



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF KORAUNUI SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

The Auditor-General is the auditor of Koraunui School (the School). The Auditor-General has appointed me, Hamish Anton, 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 22, 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 22 June 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.

Deloitte.

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

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. Other information has not been received by the auditor at the date of the report is signed. Other information does not include the financial statements, and our auditor's report thereon.

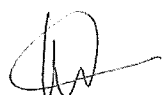
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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.



Hamish Anton,
Deloitte Limited
On behalf of the Auditor-General
Wellington, New Zealand



Poipōia te kākano kia puāwai – *Nurture the seed and it will thrive*

22/05/2023

Hamish Anton
Deloitte Limited
Chartered Accountants
PO Box 1990
WELLINGTON 6011

REPRESENTATION LETTER FOR THE YEAR ENDED 31 DECEMBER 2022

This representation letter is provided in connection with your audit, carried out on behalf of the Auditor-General, of the financial statements of Korāunui (the School) for the year ended 31 December 2022 for the purpose of expressing an independent opinion about whether the financial statements:

- present fairly, in all material respects:
 - the financial position as at 31 December 2022; and
 - the 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.

We understand that your audit was carried out in accordance with the Auditing Standards issued by the Auditor-General, which incorporate the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board.

General representations

To the best of our knowledge and belief:

- the resources, and activities under our control have been operating effectively and efficiently;
- we have complied with our statutory obligations including laws, regulations and contractual requirements;
- we have carried out our decisions and actions with due regard to minimising waste;
- we have met Parliament's and the public's expectations of appropriate standards of behaviour in the public sector (that is, we have carried out our decisions and actions with due regard to probity); and
- any decisions or actions have been taken with due regard to financial prudence.

We also acknowledge that we have responsibility for designing, implementing, and maintaining internal control (to the extent that is reasonably practical given the size of the School) to prevent and detect fraud or error, and which enables the preparation of the financial statements that are free from material misstatement whether due to fraud or error (*a requirement of paragraph NZ40.1(a) in ISA (NZ) 240*).

Representations for the financial statements

We confirm that all transactions have been recorded in the accounting records and are reflected in the financial statements, and that, to the best of our knowledge and belief, having made such enquiries as we considered necessary for the purpose of appropriately informing ourselves:

- we have fulfilled our responsibilities for preparing and presenting the financial statements as required by section 87 of the Education Act 1989 and, in particular, that the financial statements:
 - present fairly, in all material respects:
 - the financial position as at 31 December 2022; and
 - the 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.
- we believe the methods, significant assumptions, and data used in making and supporting the accounting estimates and the related disclosures in the financial statements are appropriate to achieve recognition, measurement or disclosure that is in accordance with the applicable financial reporting framework;
- we have appropriately accounted for and disclosed the related party relationships and transactions in the financial statements;
- we have adjusted or disclosed all events subsequent to the date of the financial statements that require adjustment or disclosure; and

Korāunui School
17 Kairimu Street Stokes Valley 5019
Ph:04 939 9707

- we have disclosed all known actual or possible litigation and claims whose effects should be considered when preparing the financial statements. Where applicable, such litigation and claims have been accounted for and disclosed in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Representations about the provision of information

We confirm that, to the best of our knowledge and belief, having made such enquiries as we considered necessary for the purpose of appropriately informing ourselves:

- we have provided you with:
 - all information, such as records and documentation, and other matters that are relevant to preparing and presenting the financial statements and
 - unrestricted access to persons within the entity from whom you determined it necessary to obtain audit evidence;
- we have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud;
- we have disclosed to you all information in relation to fraud or suspected fraud that we are aware of and that affects the entity and involves:
 - management;
 - employees who have significant roles in internal control; or
 - others where the fraud could have a material effect on the financial statements;
- we have disclosed to you all information in relation to allegations of fraud, or suspected fraud, affecting the entity's financial statements communicated by employees, former employees, analysts, regulators, or others;
- we have disclosed to you all known instances of non-compliance or suspected non-compliance with laws and regulations whose effects should be considered when preparing financial statements;
- we have disclosed the identity of the related parties, all of their relationships, and all of their transactions of which we are aware; and
- we have provided you with all the other documents ("other information") which will accompany the financial statements which are consistent with the financial statements, and the other information does not contain any material misstatements.

Going concern basis of accounting

We confirm that, to the best of our knowledge and belief, the School has adequate resources to continue operations at its current level for the foreseeable future. For this reason, the Board continues to adopt the going concern basis of accounting in preparing the financial statements for the year ended 31 December 2022. We have reached this conclusion after making enquiries and having regard to circumstances that we consider likely to affect the School during the period of one year from date of signing the financial statements, and to circumstances that we know will occur after that date which could affect the validity of the going concern basis of accounting.

We consider that the financial statements adequately disclose the circumstances, and any uncertainties, that we can reasonably be expected to be aware of concerning the adoption of the going concern basis of accounting by the School.

Publication of the financial statements and related audit report on a website

We confirm that we are responsible for the electronic presentation of the audited financial statements, and:

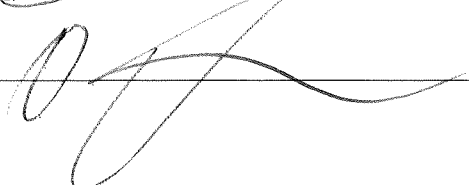
- that the electronic version of the audited financial statements and the related audit report presented on the website are the same as the final signed version of the audited financial statements and audit report.
- that the audited and unaudited information on the website has been clearly differentiated and we understand the risk of potential misrepresentation without appropriate controls.
- that we have assessed the security controls over audited financial information and the related audit report and are satisfied that procedures are adequate to ensure the integrity of the information provided.
- that the full financial statements have been provided on the website.

The representations in this letter are made at your request, and to supplement information obtained by you from the records of the School and to confirm information given to you orally.

Yours faithfully



 Presiding Member



 Principal

KORAUNUI SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number: 2100

Principal: David Lamont

School Address: 17 Kairimu Street, Stokes Valley

School Postal Address: 17 Kairimu Street, Stokes Valley, Lower Hutt, 5019

School Phone: 04 939 9707

School Email: office@koraunui.school.nz

Accountant / Service Provider:

Education } Services.
Dedicated to your school

KORAUNUI SCHOOL

Annual Report - For the year ended 31 December 2022

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Other Information

Members of the Board

Kiwisport / Statement of Compliance with Employment Policy

Analysis of Variance

Koraunui 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.

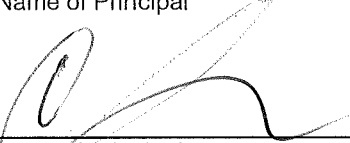
It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2022 fairly reflects the financial position and operations of the school.

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

Spencer William Hies
Full Name of Presiding Member

David Peter Lamont
Full Name of Principal


Signature of Presiding Member


Signature of Principal

22/06/2023
Date:

22/06/2023
Date:

Koraunui 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	2,733,854	2,623,508	2,574,587
Locally Raised Funds	3	224,855	181,000	417,130
Interest Income		2,332	-	170
Gain on Sale of Property, Plant and Equipment		519	-	-
Other Revenue		39,402	-	-
		<u>3,000,962</u>	<u>2,804,508</u>	<u>2,991,887</u>
Expenses				
Locally Raised Funds	3	112,268	100,500	134,492
Learning Resources	4	1,903,313	1,982,165	2,113,431
Administration	5	391,244	152,725	296,877
Finance		962	609	1,773
Property	6	447,074	568,509	474,997
Loss on Disposal of Property, Plant and Equipment	10	-	-	943
		<u>2,854,861</u>	<u>2,804,508</u>	<u>3,022,513</u>
Net Surplus / (Deficit) for the year		146,101	-	(30,626)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>146,101</u>	<u>-</u>	<u>(30,626)</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.

