

# KOROKORO SCHOOL

## ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022



Principal:	Martin Hookham
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Ministry Number:	2883
Accounting Provider:	Accounting for Schools Limited

# KOROKORO SCHOOL

Annual Report - For the year ended 31 December 2022

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# KOROKORO 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.

Kely Foster  
Full Name of Presiding Member

[Signature]  
Signature of Presiding Member

30/05/2023  
Date:

Martin Hookham  
Full Name of Principal

[Signature]  
Signature of Principal

30/05/2023  
Date:

# KOROKORO SCHOOL

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

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>				
Government Grants	2	1,646,697	1,567,084	1,587,059
Locally Raised Funds	3	105,653	48,900	95,889
Interest Earned		4,052	2,000	847
		<u>1,756,402</u>	<u>1,617,984</u>	<u>1,683,795</u>
<b>Expenses</b>				
Locally Raised Funds	3	56,175	8,500	37,754
Learning Resources	4	1,240,509	1,115,058	1,179,407
Administration	5	152,501	120,354	126,562
Property	6	286,158	383,972	327,325
		<u>1,735,343</u>	<u>1,627,884</u>	<u>1,671,048</u>
<b>Net Surplus</b>		21,059	(9,900)	12,747
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>21,059</u>	<u>(9,900)</u>	<u>12,747</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.

# KOROKORO SCHOOL

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Balance at 1 January	395,659	395,659	382,912
Total comprehensive revenue and expense for the year	21,059	(9,900)	12,747
Capital Contributions from the Ministry of Education Contribution - Te Mana Tuhono	19,458		
Equity at 31 December	436,176	385,759	395,659
Accumulated comprehensive revenue and expense	436,176	385,759	395,659
Equity at 31 December	436,176	385,759	395,659

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.



**KOROKORO SCHOOL**  
Statement of Financial Position  
As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	161,856	105,369	62,717
Accounts Receivable	8	92,254	10,500	86,839
Inventories	9	2,850	-	2,850
Investments	10	206,212	150,000	204,437
Prepayments		8,103	5,000	8,302
Funds held for Capital Works Projects	15	16,750		4,000
		<u>488,025</u>	<u>270,869</u>	<u>369,145</u>
<b>Current Liabilities</b>				
Accounts Payable	12	145,886	16,010	117,167
GST Payable		15,058	17,000	9,499
Finance Lease Liability	14	2,951	3,000	5,046
Funds held for Capital Works Projects	15	41,099	-	-
Provision for Cyclical Maintenance	13	12,000	12,000	9,000
		<u>216,994</u>	<u>48,010</u>	<u>140,712</u>
<b>Working Capital Surplus/(Deficit)</b>		<u>271,031</u>	<u>222,859</u>	<u>228,433</u>
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	195,272	180,900	188,524
		<u>195,272</u>	<u>180,900</u>	<u>188,524</u>
<b>Non-current Liabilities</b>				
Finance Lease Liability	14	1,959	8,000	1,853
Provision for Cyclical Maintenance	13	28,168	10,000	19,445
		<u>30,127</u>	<u>18,000</u>	<u>21,298</u>
<b>Net Assets</b>		<u>436,176</u>	<u>385,759</u>	<u>395,659</u>
<b>Equity</b>		<u>436,176</u>	<u>385,759</u>	<u>395,659</u>

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

# KOROKORO SCHOOL

## Statement of Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		379,963	295,442	329,438
Locally Raised Funds		105,653	48,900	95,889
Goods and Services Tax (net)		5,558	7,510	(6,163)
Payments to Employees		(182,550)	(138,011)	(157,897)
Payments to Suppliers		(213,495)	(208,844)	(205,493)
Interest Received		3,410	1,685	779
<b>Net cash from / (to) the Operating Activities</b>		<b>98,539</b>	<b>6,682</b>	<b>56,553</b>
<b>Cash flows from Investing Activities</b>				
Purchase of PPE (and Intangibles)		(39,970)	(26,559)	(31,300)
Purchase of Investments		(51,796)	54,437	(204,376)
Proceeds from Sale of Investments		50,021	-	50,021
<b>Net cash from / (to) the Investing Activities</b>		<b>(41,745)</b>	<b>27,878</b>	<b>(185,655)</b>
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		19,458	-	-
Finance Lease Payments		(5,462)	4,101	(5,263)
Funds on behalf of Third Parties		28,349	4,000	(4,000)
<b>Net cash from Financing Activities</b>		<b>42,345</b>	<b>8,101</b>	<b>(9,263)</b>
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>99,139</b>	<b>42,661</b>	<b>(138,365)</b>
Cash and cash equivalents at the beginning of the year	7	62,717	62,717	201,082
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>161,856</b>	<b>105,378</b>	<b>62,717</b>

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

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



# KOROKORO SCHOOL

## Notes to the Financial Statements For the year ended 31 December 2022

### 1. Statement of Accounting Policies

#### a) Reporting Entity

Korokoro 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 expenditure threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

##### *Measurement Base*

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

##### *Presentation Currency*

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

##### *Specific Accounting Policies*

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

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

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

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

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

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



# KOROKORO SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2022

### 1. Statement of Accounting Policies

#### *Cyclical Maintenance*

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

#### *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.

# KOROKORO SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2022

### 1. Statement of Accounting Policies

#### **Other Grants where conditions exist**

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

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

Donations, gifts and bequests are recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

#### **Interest Revenue**

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

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

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Ministry.

#### **e) Operating Lease Payments**

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

#### **f) Finance Lease Payments**

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

#### **g) Cash and Cash Equivalents**

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

#### **h) Accounts Receivable**

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

#### **i) Investments**

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



# KOROKORO SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2022

### 1. Statement of Accounting Policies

#### 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.

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

#### Finance Leases

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

#### Depreciation

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

The estimated useful lives of the assets are:

Audio Visual and Computer Equipment	3 - 10 years
Board Owned Buildings	10 - 75 years
Building improvements – Crown	10 - 75 years
Furniture and equipment	5 - 10 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value
Teaching Equipment	5 - 10 years

# KOROKORO SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2022

### 1. Statement of Accounting Policies

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

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 [details of the valuer's approach to determining market value (i.e. what valuation techniques have been employed, comparison to recent market transaction etc.)].

