginning of the year	7	32,801	32,801	43,942
Cash and cash equivalents at the end of the year	7	6,240	(9,446)	32,801

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

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

Liberton Christian School

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

a) Reporting Entity

Liberton Christian School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition**Government Grants**

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

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) 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.

e) Finance Lease Payments

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

f) Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

g) Accounts Receivable

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

h) Inventories

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

i) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

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.

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	10-20 years
Furniture and equipment	5-15 years
Information and communication technology	3-6 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	10 years

k) Intangible Assets

Software costs

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

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

l) 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.

m) 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.

n) Employee Entitlements***Short-term employee entitlements***

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

Long-term employee entitlements

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

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

o) Provision for Cyclical Maintenance

The property from which the school operates is owned by the Proprietor. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

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

p) Financial Instruments

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

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

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

q) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

Borrowings include but are not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

r) 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.

s) Budget Figures

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

t) Services received in-kind

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

2. Government Grants

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Operational Grants	208,309	182,761	193,454
Teachers' Salaries Grants	561,291	510,000	540,508
Other MoE Grants	7,404	-	8,180
Other Government Grants	-	500	927
	777,004	693,261	743,069

The school has opted in to the donations scheme for this year. Total amount received was \$15,450.

3. Locally Raised Funds

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue			
Donations & Bequests	5,675	4,500	1,291
Fees for Extra Curricular Activities	11,148	9,000	4,265
Trading	3,363	3,200	2,440
Fundraising & Community Grants	1,391	3,000	4,162
	21,577	19,700	12,158
Expenses			
Extra Curricular Activities Costs	13,171	11,000	8,432
Trading	3,807	4,500	4,181
Fundraising and Community Grant Costs	-	700	697
Other Locally Raised Funds Expenditure	-	-	1,066
	16,978	16,200	14,376
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	4,599	3,500	(2,218)

4. Learning Resources

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Curricular	15,824	22,200	16,384
Equipment Repairs	-	200	170
Information and Communication Technology	510	2,500	2,732
Library Resources	57	1,000	-
Employee Benefits - Salaries	649,367	572,000	596,524
Staff Development	1,100	5,500	2,337
	666,858	603,400	618,147

5. Administration

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Audit Fee	4,400	3,250	3,100
Board Fees	1,595	2,500	1,925
Board Expenses	508	100	341
Communication	984	1,000	1,086
Consumables	3,277	5,700	4,665
Operating Lease	-	1,800	-
Other	9,905	8,495	6,925
Employee Benefits - Salaries	43,435	40,000	39,581
Insurance	2,807	3,500	3,036
Service Providers, Contractors and Consultancy	3,865	3,500	3,520
	<u>70,776</u>	<u>69,845</u>	<u>64,179</u>

6. Property

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Caretaking and Cleaning Consumables	3,744	2,500	3,198
Consultancy and Contract Services	20,890	15,000	12,003
Cyclical Maintenance Provision	1,230	5,000	(1,440)
Grounds	2,332	5,500	7,156
Heat, Light and Water	6,739	8,463	5,836
Repairs and Maintenance	5,419	6,300	10,594
Use of Land and Buildings	62,931	107,600	136,400
Security	836	1,000	990
Employee Benefits - Salaries	1,501	1,500	524
	<u>105,622</u>	<u>152,863</u>	<u>175,261</u>

In 2021, the Ministry of Education revised the notional rent rate from 8% to 5% to align it with the Government Capital Charge rate. This is considered to be a reasonable proxy for the market rental yield on the value of land and buildings used by schools. Accordingly in 2021, the use of land and buildings figure represents 5% of the school's total property value.

7. Cash and Cash Equivalents

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Bank Accounts	6,240	(9,446)	32,801
Cash and cash equivalents for Statement of Cash Flows	<u>6,240</u>	<u>(9,446)</u>	<u>32,801</u>

8. Accounts Receivable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Receivables	-	320	320
Interest Receivable	150	209	209
Banking Staffing Underuse	-	-	-
Teacher Salaries Grant Receivable	45,368	42,512	42,512
	<u>45,518</u>	<u>43,041</u>	<u>43,041</u>
Receivables from Exchange Transactions	150	529	529
Receivables from Non-Exchange Transactions	45,368	42,512	42,512
	<u>45,518</u>	<u>43,041</u>	<u>43,041</u>

9. Inventories

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Stationery	278	442	442
School Uniforms	1,552	821	821
	<u>1,830</u>	<u>1,263</u>	<u>1,263</u>

10. Investments

The School's investment activities are classified as follows:

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Asset			
Short-term Bank Deposits	79,445	78,772	78,772
Total Investments	<u>79,445</u>	<u>78,772</u>	<u>78,772</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2021	\$	\$	\$	\$	\$	\$
Buildings	26,771	10,494	-	-	(2,969)	34,296
Furniture and Equipment	30,042	16,796	-	-	(4,479)	42,359
Information and Communication Technology	31,239	16,627	-	-	(10,790)	37,076
Leased Assets	14,946	-	-	-	(5,308)	9,638
Library Resources	4,811	1,030	-	-	(604)	5,237
Balance at 31 December 2021	107,809	44,947	-	-	(24,150)	128,606