Koraunui School Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		4,537	27,381	27,381
Total comprehensive revenue and expense for the year		146,101	-	(30,626)
Contributions from the Ministry of Education		-	-	8,684
Contribution - Furniture and Equipment Grant		-	-	(902)
Carried Forward		-	-	-
Equity at 31 December		150,638	27,381	4,537
Accumulated comprehensive revenue and expense		150,638	27,381	4,537
Equity at 31 December		150,638	27,381	4,537

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.

Koraunui 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	139,924	172,568	188,450
Accounts Receivable	8	102,184	102,404	123,752
GST Receivable		942	4,462	-
Prepayments		9,331	4,438	5,615
Inventories	9	1,869	1,074	1,512
Funds Receivable for Capital Works Projects	15	45,940	-	49,440
		<u>300,190</u>	<u>284,946</u>	<u>368,769</u>
Current Liabilities				
GST Payable		-	-	13,686
Accounts Payable	11	158,564	208,624	148,465
Revenue Received in Advance	12	2,564	25,568	16,463
Provision for Cyclical Maintenance	13	36,933	-	17,190
Finance Lease Liability	14	4,648	11,930	8,847
Funds held for Capital Works Projects	15	6,996	-	208,239
		<u>209,705</u>	<u>246,122</u>	<u>412,890</u>
Working Capital Surplus/(Deficit)		90,485	38,824	(44,121)
Non-current Assets				
Property, Plant and Equipment	10	99,230	46,363	104,687
		<u>99,230</u>	<u>46,363</u>	<u>104,687</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	13	35,678	47,864	53,020
Finance Lease Liability	14	3,399	9,942	3,009
		<u>39,077</u>	<u>57,806</u>	<u>56,029</u>
Net Assets		<u>150,638</u>	<u>27,381</u>	<u>4,537</u>
Equity		<u>150,638</u>	<u>27,381</u>	<u>4,537</u>

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

Koraunui School
Statement of Cash Flows
For the year ended 31 December 2022

	2022	2022	2021
Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities			
Government Grants	917,867	786,425	918,528
Locally Raised Funds	253,786	64,500	251,678
Goods and Services Tax (net)	(14,628)	-	18,148
Payments to Employees	(810,792)	(625,100)	(836,927)
Payments to Suppliers	(191,732)	(217,622)	(362,473)
Interest Paid	(962)	(609)	(1,773)
Interest Received	1,688	-	170
Net cash from/(to) Operating Activities	155,227	7,594	(12,649)
Cash flows from Investing Activities			
Purchase of Property Plant & Equipment (and Intangibles)	(17,940)	(12,000)	(36,404)
Net cash from/(to) Investing Activities	(17,940)	(12,000)	(36,404)
Cash flows from Financing Activities			
Furniture and Equipment Grant	-	-	8,684
Owners Contributions	-	-	(902)
Finance Lease Payments	(7,018)	(8,284)	(9,071)
Funds Administered on Behalf of Third Parties	(178,795)	56,106	109,640
Net cash from/(to) Financing Activities	(185,813)	47,822	108,351
Net increase/(decrease) in cash and cash equivalents	(48,526)	43,416	59,298
Cash and cash equivalents at the beginning of the year	7	188,450	129,152
Cash and cash equivalents at the end of the year	7	139,924	172,568

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.

Koraunui School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

Koraunui 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 statements have been prepared for the period 1 January 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

The 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 expense 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 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. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 13.

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. 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 14. Future operating lease commitments are disclosed in note 20b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period they relate to. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

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

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

Other Grants 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) 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 expected credit losses (uncollectable debts). The schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

h) Inventories

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

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 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:

Leased assets held under a Finance Lease

Term of Lease

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 and research expenditure 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. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

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

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information. The valuation is based on a comparison to recent market transactions.

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

The reversal of an impairment loss is recognised in the surplus or deficit. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

m) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the 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 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in surplus or deficit in the period in which they arise.

o) Revenue Received in Advance

Revenue received in advance relates to fees received from students and grants received where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

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

p) Funds Held in Trust

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

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 Comprehensive Revenue and Expense.

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

r) Shared Funds

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

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

t) Financial Instruments

The 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.

u) Borrowings

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

v) Goods and Services Tax (GST)

The 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.

w) Budget Figures

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

x) 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	1,114,406	786,425	960,206
Teachers' Salaries Grants	1,315,891	1,408,235	1,324,920
Use of Land and Buildings Grants	303,557	428,848	289,461
	<u>2,733,854</u>	<u>2,623,508</u>	<u>2,574,587</u>

The school has opted in to the donations scheme for this year. Total amount received was \$32,100.

3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Donations & Bequests	35,325	20,000	51,080
Fees for Extra Curricular Activities	58,534	29,500	212,163
Trading	2,233	4,000	4,390
Fundraising & Community Grants	10,780	15,000	11,739
Kcc Before/after/holiday	117,983	112,500	137,758
	<u>224,855</u>	<u>181,000</u>	<u>417,130</u>
Expenses			
Extra Curricular Activities Costs	7,514	-	8,851
Trading	3,383	5,000	3,616
Fundraising & Community Grant Costs	84	-	-
Kcc Before/after/holiday	101,287	95,500	122,025
	<u>112,268</u>	<u>100,500</u>	<u>134,492</u>
<i>Surplus for the year Locally raised funds</i>	<u>112,587</u>	<u>80,500</u>	<u>282,638</u>

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	38,207	38,104	37,975
Library Resources	1,959	2,000	1,630
Employee Benefits - Salaries	1,770,447	1,856,535	1,992,354
Staff Development	13,262	19,300	11,220
Depreciation	32,724	27,526	31,054
Information And Communication Technology	46,714	38,700	37,183
Prime Minister's Award	-	-	2,015
	<u>1,903,313</u>	<u>1,982,165</u>	<u>2,113,431</u>

5. Administration

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	6,925	6,925	6,723
Board Fees	2,250	3,000	2,030
Board Expenses	3,868	5,000	3,599
Communication	1,574	1,500	1,401
Consumables	3,676	3,200	2,620
Other	10,233	10,400	10,087
Employee Benefits - Salaries	148,796	104,300	98,040
Insurance	2,295	6,400	11,538
Service Providers, Contractors and Consultancy	12,120	12,000	12,120
Healthy School Lunch Programme	199,507	-	148,719
	<u>391,244</u>	<u>152,725</u>	<u>296,877</u>

6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	10,555	8,000	9,824
Cyclical Maintenance Provision	2,401	12,361	30,227
Grounds	3,244	4,500	2,322
Heat, Light and Water	24,310	20,300	25,142
Rates	2,029	4,500	1,717
Repairs and Maintenance	12,052	12,000	17,875
Use of Land and Buildings	303,557	428,848	289,461
Security	1,473	2,000	2,414
Employee Benefits - Salaries	84,170	72,500	92,978
Consultancy And Contract Services	3,283	3,500	3,037
	<u>447,074</u>	<u>568,509</u>	<u>474,997</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)	\$
Bank Accounts	19,924	172,568	188,450
Short-term Bank Deposits	120,000	-	-
Cash and cash equivalents for Statement of Cash Flows	<u>139,924</u>	<u>172,568</u>	<u>188,450</u>

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

Of the \$139,924 Cash and Cash Equivalents \$6,996 is held by the School on behalf of the Ministry of Education. These funds have been provided for the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2023 on Crown owned school buildings.

8. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	214	816	13,598
Interest Receivable	644	-	-
Teacher Salaries Grant Receivable	101,326	101,588	110,154
	102,184	102,404	123,752
Receivables from Exchange Transactions	858	816	13,598
Receivables from Non-Exchange Transactions	101,326	101,588	110,154
	102,184	102,404	123,752

9. Inventories

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Stationery	1,869	1,074	1,512
	1,869	1,074	1,512

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Building Improvements	26,322	-	-	-	(2,993)	23,329
Furniture and Equipment	16,509	6,110	-	-	(5,422)	17,197
Information and Communication Technology	44,829	13,446	-	-	(14,181)	44,094
Leased Assets	13,728	5,878	(163)	-	(9,277)	10,166
Library Resources	3,299	1,996	-	-	(851)	4,444
Balance at 31 December 2022	104,687	27,430	(163)	-	(32,724)	99,230

The net carrying value of equipment held under a finance lease is \$10,166 (2021: \$13,728)

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.

	2022	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	87,539	(64,210)	23,329	87,539	(61,217)	26,322
Furniture and Equipment	225,537	(208,340)	17,197	239,453	(222,944)	16,509
Information and Communication Technology	174,185	(130,091)	44,094	179,911	(135,082)	44,829
Leased Assets	26,236	(16,070)	10,166	38,778	(25,050)	13,728
Library Resources	35,286	(30,842)	4,444	33,289	(29,990)	3,299
Balance at 31 December	548,783	(449,553)	99,230	578,970	(474,283)	104,687

11. Accounts Payable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Creditors	24,825	82,514	12,836
Accruals	6,925	3,508	4,034
Employee Entitlements - Salaries	101,326	101,588	110,154
Employee Entitlements - Leave Accrual	25,488	21,014	21,441
	158,564	208,624	148,465
 Payables for Exchange Transactions	 158,564	 208,624	 148,465
	158,564	208,624	148,465

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue Rec In Adv	-	25,568	-
Funds Held In Advance	2,564	-	16,463
	2,564	25,568	16,463

13. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	70,210	35,503	55,583
Increase to the Provision During the Year	16,617	12,361	11,530
Use of the Provision During the Year	-	-	(15,600)
Other Adjustments	(14,216)	-	18,697
 Provision at the End of the Year	 72,611	 47,864	 70,210
 Cyclical Maintenance - Current	 36,933	 -	 17,190
Cyclical Maintenance - Non current	35,678	47,864	53,020
	72,611	47,864	70,210

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2023. This plan is based on the schools 10 Year Property plan / painting quotes.

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:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	5,129	11,930	9,593
Later than One Year and no Later than Five Years	3,658	9,942	3,125
Future Finance Charges	(740)	-	(862)
	8,047	21,872	11,856
Represented by			
Finance lease liability - Current	4,648	11,930	8,847
Finance lease liability - Non current	3,399	9,942	3,009
	8,047	21,872	11,856

15. Funds Held (Owed) 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 projects is included under cash and cash equivalents in note 7.

2022	Project No.	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
		\$	\$	\$		\$
	Flood Damage -March 2019	(976)	1,950	(975)	-	(1)
	Flood Damage -Dec 2019	-	(975)	975	-	-
	Asbestos Removal & Demolition	(9,615)	10,515	(900)	-	-
	Roof Replacement	(871)	3,272	(2,401)	-	-
	Drain Investigation	(3,300)	-	3,300	-	-
	Pool Changing Room	(34,678)	64,242	(36,788)	-	(7,224)
	LSC -Office	71,250	12,620	(83,870)	-	-
	Playground Project	35,738	13,580	(59,970)	-	(10,652)
	2: AMS Combined QLS -Classroom Upgrade	44,896	-	(37,900)	-	6,996
	SIP 7: Replace Ancillary Building	56,355	(56,355)	-	-	-
	Storm Water Project	-	-	(1,500)	-	(1,500)
	School Fence Project	-	4,524	(4,524)	-	-
	Flood Damage 2022	-	-	(26,563)	-	(26,563)
	Totals	158,799	53,373	(251,116)	-	(38,944)

Represented by:

Funds Held on Behalf of the Ministry of Education	6,996
Funds Receivable from the Ministry of Education	(45,940)

2021	Project No.	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
		\$	\$	\$		\$
	Flood Damage -March 2019	(976)	-	-	-	(976)
	Special Needs Modifications	(6,337)	6,337	-	-	-
	Investigation Repairs Water Supply	(8,378)	8,378	-	-	-
	Flood Damage -Dec 2019	2,928	(2,928)	-	-	-
	School Pool Project	1,890	3,506	(5,396)	-	-
	Asbestos Removal & Demolition	-	6,439	(16,054)	-	(9,615)
	Roof Replacement	-	29,444	(30,315)	-	(871)
	Drain Investigation	-	-	(3,300)	-	(3,300)
	Pool Changing Room	-	-	(34,678)	-	(34,678)
	LSC -Office	-	74,250	(3,000)	-	71,250
	Playground Project	-	55,728	(19,990)	-	35,738
	2: AMS Combined QLS -Classroom Upgrade	-	44,896	-	-	44,896
	SIP 7: Replace Ancillary Building	-	56,355	-	-	56,355
	Totals	(10,873)	282,405	(112,733)	-	158,799

Represented by:

Funds Held on Behalf of the Ministry of Education	208,239
Funds Receivable from the Ministry of Education	(49,440)

16. 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 conditions 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.

17. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	2,250	2,030
<i>Leadership Team</i>		
Remuneration	521,318	538,578
Full-time equivalent members	5.04	5.00
Total key management personnel remuneration	523,568	540,608

There are 6 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has Finance (0 members) and Property (0 members) that met 0 and 0 times respectively. As well as these regular meetings, including preparation time, the Presiding Member 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 1

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140 - 150	140 - 150
Benefits and Other Emoluments	3 - 4	3 - 4
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	2.00	2.00
110 - 120	-	1.00
	2.00	3.00

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

18. 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:

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

19. Contingencies

There are no contingent liabilities and no contingent assets (except as noted below) as at 31 December 2022 (Contingent liabilities and assets at 31 December 2021: nil).

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The school is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2022.

The Ministry is in the Process of determining the amount of the final wash up payment for the year ended 31 December 2022. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The school has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2023.

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 2022 a contingent liability for the school may exist.

20. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board has entered into contract agreements for capital works as follows:

\$65,087 contract for the Pool Changing Room as agent for the Ministry of Education. This project is fully funded by the Ministry and \$64,242 has been received of which \$71,466 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$79,960 contract for the Playground Project as agent for the Ministry of Education. This project is fully funded by the Ministry and \$69,308 has been received of which \$79,960 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$449,628 contract for the 2: AMS Combined QLS -Classroom Upgrade as agent for the Ministry of Education. This project is fully funded by the Ministry and \$44,896 has been received of which \$37,900 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$102,602 contract for the Storm Water Project as agent for the Ministry of Education. This project is fully funded by the Ministry and \$0 has been received of which \$1,500 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$35,785 contract for the Flood Damage 2022 as agent for the Ministry of Education. This project is fully funded by the Ministry and \$0 has been received of which \$26,563 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments as at 31 December 2021:

\$23,069 contract for the Flood Damage -March 2019 as agent for the Ministry of Education. This project is fully funded by the Ministry and \$21,118 has been received of which \$22,094 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$16,954 contract for the Asbestos Removal & Demolition as agent for the Ministry of Education. This project is fully funded by the Ministry and \$6,439 has been received of which \$16,054 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$45,442 contract for the Roof Replacement as agent for the Ministry of Education. This project is fully funded by the Ministry and \$29,444 has been received of which \$30,315 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$35,807 contract for the Pool Changing Room as agent for the Ministry of Education. This project is fully funded by the Ministry and \$0 has been received of which \$34,678 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$84,375 contract for the LSC -Office as agent for the Ministry of Education. This project is fully funded by the Ministry and \$74,250 has been received of which \$3,000 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$0 contract for the Playground Project as agent for the Ministry of Education. This project is fully funded by the Ministry and \$55,728 has been received of which \$19,990 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$79,960 contract for the Playground Project as agent for the Ministry of Education. This project is fully funded by the Ministry and \$55,728 has been received of which \$19,990 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$449,628 contract for the 2: AMS Combined QLS -Classroom Upgrade as agent for the Ministry of Education. This project is fully funded by the Ministry and \$44,896 has been received of which \$0 has been spent on the project to balance date. This project has been approved by the Ministry.

(b) Operating Commitments

There are no operating commitments as at 31 December 2022 (Operating commitments at 31 December 2021: nil).

21. 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 Budget	2021
	Actual	(Unaudited)	Actual
	\$	\$	\$
Cash and Cash Equivalents	139,924	172,568	188,450
Receivables	102,184	102,404	123,752
Investments - Term Deposits	-	-	-
Total Financial assets measured at amortised cost	242,108	274,972	312,202

Financial liabilities measured at amortised cost

Payables	158,564	208,624	148,465
Finance Leases	8,047	21,872	11,856
Total Financial Liabilities Measured at Amortised Cost	166,611	230,496	160,321

22. Events After Balance Date

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

23. Comparatives

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

Koraunui School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Spencer Heiss	Presiding Member	Elected	Sep 2025
Dave Lamont	Principal	ex Officio	
Chris Miller	Parent Representative	Elected	Sep 2022
Amber Pacheo	Parent Representative	Elected	Sep 2025
Chris Blazkow	Parent Representative	Elected	Sep 2025
Kris Dando	Parent Representative	Elected	Sep 2025
Renee Madsen	Parent Representative	Elected	Sep 2025
Gillian McPeake	Staff Representative	Elected	Sep 2022
Craig Gilmour	Staff Representative	Elected	Sep 2025

Koraunui School

Kiwisport

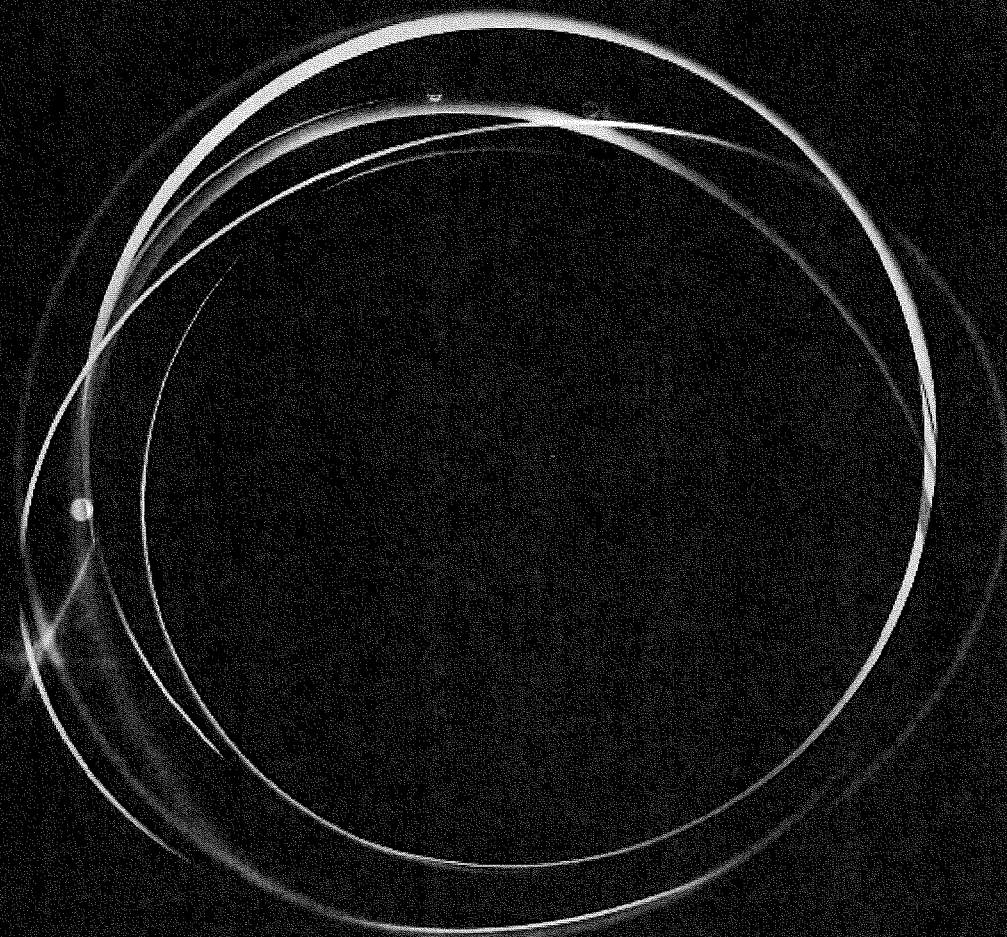
Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received total Kiwisport funding of \$2,852 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2022 the Koraunui School Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.

Deloitte.



Koraunui School

Report to the Board of Trustees
for the year ended 31 December 2022

26 June 2023

The Board of Trustees
Koraunui School
17 Kairimu Street, Stokes Valley
Lower Hutt 5019

Dear Trustees

In accordance with our normal practice, we include in the attached report all matters arising from our audit of the School's financial statements for the year ended 31 December 2022 which we consider appropriate for the attention of the Board of Trustees ("the Board"). These matters have been discussed with management and their comments have been included, where appropriate.

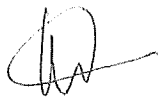
We look forward to the opportunity to discuss these at a Board meeting should you wish to discuss this report. In the interim should you require clarification on any matter in this report please do not hesitate to contact us.

This report is intended for the Board only and should not be distributed further.

We would like to take this opportunity to extend our appreciation to management and Education Services Ltd for their assistance and cooperation during the course of our audit.