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

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

#### l) Accounts Payable

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

#### m) Employee Entitlements

##### *Short-term employee entitlements*

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

##### *Long-term employee entitlements*

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

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.



# KOROKORO SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2022

### 1. Statement of Accounting Policies

#### n) Revenue Received in Advance

Revenue received in advance relates to fees received from students 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.

#### o) Funds held for Capital works

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

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

#### p) 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

#### q) Financial Instruments

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

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

# KOROKORO SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2022

### 1. Statement of Accounting Policies

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

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

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

Commitments and contingencies are disclosed exclusive of GST.

#### s) Budget Figures

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

#### t) Services received in-kind

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

To ensure consistency with the current year presentation, certain comparative figures have been reclassified.

# KOROKORO SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2022

### 2. Government Grants

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	368,632	307,084	321,034
Other government grants	22,972	-	-
Teachers' Salaries Grants	1,058,985	970,000	1,040,955
Use of Land and Buildings grants	196,108	290,000	225,070
	<u>1,646,697</u>	<u>1,567,084</u>	<u>1,587,059</u>

### 3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>			
Fees for Extra Curricular Activities	46,143	8,300	31,643
Donations & Bequests	43,163	34,100	54,436
Fundraising & Community Grants	10,960	2,000	5,221
Other revenue	1,696	1,000	989
Trading	3,691	3,500	3,600
	<u>105,653</u>	<u>48,900</u>	<u>95,889</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	48,940	5,500	25,860
Fundraising and Community Grant Costs	5,139	3,000	9,624
Trading	2,096	-	2,270
	<u>56,175</u>	<u>8,500</u>	<u>37,754</u>
<i>Surplus for the year Locally raised funds</i>	<u>49,478</u>	<u>40,400</u>	<u>58,135</u>

### 4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	28,768	34,850	20,462
Employee Benefits - Salaries	1,165,888	1,028,200	1,116,733
Information and Communication Technology	4,426	5,000	3,858
Library Resources	297	500	159
Staff Development	4,435	12,325	2,455
Depreciation	36,695	34,183	35,740
	<u>1,240,509</u>	<u>1,115,058</u>	<u>1,179,407</u>



# KOROKORO SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2022

### 5. Administration

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	7,324	6,904	7,111
Board of Trustees Expenses	1,000	1,500	-
Board of Trustees Fees	4,270	4,500	4,600
Communication	12,131	18,000	14,856
Employee Benefits - Salaries	95,285	63,000	70,935
Insurance	3,705	3,000	3,581
Other	21,172	16,700	18,116
Service Providers, Contractors and Consultancy	7,614	6,750	7,363
	<u>152,501</u>	<u>120,354</u>	<u>126,562</u>

### 6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	10,402	9,000	11,058
Consultancy and Contract Services	25,675	26,000	27,160
Cyclical Maintenance Provision	11,723	11,722	11,722
Employee Benefits - Salaries	14,566	10,500	11,729
Grounds	3,921	2,750	2,813
Heat, Light and Water	8,367	8,500	8,816
Rates	3,886	1,000	2,116
Repairs and Maintenance	9,247	21,000	23,979
Security	2,263	3,500	2,862
Use of Land and Buildings	196,108	290,000	225,070
	<u>286,158</u>	<u>383,972</u>	<u>327,325</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.



# KOROKORO SCHOOL

## Notes to the Financial Statements For the year ended 31 December 2022

### 7. Cash and Cash Equivalents

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Bank Current Account	75,751	66,278	(831)
Bank Call Account	38,610	5,000	28,746
Cash on Hand	100	100	100
Savings Cyclical Maintenance	47,395	34,000	34,702
Short-term Bank Deposits	-	-	-
Net cash and cash equivalents for Cash Flow Statement	161,856	105,378	62,717

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

Of the \$161,856 Cash and Cash Equivalents, \$41,099 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2023 on Crown owned school buildings under the School's Five Year Property Plan.

### 8. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Interest Receivable	827	500	185
Teacher Salaries Grant Receivable	91,427	10,000	86,654
	92,254	10,500	86,839
Receivables from Exchange Transactions	827	500	185
Receivables from Non-Exchange Transactions	91,427	10,000	86,654
	92,254	10,500	86,839

### 9. Inventories

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
School Uniforms	2,850	-	2,850
	2,850	-	2,850

# KOROKORO SCHOOL

## Notes to the Financial Statements For the year ended 31 December 2022

### 10. Investments

The School's investment activities are classified as follows:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Asset			
Short-term Bank Deposits	206,212	150,000	204,437

### 11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2022</b>						
Audio Visual	612	-	-	-	(612)	-
Building Improvements	68,776	-	-	-	(3,761)	65,015
Furniture and Equipment	35,449	14,815	-	-	(7,229)	43,035
Grounds	20,472	-	-	-	(3,442)	17,031
Information Technology	34,581	25,153	-	-	(11,042)	48,692
Leased Assets	6,244	3,472	-	-	(5,216)	4,501
Library Resources	2,969	-	-	-	(400)	2,568
Office Furniture	4,842	-	-	-	(1,637)	3,204
Teaching Equipment	14,579	-	-	-	(3,353)	11,226
<b>Balance at 31 December 2022</b>	<b>188,525</b>	<b>43,440</b>	<b>-</b>	<b>-</b>	<b>(36,692)</b>	<b>195,272</b>

The net carrying value of equipment held under a finance lease is \$2,809 (2021: \$6,244).