	2021	2021	2021	2020	2020	2020
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	57,651	(23,355)	34,296	47,157	(20,386)	26,771
Furniture and Equipment	83,628	(41,269)	42,359	66,832	(36,790)	30,042
Information and Communication Technology	89,723	(52,647)	37,076	73,096	(41,857)	31,239
Leased Assets	33,795	(24,157)	9,638	33,795	(18,849)	14,946
Library Resources	36,212	(30,976)	5,237	35,183	(30,372)	4,811
Balance at 31 December	301,009	(172,404)	128,606	256,063	(148,254)	107,809

12. Accounts Payable

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Creditors	6,743	5,958	5,958
Accruals	5,950	4,700	4,700
Banking Staffing Overuse	-	4,863	4,863
Employee Entitlements - Salaries	50,953	42,512	42,512
	63,646	58,033	58,033
Payables for Exchange Transactions	63,646	58,033	58,033
	63,646	58,033	58,033

The carrying value of payables approximates their fair value.

13. Provision for Cyclical Maintenance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Provision at the Start of the Year	5,830	5,830	7,270
Increase/ (decrease) to the Provision During the Year	1,230	-	(1,440)
Provision at the End of the Year	7,060	5,830	5,830
Cyclical Maintenance - Current	4,000	2,000	2,000
Cyclical Maintenance - Term	3,060	3,830	3,830
	7,060	5,830	5,830

14. Finance Lease Liability

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year	6,076	6,076	6,076
Later than One Year and no Later than Five Years	4,205	10,281	10,281
Future Finance Charges	(763)	(1,767)	(1,767)
	9,518	14,590	14,590
Represented by			
Finance lease liability - Current	5,505	5,072	5,072
Finance lease liability - Term	4,013	9,518	9,518
	9,518	14,590	14,590

15. 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 (Dunedin Christian Schools Association Incorporated) 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 fund 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(c). 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'.

16. Remuneration

Key management personnel compensation

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

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration	1,595	1,925
<i>Leadership Team</i>		
Remuneration	221,883	219,907
Full-time equivalent members	2	2
Total key management personnel remuneration	<u>223,478</u>	<u>221,832</u>

There are nine members of the Board excluding the Principal. The Board had held eight full meetings of the Board in the year. The Board does not have Finance and Property groups. 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:

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	120 - 130	120 - 130
Benefits and Other Emoluments	0 - 5	0 - 5

Other Employees

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

Remuneration \$000	2021 FTE Number	2020 FTE Number
110 - 120	-	-
100 - 110	-	-
	<u>-</u>	<u>-</u>

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

17. Compensation and Other Benefits Upon Leaving

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

	2021 Actual	2020 Actual
Total	-	-
Number of People	-	-

18. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

19. Commitments

(a) Operating Commitments

As at 31 December 2021 the Board has not entered into any contracts.

20. Financial Instruments

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

Financial assets measured at amortised cost

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Cash and Cash Equivalents	6,240	(9,446)	32,801
Receivables	45,518	43,041	43,041
Investments - Term Deposits	79,445	78,772	78,772
Total Financial assets measured at amortised cost	131,203	112,367	154,614

Financial liabilities measured at amortised cost

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Payables	63,646	58,033	58,033
Finance Leases	9,518	14,590	14,590
Total Financial Liabilities Measured at Amortised Cost	73,164	72,623	72,623



21. Events After Balance Date

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

22. Comparatives

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

23. COVID 19 Pandemic on going implications

Impact of Covid-19

During 2021 the country moved between alert levels. During February and March 2021 Auckland was placed into alert levels 3 and 2 and other parts of the country moved into alert level 2.

Towards the end of June 2021, the Wellington region was placed into alert level 2 for one week.

Towards the end of August 2021, the entire country moved to alert level 4, with a move to alert level 3 and 2 for everyone outside the Auckland region three weeks later. While Auckland has remained in alert level 3 for a prolonged period of time the Northland and Waikato regions have also returned to alert level 3 restrictions during this period.

Impact on operations

Schools have been required to continue adapting to remote and online learning practices when physical attendance is unable to occur in alert level 4 and 3. Schools continue to receive funding from Te Tāhuhu o te Mātauranga | Ministry of Education, even while closed.

However, the ongoing interruptions resulting from the moves in alert levels have impacted schools in various ways which potentially will negatively affect the operations and services of the school. We describe below the possible effects on the school that we have identified, resulting from the ongoing impacts of the COVID-19 alert level changes.

Reduction in locally raised funds

Under alert levels 4,3, and 2 the school's ability to undertake fund raising events in the community and/ or collect donations or other contributions from parents, may have been compromised. Costs already incurred arranging future events may not be recoverable.

Increased Remote learning additional costs

Under alert levels 4 and 3 ensuring that students have the ability to undertake remote or distance learning often incurs additional costs in the supply of materials and devices to students to enable alternative methods of curriculum delivery.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF LIBERTON CHRISTIAN SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2021

The Auditor-General is the auditor of Liberton Christian School (the School). The Auditor-General has appointed me, Mike Hawken, using the staff and resources of Deloitte Limited, 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 17, that comprise the statement of financial position as at 31 December 2021, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and 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 2021; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 8 July 2022. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages accompanying the financial statements 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.



Mike Hawken
for Deloitte Limited
On behalf of the Auditor-General
Dunedin, New Zealand