If you would like to discuss any matters raised in this report please do not hesitate to contact us.

Yours faithfully
DELOITTE LIMITED



Hamish Anton
Appointed Auditor
On behalf of the Auditor-General



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1. Purpose of report and responsibility statement

This report has been prepared for the Board and is part of our ongoing discussions as auditor in accordance with our engagement letter and as required by the Office of the Auditor General requirements, which include New Zealand auditing standards.

This report is intended for the Board and should not be distributed further. We do not accept any responsibility for reliance that a third party might place on this report should they obtain a copy without our consent.

This report includes only those matters that have come to our attention as a result of performing our audit procedures and which we believe are appropriate to communicate to the Board. The ultimate responsibility for the preparation of the financial statements rests with the Board.

We are responsible for conducting an audit of the School for the year ended 31 December 2022 in accordance with New Zealand auditing standards issued by the New Zealand Auditing and Assurance Standards Board. Our audit is performed pursuant to the requirements of the Education and Training Act 2020 with the objective of forming and expressing an opinion on the financial statements that have been prepared by management with the oversight of the Board. The audit of the financial statements does not relieve management or the Board of their responsibilities.

Our audit is not designed to provide assurance as to the overall effectiveness of the School's controls but we will provide you with any recommendations on controls that we might have identified during the course of our audit work.

2. Status of the audit and areas of focus

Our audit of the financial statements is substantially complete, subject to the completion of the following matters:

Items outstanding

- Appropriate procedures relating to subsequent events up to the date of our audit opinion;
- Receipt of the signed management representation letter; and
- Adoption of the financial statements and signing of the financial statements by the Board.

We understand that these may be approved by the Board under delegation to specified Trustees.

Area of focus	Audit Response
<p data-bbox="215 347 798 392">2.1 Provision for Cyclical Maintenance</p> <p data-bbox="215 414 798 616">The provision for cyclical maintenance balance requires a significant level of management judgement, and the balance is often material to the financial statements. These judgements are made through the 10 year property plan (10YPP). To audit the provision for cyclical maintenance, the Board should:</p> <ul data-bbox="263 616 798 817" style="list-style-type: none">• Ensure that your 10YPP has been professionally reviewed in the past three years, or more recently if there has been changes in the properties since the last review; and• Ensure that the 10YPP aligns with your provision for cyclical maintenance calculation.	<p data-bbox="798 414 1386 526">We have examined the School's 10YPP and calculation of the cyclical maintenance provision and confirmed that:</p> <ul data-bbox="877 526 1386 817" style="list-style-type: none">• the 10YPP has been subject to necessary levels of professional review;• the calculation of the cyclical maintenance provision is reasonable and accurate; and• disclosures included in the financial statements are materially in line with the underlying calculation and with financial reporting requirements. <p data-bbox="798 840 1386 1019">You are reminded that it is important to ensure sufficient funds can be set aside each year to manage the impact these costs will have on the School's cashflow during the period where works are undertaken.</p> <p data-bbox="798 1041 1386 1086">No specific concerns or findings were noted.</p>
<p data-bbox="215 1108 798 1187">2.2 Office of the Auditor-General ("OAG") audit brief matters</p> <p data-bbox="215 1209 798 1377">As you are aware our audit is completed under contract from the OAG and annually we are asked to specifically consider certain potential matters of interest. Schools are required to publish its Annual Report online. We have been asked to remind you of this requirement.</p> <p data-bbox="215 1400 798 1467">These areas of focus remain similar to previous years including:</p> <ul data-bbox="263 1478 798 1680" style="list-style-type: none">• classification of associated entities such as fundraising trusts;• overseas travel;• sensitive expenditure;• financial difficulty risk factors; and• legislative compliance.	<p data-bbox="798 1209 1386 1288">Our audit procedures considered these matters as relevant and in accordance with OAG expectations.</p> <p data-bbox="798 1310 1386 1355">No specific concerns or findings were noted.</p>

2.3 Statement of compliance with employment policy

“Section 597 of the Education and Training Act 2020 requires the Board to have an employment policy that complies with the principle of being a good employer. The Board must make the policy available to employees, ensure its compliance with the policy, and report on the extent of that compliance in its annual report.”

Our audit procedures considered these matters as relevant and in accordance with OAG expectations.

No specific concerns or finding noted. The School has complied and included as part of the Other Information in the Annual Report.

In the Schools Audit brief 2022 it was noted that most boards were not complying with this requirement. The OAG has noted that because this does not form part of the financial statements on which we issue an opinion we will not report on this as a breach of legislation.

3. Assessment of internal controls

Our audit requires us to obtain an undertaking of the School’s internal controls, sufficient to identify and assess the risks of material misstatement in the financial statements.

We remind you that our audit is not designed to express an opinion on the effectiveness of the controls operating within the School, although we have reported to management any recommendations on controls that we identified during the course of our audit work. Any of our recommendations for improvement should be assessed by you for their full commercial implications before they are implemented.

We have not identified any significant deficiencies in internal controls which would impact upon our ability to provide our opinion.

3.1 Segregation of duties

As is the case for most schools, the number of people involved in the administration and accounting functions is very limited, meaning that there is an increased inherent risk that errors and omissions may occur and go undetected.

The number of people involved in the school’s administration and accounting functions also imposes limitations on the controls and processes schools have in place to monitor and approve changes made to information technology (“IT”) systems responsible for processing transactions. These systems include but are not limited to the Edpay system, creditor processes and bank payment systems. The absence of controls to monitor and approve changes within these systems increases the risk of assets being misappropriated.

It is important that you are aware of these risks as it is your responsibility to ensure the School’s internal controls operate effectively and that the resultant financial statements are accurate. You should ensure that sufficient financial oversight is exercised by the Board or a delegated nominee on a regular basis in order to reduce the likelihood of error or omission to a level that the Board is comfortable with.

This oversight should include consideration of payment approval and bank authorisation monitoring. As a simple example, we encourage all Boards to specifically review the electronic banking system authorities and levels as part of their consideration of the delegated authority considerations. Our experience is that the frauds being perpetrated are often arising from changes to bank account details after invoice approval. The historical lack of oversight in this area should be specifically considered by the Board as part of its regular financial monitoring.

3.2 Update on matters raised in the prior year

We have made enquiries and observations about the remedial action taken on last year's management letter observations and report as follows:

Issue raised in the prior year	Current year update
Payroll controls	This issue has not been resolved in the current year and we have raised this below in section 4 "Accounting matters arising".
Recurring Deficit	This issue has been resolved. Koraunui School has a surplus for the current year of \$139k.
Review of School Policies	This issue has been resolved. All policies have been reviewed accordingly by the Board in the current year.
Expenses/reimbursements not recorded in a timely manner	This issue has been resolved. This has been communicated to all staff members by the principal. Expenses/reimbursements have been recorded in a timely manner for the current year.

4. Accounting matters arising

4.1 Payroll controls

We consider the main risk to the accuracy of payroll payments is transactions being incorrectly processed, because of either fraud or error. The EdPay system relies on Schools checking the accuracy of the payroll transactions processed by the school, as this information is not checked centrally.