	2022 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$	2021 Cost or Valuation \$	2021 Accumulated Depreciation \$	2021 Net Book Value \$
Audio Visual	25,557	(25,557)	-	25,557	(24,945)	612
Building Improvements	86,012	(20,997)	65,015	86,012	(17,235)	68,776
Furniture and Equipment	91,212	(48,177)	43,035	76,396	(40,947)	35,449
Grounds	54,503	(37,472)	17,031	54,503	(34,031)	20,472
Information Technology	194,036	(145,344)	48,692	168,883	(134,302)	34,581
Leased Assets	45,230	(40,729)	4,501	41,757	(35,514)	6,244
Library Resources	70,604	(68,036)	2,568	70,604	(67,635)	2,969
Office Furniture	73,066	(69,862)	3,204	73,066	(68,223)	4,842
Teaching Equipment	97,843	(86,617)	11,226	97,843	(83,265)	14,579
<b>Balance at 31 December</b>	<b>738,063</b>	<b>(542,791)</b>	<b>195,272</b>	<b>694,621</b>	<b>(506,097)</b>	<b>188,524</b>

# KOROKORO SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2022

### 12. Accounts Payable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Creditors	10,619	10,000	9,448
Accruals	7,325	10	7,112
Banking staffing overuse	29,899	-	11,642
Employee Entitlements - salaries	95,456	-	86,654
Employee Entitlements - leave accrual	2,587	6,000	2,311
	<b>145,886</b>	<b>16,010</b>	<b>117,167</b>
Payables for Exchange Transactions	143,299	14,868	114,856
Payables for Non-exchange Transactions - Other	2,587	1,142	2,311
	<b>145,886</b>	<b>16,010</b>	<b>117,167</b>

The carrying value of payables approximates their fair value.

### 13. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	28,445	28,445	16,723
Increase to the Provision During the Year	11,723	11,722	11,722
Use of the Provision During the Year	-	(18,167)	-
Provision at the End of the Year	<b>40,168</b>	<b>22,000</b>	<b>28,445</b>
Cyclical Maintenance - Current	12,000	12,000	9,000
Cyclical Maintenance - Non current	28,168	10,000	19,445
	<b>40,168</b>	<b>22,000</b>	<b>28,445</b>

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



# KOROKORO SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2022

#### 14. Finance Lease Liability

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	3,231	3,000	5,459
Later than One Year and no Later than Five Years	2,116	8,000	1,925
Future Finance Charges	(437)	-	(485)
	<u>4,910</u>	<u>11,000</u>	<u>6,899</u>
	2,951	3,000	5,046
	1,959	8,000	1,853
	<u>4,910</u>	<u>11,000</u>	<u>6,899</u>

#### Represented by

Finance lease liability - Current

Finance lease liability - Non current

#### 15. Funds Held for Capital Works Projects

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

		2022	Opening Balance \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balance \$
Admin Area Refurbishment	<i>in progress</i>		(4,000)	60,148	(15,049)	-	41,099
AMS Classroom Upgrade	<i>in progress</i>		-	4,200	(20,950)	-	(16,750)
Totals			<u>(4,000)</u>	<u>64,348</u>	<u>(35,999)</u>	<u>-</u>	<u>24,349</u>

#### Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Due from the Ministry of Education

41,099

(16,750)

24,349

		2021	Opening Balance \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balance \$
Admin Area Refurbishment	<i>in progress</i>		-	-	(4,000)	-	(4,000)
Carpeting of the Hall	<i>Completed</i>		-	18,178	(18,178)	-	-
Totals			<u>-</u>	<u>18,178</u>	<u>(22,178)</u>	<u>-</u>	<u>(4,000)</u>



# KOROKORO SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2022

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

### 17. Remuneration

#### Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	4,270	4,600
<i>Leadership Team</i>		
Remuneration	348,084	343,598
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	352,354	348,198
Total full-time equivalent personnel	3.00	3.00

There are 7 members of the Board excluding the Principal. The Board had held 9 full meetings of the Board in the year. The Board also has 3 members on the Finance committee, which meet monthly. 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.

# KOROKORO SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2022

#### 17. Remuneration (Cont.)

##### Principal

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140 - 150	130 - 140
Benefits and Other Emoluments	3 - 4	3 - 4

##### 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	2
	2	2

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

#### 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 School's Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School is still yet to receive a 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 the following contractual agreements for capital works:

(a) to refurbish the administration area at a total cost of \$503k, of which \$60,148 has been received and \$19,049 has been spent to date.

(b) a contract for the AMS classroom upgrade. The project is fully funded by the Ministry and \$4,200 has been received and \$20,950 has been spent on the project to date.

(Capital commitments at 31 December 2021: \$503,000).

##### (b) Operating Commitments

As at 31 December 2022 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2021: nil)

# KOROKORO SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2022

### 21. Financial Instruments

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Financial Assets Measured at Amortised Cost</b>			
Cash and Cash Equivalents	161,856	105,378	62,717
Receivables	92,254	10,500	86,839
Investments - Term Deposits	206,212	150,000	204,437
<b>Total Financial Assets Measured at Amortised Cost</b>	<b>460,322</b>	<b>265,878</b>	<b>353,993</b>
<b>Financial liabilities measured at amortised cost</b>			
Payables	145,886	16,010	117,167
Finance Leases	4,910	11,000	6,899
<b>Total Financial Liabilities Measured at Amortised Cost</b>	<b>150,796</b>	<b>27,010</b>	<b>124,066</b>

### 22. Events After Balance Date

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



# KOROKORO SCHOOL

## Members of the Board

For the year ended 31 December 2022

Name	Position	How position on Board gained	Occupation	Term expired/expires
Kelly Forster	Presiding Member, Parent Rep	Co-opted June 2018, re-elected May 2019	Public Servant	September 2025
Martin Hookham	Principal	Appointed	Principal	
Christy Burgess	Parent Rep	Elected May 2019, re-elected September 2022	Accountant	September 2025
Heidi de Ronde	Parent Rep	Elected May 2019, re-elected September 2022	Geologist	September 2025
Louise Peirce	Staff Rep	Elected May 2019, re-elected September 2022	Teacher	September 2025
Jan Twort	Secretary		Administration	September 2025
Hami Love	Parent Rep	Elected September 2022	Fireman	September 2025
Asif Quazi	Parent Rep	Elected September 2022	Statistical Analyst	September 2025



## **KOROKORO SCHOOL**

### **Kiwisport / Statement of Compliance with Employment Policy For the year ended 31 December 2022**

Kiwisport is a Government funded initiative to support students participation in organised sport.

Included in the operations grant for 2022 was \$3,009 (2021: \$3,017) key funding support to enhance student opportunities to participate in sport.

The funding was spent on purchase of kids' sports uniforms, subsidising the swimming programme, updating equipment and to offset costs of programmes such as Kelly Sports.

