

At Maungaraki School we are committed to living the principles of Te Tiriti o Waitangi and developing tamariki who are strong and confident in their own identities, languages and cultures, while celebrating those of others.

## Vision

Passion for Learning,  
Passion for Life.  
Nō reira, kia kaha ra.



## Mission

With wellbeing at the heart of what we do, we are creating resilient learners who respect themselves, others and the environment.





HAUORA



ENGAGED



ACTIVE



RELATIONSHIPS



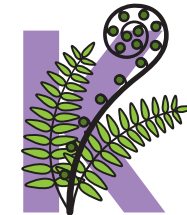
TEAMWORK



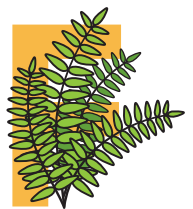
KĀKANO



TIPU



KORU



FERN

## HEART Values

These have been designed alongside the community, the staff and the students of Maungaraki. Our HEART values align directly with the New Zealand Wellbeing Framework.

## School Structure

Following the progression of a Fern, from seed to Fern. The Values are further broken down to form progressions of expectations.



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ACTIVE



RELATIONSHIPS



TEAMWORK

### STRATEGIC AIM 1

At Maungaraki School we provide a supportive environment that fosters wellbeing for all of our students, community and staff.

### STRATEGIC AIM 2

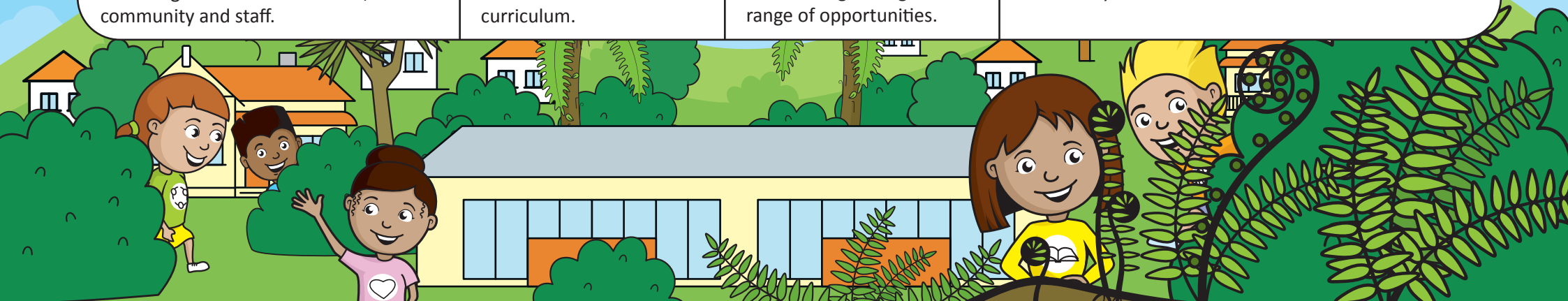
At Maungaraki School each student achieves their best in all areas of the curriculum.

### STRATEGIC AIM 3

At Maungaraki School we are active participants in our learning through a wide range of opportunities.

### STRATEGIC AIM 4

At Maungaraki School we value and seek to grow relationships as we aspire to be the heart of our community.



# MAUNGARAKI SCHOOL



HAUORA

## Identity

- I acknowledge differences in others' beliefs and values.
- I am developing a sense of self-direction and purpose.
- I am aware of my learning styles and make deliberate choices to enhance them.
- I understand the impact of my actions on the environment.
- I live the principles of the Treaty, and respect my culture and the cultures of others.

## Physical

- I understand the changes I am going through and can manage myself through these.
- I care for my tinana.

## Social

- I build and maintain positive relationships across the school.
- I take ownership of our leadership roles and responsibilities.

## Emotional/Mental

- I continue to develop and practice a growth mindset.
- I am aware of our positive qualities and build on them.
- I manage my emotions and responses to situations and am able to self-regulate.



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- I am confident in managing my time with growing independence.
- I can articulate my next learning steps and know where to access what I need in order to achieve them.
- I reflect on the work I produce and seek ways to recraft and rework it to reach my full potential.
- I can motivate myself to apply the required effort to achieve my learning targets.