To ensure the accuracy of payroll payments, our expectation has been that schools had the following key controls:

- effective access controls to EdPay, limiting access to "authorised users";
- changes to masterfile data – such as bank account changes, new starters, or payments to non-salaried staff (such as relievers) - have appropriate supporting documentation and are appropriately authorised;
- checking of the fortnightly draft payroll (SUE) report and Novopay Online transactions report for accuracy; and
- review of the final fortnightly payroll (SUE) report by someone independent of staff who has access to EdPay.

The Novopay Online transaction report was discontinued (in October 2021), and from about mid-2021 had not been a complete record of all transactions.

We do not consider that the review of the SUE report on its own is a strong enough control for schools to rely on to detect fraud or error, because it does not include details of changes to pay, or Masterfile changes. The lack of a complete Masterfile change report could also potentially provide an opportunity for a fraud to go undetected.

Updated guidance on payroll controls is now available

Updated guidance on the controls within EdPay that should be operating at schools has recently been published on the EdPay website. The main change is that the Novopay Online transaction report has been replaced by several reports. To review and approve pay changes the following transaction histories should be saved, checked, and signed, ideally after transactions have been processed and prior to payment:

- timesheet history
- leave history
- activity history.

To ensure controls are effective schools also need to ensure that:

- there is segregation of duties between the processing and approval of payroll transactions;
- access to EdPay is controlled;
- payroll transactions are approved in line with delegations; and
- approvals are appropriately documented.

The guidance and resources on payroll controls for schools are available on the training page of the EdPay website (<https://www.edpay.govt.nz/Site/Training/default.aspx>). They consist of:

- A checklist of best practice payroll controls.
- A video on how to use EdPay transaction histories (for checking and approving transactions).
- A printable 'how to' guide showing the transaction checking process.

No current report in EdPay to check and approve Masterfile changes

The online activity history for masterfile changes, such as bank account and other changes to personal details within EdPay is still in development. The updated payroll guidance (referred to above) does suggest some interim procedures, consisting of taking screen shots of changes and having those approved. However, as this will not provide a list of all changes made, the Board needs to consider how it gets comfort that all changes are made with appropriate authorisation. Without a list of all masterfile changes that can be approved by a second person (as segregation of duties is required for an effective control), this remains an area susceptible to fraud.

Recommendation

We recommend that the Board ask management for assurance that appropriate controls are in place at the school over payroll transactions, consistent with the updated guidance.

5. Summary of financial statement matters arising

In performing our audit for the year ended 31 December 2022 we have not identified any uncorrected misstatements or omitted disclosures that management believe could, either individually or in aggregate, have a material effect on the financial statements for the year ended 31 December 2022.

6. Other professional communications

The following matters relevant to our audit for the year ended 31 December 2022 are communicated in accordance with the requirements of New Zealand auditing standards.

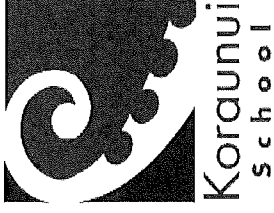
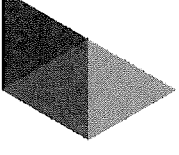
Matter to be communicated	Response
Written representations	A copy of the representation letter to be signed on behalf of the Board has been circulated separately.
Non-compliance with applicable laws and regulations	We did not become aware of any non-compliance with applicable laws and regulations that may have an impact on the determination of material amounts and disclosures in the financial statements.
Fraud	No matters relating to fraud, concerning either employees or management have been advised or came to our attention.
Accounting policies and financial reporting	There were no changes in the accounting policies during the year ended 31 December 2022. We have not become aware of any significant qualitative aspects of the School's accounting practices, including judgements about accounting policies, accounting estimates and financial statement disclosures that need to be communicated to the Board, other than those already communicated in this report.
Related parties	No significant related party matters other than those reflected in the financial statements came to our attention that, in our professional judgement, needs to be communicated to the Board.