#### **Statement of Compliance with Employment Policy**

For the year ended 31 December 2022 the Korokoro School Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspect 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 contract 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.

# Analysis of Variance - Korokoro School 2022

## STRATEGIC AIM:

*All Students progress and achieve in literacy and numeracy as demonstrated by achievement against the curriculum for Reading, Writing and Mathematics.*

### Overview

The data tables below are designed to give an overview of the range of outcomes (by year level) for all students as well as priority students and Maori students.

Class programmes in 2022 have been significantly disrupted due to Covid-19. This year all classrooms have experienced significant student and staff absences. For some students this has led to two or even three 7-10 day blocks away from class. At one stage we were down to 50% attendance across the school with two classes having just 20% attendance at this time. Of course, after two prior years of living under the shadow of Covid we have some established mitigations in place. We leveraged off our prior experience in home learning to good effect and benefited from strong internal systems to re-organise our staff as necessary.

One of the emerging concerns for us is regular absenteeism of an increasing number of students. This was never a problem pre covid in our setting - but has become an issue for a few families. We now exist in a world where families have experienced 2-3 years of learning, working and socialising from home. Returning to pre-covid normal has not been easy for some, particularly those where anxiety and other social/medical issues are underlying.

The only way forward is through relational interactions. There is no appetite for, or effective means in which to enforce attendance. Our teachers do a great job in establishing, building and maintaining meaningful relationships with families. This is the bedrock of our practice here at Korokoro School. We also recognise the need to select and prioritise Health programmes that support student wellbeing. Assistance from specialist programmes like Life Education and the Police Education options are invaluable. We are also focussed on the "pull" factor of school, ensuring it remains a place that kids want to be at. Recreation, social and interest options are an important part of what we do. Overall we still have very high levels of attendance by most students.

Our OTJ's (Overall Teacher Judgements) about where students sit within the expected curriculum range may differ slightly from other schools. It is entirely possible that we are setting the bar higher than is required in terms of attainment. We have a number of students on our priority lists that in other school contexts would not be considered "at risk". Regardless, it should be noted that student achievement data is just one part of a young person's learning profile at Korokoro School. Academic performance data like that which is presented below should always be considered in the context of the "whole person", whereby academic progress is not isolated from the social, physical and emotional development of a child.

Our data once again points to consistent achievement at a high level across the school. Targeted interventions and increased use of teacher aide support have assisted us to maintain these outcomes. Almost all Maori students achieve equal to or in many cases above their peers across year levels.

The Board's continued willingness to fund Teacher Aides has been highly valued. We now have some skilled TA's who add considerable value and support to the wellbeing and learning of students. As the needs of children become increasingly complex whether through neuro-diversity, physical, behavioural or emotional needs then our need for Teacher Aide support in classrooms becomes more apparent. Teacher Aides assist teachers to individualise programmes and to deliver an ever broadening range of curriculum areas.



## 2022 Data Analysis End of Year

### 2022 End of Year Data Korokoro School - Year 1

#### Data Summary

Note that the shaded area denotes the expected range that students will be working within.

**NOTE:** 6 of the Year 1 students have been at school less than a year. 10 New Entrant students are not included.

Year 1 - Maths									
	Early Level 1		Mid Level 1		End Level 1		Early Level 2		
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	
Number of Maori	1		2	1					
Number of PLs		1		1					
ESOL			2	1		1			
No:	4	2	8	5	1	2			Total: 22

19 students (86%) achieving **within** expected curriculum level range

3 students (14%) achieving **above** expected curriculum level range

**Maori Students:** (100%) achieving **within** expected curriculum level range

**Priority Learner students:** (100%) achieving **within** expected curriculum level range

Year 1 - Reading									
	Early Level 1		Mid Level 1		End Level 1		Early Level 2		
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	
Number of Maori	3	1							
Number of PLs		2							
ESOL	1	1	1	1					
No:	10	6	2	2	1	1			Total: 22

20 students (91%) achieving **within** expected curriculum level range

2 students (9%) achieving **above** expected curriculum level range

**Maori Students:** (100%) achieving **within** expected curriculum level range

**Priority Learner students:** (100%) achieving **within** expected curriculum level range



Year 1 - Writing									
	Early Level 1		Mid Level 1		End Level 1		Early Level 2		
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	
Number of Maori	3	1							
Number of PLs		3							
ESOL	1	1	1	1					
No:	10	7	3	2					Total: 22

22 students (100%) achieving **within** expected curriculum level range

Maori Students: (100%) achieving **within** expected curriculum level range

Priority Learner students: (100%) achieving **within** expected curriculum level range

## 2022 End of Year Data Korokoro School - Year 2

Year 2 - Maths									
	Early Level 1		Mid Level 1		End Level 1		Level 2		
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	
Number of Maori				1	2				
Number of PLs					3	1			
ESOL	1						2	1	
No:	1	0	0	2	7	7	5	3	Total: 25

1 student (4%) achieving **below** expected curriculum level range

16 students (64%) achieving **within** expected curriculum level range

8 students (32%) achieving **above** expected curriculum level range

Maori Students: (100%) achieving **within** expected curriculum level range

Priority Learner students: (100%) achieving **within** expected curriculum level range

Year 2 - Reading									
	Early Level 1		Mid Level 1		End Level 1		Level 2		
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	
Number of Maori			1	1	1				
Number of PLs			1	2	3	2			
ESOL									
No:	1	0	1	3	8	4	3	5	Total: 25

1 student (4%) achieving **below** expected curriculum level range

16 students (64%) achieving **within** expected curriculum level range

8 students (32%) achieving **above** expected curriculum level range

**Maori Students:** (100%) achieving **within** expected curriculum level range

**Priority Learner students:** (100%) achieving **within** expected curriculum level range

Year 2 - Writing									
	Early Level 1		Mid Level 1		End Level 1		Level 2		
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	
Number of Maori		1	2						
Number of PLS			1		2	2			
ESOL	1				2	1			
No:	1	1	3	4	9	5	0	2	Total: 25

2 students (8%) achieving **below** expected curriculum level range

21 students (84%) achieving **within** expected curriculum level range

2 student (8%) achieving **above** expected curriculum level range

**Maori Students:** 4% are working **below** the expected curriculum level range 96% achieving **within** expected curriculum level range

**Priority Learner students:** (100%) achieving **within** expected curriculum level range

## 2022 End of Year Data Korokoro School - Year 3

Year 3 - Maths											
	End Level 1		Early Level 2		Mid Level 2		End Level 2		Level 3		
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	
Number of Maori					1	1	1				
Number of PLs	1		1		1						
ESOL					1	1					
No:	1	0	8	2	4	9	2				Total: 26

1 student (4%) achieving **below** expected curriculum level range

23 students (88%) achieving **within** expected curriculum level range

2 student (8%) achieving **above** expected curriculum level range

**Maori Students:** (92%) achieving **within** expected curriculum level range and (8%) are achieving **above** the expected curriculum level range

**Priority Learner students:** (4%) achieving **below** expected curriculum level range, and (96%) achieving **within** expected curriculum level range

Year 3 - Reading											
	End Level 1		Early Level 2		Mid Level 2		End Level 2		Level 3		
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	
Number of Maori					1	1	1				
Number of PLs	1										
ESOL					1	1					
No:	1	0	5	2	8	8	1	1			Total: 26

1 student (4%) achieving **below** expected curriculum level range

23 students (88%) achieving **within** expected curriculum level range

2 student (8%) achieving **above** expected curriculum level range

**Maori Students:** (92%) achieving **within** expected curriculum level range and (8%) are achieving **above** the expected curriculum level range

**Priority Learner students:** (100% 1 student) achieving **below** expected curriculum level range



Year 3 - Writing										
	End Level 1		Early Level 2		Mid Level 2		End Level 2		Level 3	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
Number of Maori					2	1				
Number of PLs	3		1							
ESOL					1	1				
No:	3	2	5	2	7	7				Total: 26

4 students (15%) achieving **below** expected curriculum level range  
 22 students (85%) achieving **within** expected curriculum level range

**Maori Students:** (100%) achieving **within** expected curriculum level range

**Priority Learner students:** (75% 3 students) achieving **below** expected curriculum level range (25% 1 student) is achieving **within** expected curriculum level range

## 2022 End of Year Data Korokoro School - Year 4

Year 4 - Maths											
	Level 1		Early Level 2		Mid Level 2		End Level 2		Level 3		
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	
Number of Maori					1		3	3			
Number of PLs			1			1					
ESOL								1			
No:			1	0	3	4	8	7	3	1	Total: 27

1 students (4%) achieving **below** expected curriculum level range  
 22 students (81%) achieving **within** expected curriculum level range  
 4 students (15%) achieving **above** expected curriculum level range

**Maori Students:** (100%) achieving **within** expected curriculum level range

**Priority Learner students** (50% 1 student) achieving **within** expected curriculum level range and (50% 1 student) achieving **below** expected curriculum level range.

Year 4 - Reading											
	Level 1		Early Level 2		Mid Level 2		End Level 2		Level 3		
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	
Number of Maori							1	2	3	1	
Number of PLs				1			2	1		1	
ESOL								1			
No:				1	0	1	7	6	8	4	Total: 27

1 student (4%) achieving **below** expected curriculum level range

14 students (52%) achieving **within** expected curriculum level range

12 students (44%) achieving **above** expected curriculum level range

**Maori Students** - (43% 3 students) achieving **within** expected curriculum level range and (57% 4 students) achieving **above** expected curriculum level range

**Priority Learner students** (20% 1 student) achieving **below** expected curriculum level range

(60% 3 students) achieving **within** expected curriculum level range and (20% 1 student) achieving **above** expected curriculum level range

Year 4 - Writing											
	Level 1		Early Level 2		Mid Level 2		End Level 2		Level 3		
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	
Number of Maori					1	1	3	2			
Number of PLs			1	1				1			
ESOL						1					
No:			1	1	2	5	8	6	4		Total: 27

2 students (7%) achieving **below** expected curriculum level range

21 students (78%) achieving **within** expected curriculum level range

4 students (15%) achieving **above** expected curriculum level range

**Maori Students** - (100%) achieving **within** expected curriculum level range

**Priority Learner students** - (66% 2 students) achieving **below** expected curriculum level range and (33% 1 student) achieving **within** expected curriculum level range

## 2022 End of Year Data Korokoro School - Year 5

Year 5 - Maths											
	Level 2		Early Level 3		Mid Level 3		End Level 3		Level 4		
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	
Number of Maori			1		1						
Number of PLs	4		1	1							
ESOL	1			1		1					
No:	5		6	3	6	6	1	2			Total: 29

5 students (17%) achieving **below** expected curriculum level range

21 students (73%) achieving **within** expected curriculum level range

3 students (10%) achieving **above** expected curriculum level range

**Maori Students** - (100%) achieving **within** expected curriculum level range

**Priority Learner students** (67% 6 students) achieving **below** expected curriculum level range and (33% 2 students) achieving **within** expected curriculum level range

Year 5 - Reading											
	End Level 2		Early Level 3		Mid Level 3		End Level 3		Level 4		
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	
Number of Maori					2						
Number of PLs	1		1	1	1						
ESOL	1			1		1					
No:	3		5	3	7	6	3	2			Total: 29

3 students (10%) achieving **below** expected curriculum level range

21 students (73%) achieving **within** expected curriculum level range

5 students (17%) achieving **above** expected curriculum level range

**Maori Students** - (100%) achieving **within** expected curriculum level range

**Priority Learning students** (25%) achieving **below** expected curriculum level range and (75%) achieving **within** expected curriculum level range



Year 5 - Writing											
	Level 2		Early Level 3		Mid Level 3		End Level 3		Level 4		
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	
Number of Maori			1		1						
Number of PLs	3	2	3								
ESOL	1	1		1							
No:	4	3	8	7	6	1					Total: 29

7 students (24%) achieving **below** expected curriculum level range

22 students (76%) achieving **within** expected curriculum level range

**Maori Students** - (100%) achieving **within** expected curriculum level range

**Priority Learning students** (63% 5 students) achieving **below** expected curriculum level range and (37% 3 students) achieving **within** expected curriculum level range