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BOARD OF TRUSTEES 2022

Analysis of Variance

School Name:	Koraunui School	School Number:	2100
Strategic Aim:	<ul style="list-style-type: none"> Children who achieve to nationally recognised standards. Children who are future focused and as such are more environmentally aware and ethical in practices. Children who are risk takers in their learning. 		
Annual Aim:	To improve the progress and achievement levels for reading		
Target:	<p>Identified students working <u>less</u> than a year below the Year 3 End of Year Curriculum Level at the end of 2021 will be working at the expected Curriculum Level by the end of Year 4.</p> <p>Group 1 (for those working between Levels 18-22 (Level 1a-2b), the goal is for them to be working between Level 23-28 (Level 2p-2a) identified students working <u>more</u> than a year below the Year 3 End of Year Curriculum Level at the end of 2021 will make at least 1 year's progress by the end of Year 4.</p> <p>Group 2 (for those working at Stage 4, 5 & 6 (structured literacy stages) & Levels 12-14, the goal is for them to be working at least between Level 12-18- Green-Turquoise by the end of the year. The identified students in this group will be the focus of our structured literacy approach in 2022).</p>		
Baseline Data:	<p><u>2022 Year 4 End of Year Data: Reading</u></p> <p>19/29 (63%) of all students in Year 4 at the end of 2022 were working at or above the expected reading curriculum level. This is an improvement on the end of 2021 where we had 39% of the same year group were working at or above the expected reading curriculum level.</p> <p>Gender</p> <p>1/3 (33%) of the students working above the expected curriculum level in reading were male and 2/3 (67%) were female.</p> <p>5/16 (31%) of the students working at the expected curriculum level in reading were male and 11/16 (69%) were female.</p> <p>1/1 (100%) of the students working below the expected curriculum level in reading were male and 0/1 (0%) were female.</p> <p>3/10 (30%) of the students working well below the expected curriculum level in reading were male and 7/10 (70%) were female.</p> <p>Ethnicity</p> <p>0/12 (0%) of students identifying as Māori were working above the expected curriculum level.</p> <p>3/12 (25%) of students identifying as Māori were working at the expected curriculum level.</p> <p>1/12 (8%) of students identifying as Māori were working below the expected curriculum level.</p> <p>8/12 (67%) of students identifying as Māori were working well below the expected curriculum level.</p> <p>0/6 (0%) of students identifying as Pasifika were working above the expected curriculum level.</p> <p>5/6 (83%) of students identifying as Pasifika were working at the expected curriculum level.</p> <p>0/6 (0%) of students identifying as Pasifika were working below the expected curriculum level.</p> <p>1/6 (17%) of students identifying as Pasifika were working well below the expected curriculum level.</p>		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Identify reading levels and learning needs using a variety of assessments and the previous years progress and achievement information in Term 1.</p> <p>Specifically identify the students who make up the target groups and set up intervention sheets for each one of them. These students are working below the expected curriculum level.</p> <p>Spread the structured literacy approach to our literacy programme across the school. Provide support and resources to teachers as they use this approach in their classrooms and with withdrawal groups.</p> <p>Evaluate our teaching practices to ensure we are meeting the needs of the children across the school.</p> <p>Ensure our Literacy Implementation Folder is a living document and reflects current practices.</p> <p>Use reading and writing matrices as formative assessment tools, recording what students can do and identifying next steps.</p> <p>Targeted support in the areas that we have identified as areas for development for these students and discussing next steps with them so they are aware of what they can do and what their next steps are.</p> <p>Encouraging parents to be actively involved with literacy at home, being specific about what their children's needs/gaps are.</p> <p>Planned interventions area implemented using appropriate strategy or approach and support based on need.</p> <p>Monitor progress at the end of each term using intervention sheets and data gathering processes.</p> <p>Share information at monitoring syndicate and staff meetings throughout the year.</p>	<p>Annual Student achievement Target</p> <p>Identified students working less than a year below of Year 3 End of Year Curriculum Level at the end of 2021 will be working at the expected Curriculum Level by the end of Year 4.</p> <p>Group 1 (for those working between Levels 18-22 (Level 1a-2b), the goal is for them to be working between Level 23-28 (Level 2p-2a)</p> <p>Identified students working more than a year below the Year 3 End of Year Curriculum Level at the end of 2021 will make at least 1 year's progress by the end of Year 4.</p> <p>Group 2 (for those working at Stage 4, 5 & 6 (structured literacy stages) & Levels 12-14, the goal is for them to be working at least between Level 12-18 - Green-Turquoise by the end of the year. The identified students in this group will be the focus of our structured literacy approach in 2022).</p> <p>At the end of the year 9/9 (100%) of target Group 1 have achieved the target.</p> <p>At the end of the year 5/7 (71%) of target Group 2 have achieved the target. The remaining 2 students required extra support to build a solid foundation with reading skills and made excellent progress working within the Structured Literacy approach.</p> <p>Target 1 was achieved and Target 2 was partially achieved. We saw some significant progress made with all students in these groups during the year. The Structured Literacy approach continued to see a shift in teacher practice and significant changes in student engagement and progress.</p>	<p>With the Structured Literacy approach we introduced in the junior school in 2021 and senior school in 2022, we continued to see a shift in teacher practice and significant changes in student engagement and progress. We provided PLD and resources so teachers could introduce and better use this approach in an effort to build literacy skills across the school.</p> <p>A variety of strategies were used throughout the year to engage the students in reading and extra teacher and teacher aide time was allocated to support students working below the expected curriculum levels both within the class and in withdrawal groups.</p> <p>Authentic learning experiences were provided to engage students in learning. This had an impact for many of the students and provided opportunities for all to access the curriculum.</p> <p>The children who were involved with the various interventions for reading either maintained their level of reading or made progress throughout the year. In some cases, the children made significant progress. Interventions included, Early words, Community Tutor Readers, Teacher aide literacy interventions, ESOL interventions, Spelling interventions.</p> <p>Behaviours of some students have continued to be a barrier to them and others achieving to the best of their ability. Many of the students displaying inappropriate behaviours also had been identified as having learning needs. The behaviours of some of our students across the school had a significant impact on classroom programmes.</p> <p>Teachers trialled a range of strategies in an effort to address behavioural, social and oral language issues we believed were having a significant impact on the progress of learners across the school. For some students these areas of concern continued to be barriers for learning for many children in 2022.</p> <p>The readiness for school of some children is still a concern to us at school entry. We have identified that literacy skills, oral language, social skills, fine and gross motor skills a lacking when children are entering school. This is leading to significant input needed to get the children to a level where they are ready to engage in literacy learning.</p> <p>COVID-19 processes and outbreaks in the community had a significant impact on our learners. For some students learning became secondary to their well-being, general health and feeling safe.</p>	<p>Continue to use the structured literacy approach as the central approach with our literacy programme across the whole school.</p> <p>Provide PLD support and resources to teachers as they use this approach in their classrooms and with withdrawal groups.</p> <p>Evaluate our teaching practices to ensure we are meeting the needs of the children across the school.</p> <p>Consolidate the use of the reading and writing matrix to record student progress, moderation and to identify next steps for students and teacher planning.</p> <p>Continue to use assessment data to inform planning and teaching practices to best meet the needs of all students. Group students according to identified needs. Providing the students with engaging and meaningful writing experiences. Planning will reflect the needs of the learners.</p> <p>We plan to continue creating a stronger connection with our local pre-schools in an effort to address the lack of literacy and numeracy skills the children are entering school with.</p> <p>Use intervention plans for identified target students across the school. Regularly monitor progress of the students and evaluate the effectiveness of interventions. Upskill and support teacher aides so they can use support the structured literacy approach in the work they do.</p> <p>Continue to monitor and where needed provide support for the students who made up the group for this target to ensure they continue to progress and achieve at the level they demonstrated in 2022.</p> <p>Use data to identify target groups for 2023 and highlight these students so the class placement of these students is considered before the beginning of the school year.</p> <p>Work within our Kahui ako project teams on the identified focus area for 2023. These are focused on student well-being and curriculum.</p>

Planning for next year

As a part of the Stokes Valley/Taita Kahui ako we will work with other schools in identified areas to improve progress and achievement of students in literacy. The majority of primary schools are now using structured literacy with at least part of their school. We have some PLD hours allocated to literacy in 2023.

We will continue to monitor and track the progress of our Year 3 target group from 2021 to measure the impact of introducing structured literacy this year to ensure progress made to date is maintained. All of the identified students in this group achieved the target and were reading at the expected level at the end of 2022.

We will set specific annual targets for groups of students in reading as we focus on lifting achievement levels. We will include a focus on Māori and Pasifika students in these groups.

We plan to consolidate structured literacy using Liz Kane's resources across the school, providing a consistent approach to teaching reading across our school. We will provide PLD, support and resources to teachers as a part of the wider implementation of this approach.

We plan to work on building a stronger connection with our local pre-schools in an effort to address the lack of literacy and skills. This will fit within the Kahui ako work.

Use the reading and writing matrices we developed with the Resource Teacher of Literacy to record progress, inform planning and track student progress throughout their time with us, with a focus on consistency within and between classes.

We will work to make better use of the achievement information we have gathered so we can better target planning. This will include utilising outside expertise as well as that within our school.

As a part of our ERO review we will be including a review evaluative focus on the impact of Structured Literacy for our students and teaching practice