## 2022 End of Year Data Korokoro School - Year 6

Year 6 - Maths											
	Level 2		Early Level 3		Mid Level 3		End Level 3		Level 4		
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	
Number of Maori					1			1	1	1	
Number of PLs				1		1					
ESOL							2			3	
No:				2	4	5	5	3	1	8	Total: 28

2 students (7%) achieving **below** expected curriculum level range

17 students (61%) achieving **within** expected curriculum level range

9 students (32%) achieving **above** expected curriculum level range

**Maori Students** - (50% 2 students) achieving **within** expected curriculum level range and (50% 2 students) achieving **above** expected curriculum level range

**Priority Learning students** - (50% 1 student) achieving **slightly below** and (50% 1 student) achieving **within** expected curriculum level range

Year 6 - Reading											
	Level 2		Early Level 3		Mid Level 3		End Level 3		Level 4		
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	
Number of Maori							1	1	1	1	
Number of PLs		1	1			2					
ESOL			1		1	2				1	
No:		1	1		1	8	4	3	4	6	Total: 28

2 students (7%) achieving **below** expected curriculum level range

16 students (57%) achieving **within** expected curriculum level range

10 students (36%) achieving **above** expected curriculum level range

**Maori Students** - (50% 2 students) achieving **within** expected curriculum level range and (50% 2 students) achieving **above** expected curriculum level range

**Priority Learning students** (50% 2 students) achieving **below** expected curriculum level and (50% 2 students) achieving **within** expected curriculum level range

Year 6 - Writing											
	Level 2		Early Level 3		Mid Level 3		End Level 3		Level 4		
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	
Number of Maori					1	2	1				
Number of PLs			1	3		1					
ESOL			1		1	2		1			
No:			1	6	4	8	5	4			Total: 28

7 students (25%) achieving **below** expected curriculum level range

21 students (75%) achieving **within** expected curriculum level range

**Maori Students** - (100%) achieving **within** expected curriculum level range

**Priority Learning students** (80% 4 students) achieving **below** expected curriculum level and (20% 1 student) achieving **within** expected curriculum level range

## 2022 End of Year Data Korokoro School - Year 7

Year 7 - Maths												
	Level 3		Early Level 4		Mid Level 4		End Level 4		Level 5			
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys		
Number of Maori		1	1				1	1				
Number of PLs		2	2	1								
ESOL									1	2		
No:	2	2	1	2	3	4	1	2	6	2	2	Total: 27

5 students (19%) achieving **below** expected curriculum level range

10 students (37%) achieving **within** expected curriculum level range

12 students (44%) achieving **above** expected curriculum level range

**Maori Students** - (25% 1 student) achieving **below** expected curriculum level range

(25% 1 student) achieving **within** expected curriculum level range and (50% 2 students) achieving **above** expected curriculum level range

**Priority Learning students** - (40% 2 students) achieving **below** expected curriculum level range

(60% 3 students) achieving **within** expected curriculum level range

Year 7 - Reading												
	L2	End Level 3		Early Level 4		Mid Level 4		End Level 4		Level 5		
		Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	
Number of Maori		1	1		1	1						
Number of PLs		1	1									
ESOL				1	1	1						
No:		2	3	3	4	4	7	3	1			Total: 27

5 students (18%) achieving **below** expected curriculum level range

18 students (67%) achieving **within** expected curriculum level range

4 students (15%) achieving **above** expected curriculum level range

**Maori Students** - (50% 2 students) achieving **below** expected curriculum level range, (50% 2 students) achieving **within** expected curriculum level range.

**Priority Learning students** (100% 2 students) achieving **slightly below** expected curriculum level range



Year 7 - Writing												
	L2/ mid L3	End Level 3		Early Level 4		Mid Level 4		End Level 4		Level 5		
		Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	
Number of Maori	1	1			1			1				
Number of PLs	2	2	2									
ESOL			1	1	1							
No:	3	2	5	2	4	4	4	3				Total: 27

10 students (37%) achieving **below** expected curriculum level range

14 students (52%) achieving **within** expected curriculum level range

3 students (11%) achieving **above** expected curriculum level range

**Maori Students** - (50% 2 students) achieving **below** expected curriculum level range

(25% 1 student) achieving **within** expected curriculum level range and (25% 1 students) achieving **above** expected curriculum level range

**Priority Learning students** (100% 6 students) achieving **below** expected curriculum level range. NB: (67% 4 students) are slightly below

## 2022 End of Year Data Korokoro School - Year 8

Year 8 - Maths												
	Mid L3	End Level 3		Early Level 4		Mid Level 4		End Level 4		Level 5		
	Girls	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	
Number of Maori				2				1				
Number of PLs	1			3								
ESOL	1											
No:	1			3		3	2	4	2	4	1	Total: 20

4 students (20%) achieving **below** expected curriculum level range  
 11 students (55%) achieving **within** expected curriculum level range  
 5 students (25%) achieving **above** expected curriculum level range

**Maori Students** - (67% 2 students) are achieving **slightly below** expected curriculum level range but at the beginning of the appropriate curriculum level for heading to high school. (33% 1 student) achieving **within** expected curriculum level range

**Priority Learning students** (100% 4 students) are achieving **below** expected curriculum level range. However (75% 3 of these students) are actually working only slightly below but at the beginning of the appropriate curriculum level for heading to high school. The other 1 student is ESOL and remaining at KKS for another year.