School Name:	Koraunui School	School Number:	2100
Strategic Aim:	<ul style="list-style-type: none"> • Children who achieve to nationally recognised standards. • Children who are future focused and as such are more environmentally aware and ethical in practices. • Children who are risk takers in their learning. 		
Annual Aim:	To improve the progress and achievement levels for mathematics		
Target:	<p>2022 Mathematics Target – Year 5 & 6 Students Identified students working less than a year below the Year 4 End of Year Curriculum Level at the end of 2021 will be working at the expected Curriculum Level by the end of Year 5. Group 1 – Year 5 (for those working at Level 2b-p, the goal is for them to be working at Level 2a-3b) Identified students working more than a year below the Year 4 End of Year Curriculum Level at the end of 2021 will make at least 1 year's progress by the end of Year 5. Group 2 – Year 6 (for those working at Level 2a-3b, the goal is for them to be working at least at Level 3p-3a).</p>		
Baseline Data:	<p>2022 Year 5 & 6 End of Year Data: <u>Mathematics</u></p> <p>14/29 (49%) of all students in Year 5 at the end of 2022 were working at or above the expected mathematics curriculum level. This is an improvement on the end of 2021 where we had 46% of the same year group were working at or above the expected mathematics curriculum level.</p> <p>16/34 (47%) of all students in Year 6 at the end of 2022 were working at or above the expected mathematics curriculum level. This is the same as at the end of 2021 where we had 46% of the same year group were working at or above the expected mathematics curriculum level.</p> <p><u>Gender – Year 5 & 6</u></p> <p>5/8 (63%) of the students working above the expected curriculum level in mathematics were male and 3/8 (37%) were female. 11/22 (50%) of the students working at the expected curriculum level in mathematics were male and 11/22 (50%) were female. 12/28 (43%) of the students working below the expected curriculum level in mathematics were male and 16/28 (57%) were female. 2/5 (40%) of the students working well below the expected curriculum level in mathematics were male and 3/5 (60%) were female.</p> <p><u>Ethnicity</u></p> <p>3/26 (12%) of students identifying as Māori were working above the expected mathematics curriculum level. 7/26 (27%) of students identifying as Māori were working at the expected mathematics curriculum level. 13/26 (50%) of students identifying as Māori were working below the expected mathematics curriculum level. 3/26 (12%) of students identifying as Māori were working well below the expected mathematics curriculum level.</p> <p>2/12 (17%) of students identifying as Pasifika were working above the expected mathematics curriculum level. 4/12 (33%) of students identifying as Pasifika were working at the expected mathematics curriculum level. 6/12 (50%) of students identifying as Pasifika were working below the expected mathematics curriculum level. 0/12 (0%) of students identifying as Pasifika were working well below the expected mathematics curriculum level.</p>		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Identify mathematics levels and learning needs using a variety of assessments and the previous year's progress and achievement information in Term 1.</p> <p>Continue with the DMIC approach this year building on the knowledge and experiences from last year. Provide support and resources to teachers as they use this approach in their classrooms and with withdrawal groups.</p> <p>Continue to monitor and track the progress of Māori and Pasifika students not making the expected progress within a year or from year to year.</p> <p>Specifically identify the students who make up the target groups. These students are working just below or just at the expected curriculum level.</p> <p>Students next learning steps identified and planned for.</p> <p>Targeted support in the areas that we have identified as areas for development for these students and discussing next steps with them so they are aware of what they can do and what their next steps are.</p> <p>Planned interventions area implemented using appropriate strategy or approach (i.e. number hotspot, Numicon, oral language, ESOL, in-class interventions with teacher aide support)</p> <p>Encouraging parents to be actively involved at home, being specific about what their children's needs/gaps are</p> <p>Monitor progress at the end of each term.</p> <p>Share information at monitoring syndicate meetings throughout the year.</p> <p>Staff development to include moderation as we work to review our processes and accurately identify levels of progress and achievement across the school.</p>	<p>Annual Student Achievement Target</p> <p>Identified students working less than a year below the Year 4 End of Year Curriculum Level at the end of 2021 will be working at the expected Curriculum Level by the end of Year 5.</p> <p>Group 1 – Year 5 (for those working at Level 2b-p, the goal is for them to be working at Level 2a-3b)</p> <p>Identified students working more than a year below the Year 4 End of Year Curriculum Level at the end of 2021 will make at least 1 year's progress by the end of Year 5.</p> <p>Group 2 – Year 6 (for those working at Level 2a-3b, the goal is for them to be working at least at Level 3p-3a).</p> <p>At the end of the year 7/9 (77%) of target Group 1 had achieved the target, 2 of the remaining students were working 1 sub-level below the end of year expectation.</p> <p>At the end of the year 8/16 (50%) of target Group 2 had achieved the target. Attendance was an issue for some of the target students and this had an impact on the progress they made this year.</p> <p>While these targets were not achieved, we saw some significant progress made with all students in these groups during the year. With the DMIC approach in 2022 we continued to see a shift in teacher practice and significant changes in student engagement and progress.</p>	<p>A variety of strategies were used throughout the year to engage the students in maths. We continued with the third year of using the DMIC approach to teaching mathematics (although we have missed close to 3 terms of face to face support through COVID). Extra teacher and teacher aide time was allocated to support students working below the expected curriculum levels both within the class and in withdrawal groups. Continued whole staff development enabled teachers to better meet the learning needs of the students.</p> <p>Structures and strategies that were used as a part of the DMIC approach were also introduced into other learning areas. This was particularly evident in Structured Literacy.</p> <p>Teachers worked to focus more on problem solving and strategy work through mixed ability groupings. Problem booklets were created by the DMIC team and these were adapted to reflect the cultural makeup of the classes as well as focussing on the interests of the students.</p> <p>We observed that on the whole students continued to be more engaged, enthusiastic and interested in taking part in maths this year. Teachers being more deliberate in the way they structure lessons and learning contributed greatly to this.</p> <p>Teachers trialled a range of strategies in an effort to address behavioural, social and oral language issues we believed were having a significant impact on the progress of learners across the school. These areas of concern continued to be barriers for learning for many children in 2022.</p> <p>Behaviours of some students have continued to be a barrier to them and others achieving to the best of their ability. Many of the students displaying inappropriate behaviours also had been identified as having learning needs. The behaviours of some of our students in particular has a significant impact on classroom programmes.</p> <p>COVID-19 processes and outbreaks in the community had a significant impact on our learners. For some students learning became secondary to their well-being, general health and feeling safe.</p>	<p>We will continue into a fourth year of the DMIC PLD through Massey University. We continue to see positive signs that DMIC is making a difference to students' engagement, progress and achievement levels across the school, but in particular for our Māori and Pasifika students.</p> <p>We will continue to use DMIC strategies to build on the work that was done this year. This will include focussing our planning and assessment processes, question writing, as well as looking more at our teaching practice so we are able to better plan, monitor progress and achievement as well as target identified needs.</p> <p>Evaluate our teaching practices to ensure we are meeting the needs of the children across the school.</p> <p>Review our Mathematics Implementation Folder and our assessment processes to better align them with the DMIC approach. This will enable us to inform planning and teaching practices to best meet the needs of all students. Providing the students with engaging and meaningful writing experiences. Planning will reflect the needs of the learners.</p> <p>Use intervention plans for identified target students across the school. Regularly monitor progress of the students and evaluate the effectiveness of interventions.</p> <p>Use data to identify target groups for 2023.</p> <p>Provide support for teacher aides so they can more effectively support learning programmes in classes.</p> <p>Work within our Kahui ako project teams on the identified focus area for 2023. These are focused on student well-being and curriculum.</p>

Planning for next year.

As a part of the Stokes Valley/Taita Kahui ako we will work with other schools in identified areas to improve progress and achievement of students in mathematics. In 2023 4 schools in our Kahui ako will be taking using DMIC as an approach to teach mathematics.

We will set annual targets for groups of students in maths as we focus on lifting achievement levels. We will include a focus on Māori and Pasifika students in these groups.

We plan to work on creating a stronger connection with our local pre-schools in an effort to address the concern about low levels of maths skills at school entry. This will fit within the Kahui ako work.

We will continue with the DMIC PLD through Massey University that we began in 2020. With the positive impact we have observed with this approach has had already, in particular for our Māori and Pasifika students, we see this as a way of making a difference to the engagement, progress and achievement in maths.

A major focus this year will be to work with the DMIC team, facilitators and network of DMIC schools to develop our assessment processes to ensure we have a consistent approach to gathering and using data as well as to better align them with the DMIC approach.

We will provide support for teacher aides so they can more effectively support learning programmes in classes.

As a part of our ERO review we will be including a review evaluative focus on the impact of DMIC for our students and teaching practice