Year 8 - Reading											
	Level 3		Early Level 4		Mid Level 4		End Level 4		Level 5		
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	
Number of Maori			2				1				
Number of PLs		1	2	1	1						
ESOL		1									
No:		1	2	1	3	1	4	1	5	2	Total:

4 students (20%) achieving **below** expected curriculum level range

9 students (45%) achieving **within** expected curriculum level range

7 students (35%) achieving **above** expected curriculum level range

**Maori Students** - (67% 2 students) are achieving **slightly below** expected curriculum level range but at the beginning of the appropriate curriculum level for heading to high school. (33% 1 student) achieving **within** expected curriculum level range

**Priority Learning students** (80% 4 students) are achieving **below** expected curriculum level range. However (60% 3 of these students) are actually working only slightly below but at the beginning of the appropriate curriculum level for heading to high school. The other 1 student is ESOL and remaining at KKS for another year. (20% 1 student) is achieving **within** expected curriculum level range

Year 8 - Writing											
	Beg Level 3		Early Level 4		Mid Level 4		End Level 4		Level 5		
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	
Number of Maori			1		1		1				
Number of PLs		1	1	1	2						
ESOL		1									
No:		1	1	2	4	1	6		3	2	Total:

4 students (20%) achieving **below** expected curriculum level range

11 students (55%) achieving **within** expected curriculum level range

5 students (25%) achieving **above** expected curriculum level range

**Maori Students** - (33% 1 student) achieving **slightly below** expected curriculum level range but at the beginning of the appropriate curriculum level for heading to high school. (67% 2 students) **within** expected curriculum level range

**Priority Learning students** (60% 3 students) are achieving **below** expected curriculum level range. However (67% 2 of these students) are actually working only slightly below but at the beginning of the appropriate curriculum level for heading to high school. The other 1 student is ESOL and remaining at KKS for another year. (40% 2 students) achieving **within** expected curriculum level range



## Junior Syndicate Analysis 2022

### Maths:

We have been monitoring 13 students in Maths this year as Priority Learners.

2 of these students left the school before the mid-year checkpoint.

2 students have made some progress and will remain as Priority Learners in Maths in 2023. They are also priority learners in other areas and have specific learning needs (or are in the process of being diagnosed).

9 students have made good progress but will need monitoring in Term 1, 2023.

- The Year 3's continue to use Mathletics. There has been some more focus in the Year 3 and 4 classes on number knowledge and learning basic facts and times tables.
- The importance of giving children time to practice new strategies (repetition). This has helped motivate and encourage students to have a good attitude towards maths.
- The Junior Syndicate continues to work with the Numicon resources we bought at the end of 2019. Numicon allows children to manipulate materials to help with their mathematical knowledge. Having the materials accessible means that all students can use them to reinforce their learning (no matter what age they are). The Numicon materials have been of significant help to the Priority Learners. The Junior Syndicate teachers attended a meeting in Term 3 at Sacred Heart School - next year we will look at how we plan for Maths and coverage.
- Working with a teacher aide in small groups or individually has helped with practising basic facts, reinforcing learning and promoting a more positive attitude towards maths.
- Working with a buddy, mixed ability grouping for problem solving has helped some children develop a more positive mindset towards maths.

### Reading:

We have been monitoring 18 students in Reading this year as Priority Learners in Reading.

2 of these students left the school before the mid-year checkpoint.

1 student has made excellent progress and will no longer be a Priority Learner in Reading.

8 of these students have made good progress this year and will be monitored by the classroom teacher at the beginning of 2023.

4 of these students have made some progress but may need another literacy intervention in 2023.

3 students are working well below the standard and will continue to be Priority Learners in 2023.

- Reading Recovery groups started this year and this has meant that more children have been able to have a literacy intervention. Kate, the Reading Recovery teacher, has shared her expertise with the class teachers and this has enabled more children to make some accelerated progress. Next year with the extra Reading Recovery funding we will be able to target more children.
- Anna Bourke's input has helped with planning next steps for the Priority Learners in Reading and Writing.
- Working with a teacher aide in small groups or individually has helped with learning high frequency words, reading mileage, reinforcing learning and promoting a more positive attitude towards reading.
- The use of ICT and programmes like EPIC have encouraged more children to read independently.
- The Bumble Bee words programme for learning to read (high frequency words) has been really successful in the past. This year it's not had the same impact, due to teacher aides working with more behaviour issues and developmental needs.

- 6 year nets are still providing us with some helpful baseline data after a year at school in literacy. This data is then used to identify those children who may need additional support in reading and writing.

### Writing:

We have been monitoring 17 students in Writing this year as Priority Learners.

2 of these students left the school before the mid-year checkpoint.

6 of these students are now working within the expected curriculum level and have made good progress in writing.

Of the remaining 9 students, 5 students are working at the lower end of the expected level and will continue to be monitored as Priority Learners in 2023.

The other 4 students are working well below and will continue to be Priority Learners in Writing in 2023. These students are being assessed for specific learning needs and are already receiving some teacher aide support in other areas..

- Handwriting and spelling - most of the PL's in Writing have difficulties with the mechanics of writing (forming letters correctly) and/or spelling.
- There has been a focus on blends and digraphs and features of language (verbs, adjectives etc).
- Importance of regular handwriting practice and repetition.
- Use of computers has helped some children - e.g Speech-to-text tool, Google slides to plan speeches.
- Using a variety of prompts for writing - own choice, picture/photo prompts, teacher led prompts.
- Sharing written work with the class helps with confidence.
- Kate and Anna have shared strategies and ideas for reluctant writers.

Teacher aide time continues to be invaluable with helping our Priority Learners in Writing: children dictate their stories to an adult, help with writing and reading high frequency words, teach and reinforce spelling patterns and rules, provide practice time and allow for repetition.

**NOTE: Poor attendance has affected the progress of some Priority Learners.**



## Senior Syndicate (Year 5-8) Analysis 2022

### Maths:

We have been monitoring 18 students this year as Priority Learners in Maths.

Two of these students left before the mid-year checkpoint.

All students have made good progress. 3 of these students have made accelerated progress and are now working within the expected curriculum level.

The remaining students are still working slightly below the expected curriculum area.

For Year 5 & 7 students, they have started a "new" curriculum level so it is expected that with consolidation of concepts and monitoring next year, they will be working comfortably within the expected level.

There are 2 Year 7 students who will need extra intervention as they struggle to retain concepts. Absences have also been noted for these students so have missed considerable learning.

*These students will need to remain as Priority Learners next year and be monitored closely.*

- The ongoing focus in Maths for the senior syndicate has been regular basic facts, quick 10 and specific number knowledge teaching and practice. This has continued to be beneficial as students have regular repetition to consolidate learning.
- Allowing time for practice and repetition - yet also a balance of exposing students to new concepts so they don't feel "stuck" on the same thing. This has helped with engagement and attitude to maths.
- Regular use of Mathletics for class and home practice of concepts taught continues to be of benefit.
- Using a mix of teaching strategies including whole class instruction, small group workshops, independent practice activities (individually or with a buddy) are working well.
- 1-1 support with students as needed
- It is worth noting that nearly 30% of our senior students are working "above" the expected level for their year group. It is positive to see so many students being stretched in maths.

*Support of TA's in the classroom in maths is recommended to support the teacher.*

### Reading:

We have been monitoring 15 students this year as Priority Learners in Reading.

1 of these students left before the mid year checkpoint

All students have made good progress and 5 of these students are now working within the expected curriculum level.

9 students are still slightly below the expected curriculum level.

- The support of Anna Bourke, our part-time special needs teacher, has provided support for teachers and teacher aides in implementing a structured literacy approach to help target these students in developing their reading and comprehension skills.
- Two students receive extra support from a private SPELD trained teacher.
- Regular group reading, integrated with writing focus so it's meaningful has been beneficial.
- Teacher Reading to students has continued to be popular and enjoyable - novel study/follow up activities have helped with reading comprehension and understanding the features of different types of genre. It is also a powerful tool for enriching vocabulary.
- Use of independent reading tools such as Epic Reading, Read Theory and SRA comp boxes have engaged students and provided regular reading opportunities at the upper end of the school.



- Sustained silent reading sessions continue to be timetabled to allow time and to encourage independent reading.

It is worth noting again that absences have played a part in slower progress for some students.

#### Writing:

We have been monitoring 25 students in Writing this year as Priority Learners.

1 of these students left before the mid-year checkpoint.

6 of these students are now working within the expected curriculum level.

All students have made steady progress and have received TA support as part of the STEP's spelling programme which is continuing to be successful in consolidating spelling progress.

Like in previous years, many of the other students still below the expected level have specific learning needs including dyslexia, dyspraxia and/or global learning needs. They have either received or are currently receiving extra support such as SPELD tutoring with outside tutoring.

It is worth noting that the majority of these students are only slightly below the expected level and the trend is that once they are in Year 8, most are able to work within Level 4 which is considered to be appropriate for transitioning to high school.

As mentioned in the other curriculum areas, absences for a number of students has impacted their progress in writing.

- Teachers have continued to provide different writing opportunities - creative writing, factual writing linked to our history and science topics, and speech writing have all been meaningful outlets for real life writing and presenting opportunities.
- Using a balance of writing modelling, small group discussion and teaching, use of exemplars/examples, use of different tools and resources, peer teaching/feedback as well as teacher feedback are all successful techniques being utilised by teachers.
- Specific teaching and regular practice of writing surface features such as punctuation and grammar has seen an improvement in writing.

*Next year the senior syndicate teachers will have a Professional Learning focus in syndicate meetings regarding writing and effective literacy to refresh teachers' focus on writing.*

*Ongoing teacher aide support with STEP's spelling and in class writing support for PLs would be beneficial.*

#### Next Steps / Recommendations

##### Reading:

- Ongoing regular reading lessons, with a focus on developing rich vocabulary.
- TA support for reading mileage and support in class in 2023
- TA support for PLs using structured literacy approach as guided by Anna B.
- Teaching specific comprehension skills
- Junior syndicate PD - structured literacy (Better Start Literacy for Years 1-2)
- Bumble Bee high frequency words - how will this fit in with the structured literacy PD?

#### Writing:

- STEP's Web online spelling programme for all students in the senior school (with exception of capable spellers). PL writers will also use the STEP's activity books and receive ongoing TA support. Anna to work with Year 3 teacher to develop a spelling programme that addresses some of Anna's recommendations.
- Ongoing teacher aide support in class for writing support for 2023 for PLs
- Ongoing focus on regular specific teaching of grammar and punctuation skills.
- Senior Syndicate Staff PLD as part of syndicate meetings for teacher refresh on writing techniques.
- Providing meaningful and a range of writing experiences for students.

#### Maths:

- Ongoing use of small group teaching - focus on number knowledge concepts, eg, place value, basic facts, etc and more coverage of strand concepts.
- Problem solving - understanding word problems and application of strategy knowledge - real life situations. Explore ideas of problem solving in a broader sense to provide extension opportunities (eg, Thinkers Club)
- Use of TA to support priority learners in class and/or in small withdrawal groups
- Senior teachers to explore extension opportunities for Y7/8s for a particularly capable cohort coming through.
- Ways to plan with Numicon and how this can be assessed. (Years 1-4). Do we continue using Junior Assessment in Maths (JAM).

#### Other:

- Termly meetings with parents of PLs
- Explicit teaching of spelling patterns and regular timetabled spelling practice (alongside STEP'sWeb) - partic around Y3/4
- Addressing increasing absenteeism
- Supporting well being and mental health - Explore range of programmes & resources available
- Parent workshops with Junior Syndicate parents - reading matters - what can they do to help?

## School targets for 2023

**Mathematics Target:** "To accelerate progress of 22 students who are operating below the expectations of their year level in the NZ Curriculum"

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**Reading Target:** "To accelerate progress of 25 students who are operating below the expectations of their year level in the NZ Curriculum"

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**Writing Target:** "To accelerate progress of 43 students who are operating below the expectations of their year level in the NZ Curriculum"

# Independent auditor's report

## **To the readers of the financial statements of Korokoro School for the year ended 31 December 2022**

The Auditor-General is the auditor of Korokoro School (the School). The Auditor-General has appointed me, Andrew Steel, using the staff and resources of Moore Markhams Wellington Audit, 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 21, which comprise the statement of financial position as at 31 December 2022, the statement of comprehensive income, the statement of changes in equity and the statement of cash flows for the year then ended, 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 its cash flows for the year then ended; and
- comply with a generally accepted accounting practice in New Zealand in accordance with Public Sector - Public Benefit Entity Standards Reduced Disclosure Regime (Public Sector PBE Standards RDR)

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

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

### **Basis for Opinion**

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

Our responsibilities arise from the Public Audit Act 2001.

#### **Other information**

The Board is responsible for the other information. The other information comprises the information included from page 22 but does not include the financial statements, and our auditor's report thereon.

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

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

#### **Independence**

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

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



Andrew Steel | **Moore Markhams Wellington Audit**  
On behalf of the Auditor-General | Wellington, New Zealand