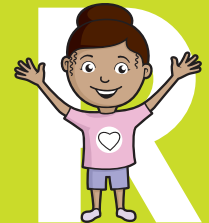
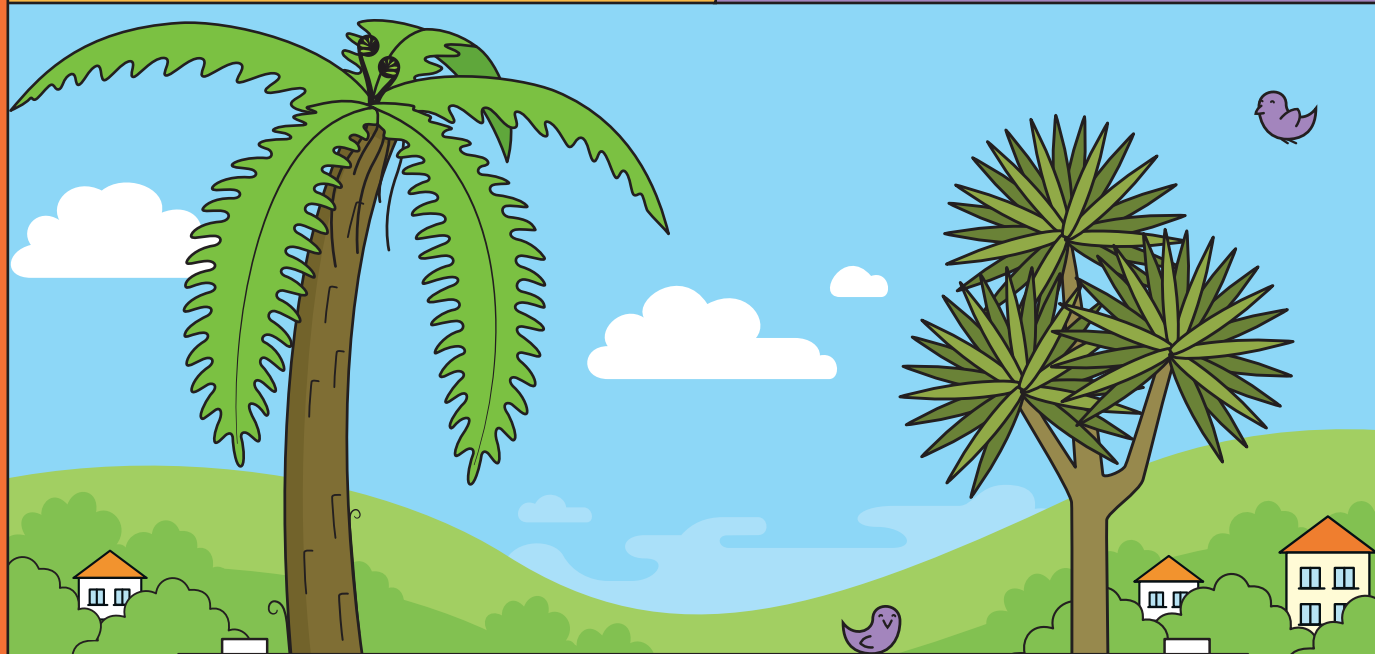
ACTIVE

## Learning:

- I am actively involved in the learning process from planning to outcomes.
- I can set appropriate learning goals and develop pathways to reach them.
- I am aware of the challenges that come with achieving long-term goals and that having a growth-mindset takes effort and commitment.

## Physical:

- I understand what my body needs and am able to reflect and adjust in response to those needs.
- I participate with a positive mindset in all opportunities.
- I am aware of my current capabilities and skill-set and make appropriate choices to develop these.
- I understand the fundamental skills required for different disciplines.



RELATIONSHIPS

- I implement the strategies required to resolve conflicts effectively.
- I understand my own emotions and reactions, and can regulate these effectively.
- I can read the body language and social cues of others, and respond appropriately with tolerance.
- I seek to support others with their goals and am willing to be supported myself.
- I demonstrate gratitude and kindness in all my interactions. Using manners and listen attentively and with respect.



TEAMWORK

- I know that fair-play is not about being equal, but about making appropriate adjustments (equity rather than equality).
- I actively choose to work with a diverse range of my peers.
- I understand the need for a variety of roles and actively work to fulfil my role.
- I appreciate that people have diverse needs and skills.
- I am aware of my strengths and weaknesses, and work to learn from and support others.
- I understand that leadership comes with responsibilities and means doing the right thing, even if others are not (integrity).

# Maungaraki School (#2968)

## Strategic Aims 2022



Strategic Aim 1 - At Maungaraki School we provide a supportive environment that fosters wellbeing for all of our students, community and staff.



### Key Goals

- Provide a broad range of opportunities to develop a holistic child.
- Build culturally responsive practices.
- Engage with our community, with particular focus given to our Māori community.
- Grow understanding of Tikanga and Reo within the school - incorporating seamlessly into classrooms, hui and events
- Ensure leaders and staff are capable and confident of supporting NZ unique identity.

### Te Ao Māori

We are implementing the New Zealand Histories curriculum next year. This provides us with an excellent opportunity to focus our attention on our honouring of the Treaty of Waitangi within our school context. Teachers need to be able to incorporate **te ao Māori**, **tikanga**, and **te reo Māori** into learning contexts to include and engage all students. All our teachers can and should undertake to increase the amount and quality of te reo Māori in their classroom programme. A supportive classroom language policy and a teacher role as “learning facilitator” rather than “classroom expert” are ways to support positive change.

### Measures of Success

**Community Hui Feedback** - Regularly creating a pathway for more community involvement, exploring different methods of consultations (in whatever way possible during our covid levels)

### Reflections Term 4

- Families have all been contacted personally by staff/teachers over the start of the year with the goal of growing positive relationships.
- Online zoom sessions with whanau run which allowed a sharing of what makes students unique and discussed the best learning styles for them.
- We have not run a specific feedback meeting as Covid restrictions have made this impractical.
- Limited opportunity for community involvement on-site at school due to restrictions.
- Our online Reo-athon was a great way to connect with families.
- Market Day allowed us to reconnect with the wider school community. Home and School ran stalls and a BBQ. The family engagement was high. Feedback from students, staff and whānau was extremely positive.
- School sports and sporting events have given us opportunities to engage with families.

<p><b>Student Achievement:</b> We aim to have our Māori students achieve at a commensurate level with their peers.</p>	<ul style="list-style-type: none"> <li>● We have not achieved this goal, our Māori students are not yet commensurate with their peers. Currently 87.5% of our Māori students are achieving at or above the expected curriculum level in Reading, Writing and Maths. This compares with 90-95% of our non-Māori students achieving at or above curriculum level.</li> <li>● At this time last year our Maori Students were achieving between 89% and 91% in core subjects.</li> <li>● We currently have 11% of our school roll who identify as Māori. This number has increased over the last term.</li> <li>● A number of our newer students are learning below the expected curriculum level. This has impacted our final data. One family is only here for a term while they transition with the intention to attend kura kaupapa in 2023. These new families make up 3% of the data.</li> </ul>
<p><b>Classroom Integration</b> - Termly observations to assess the development of Te Ao Māori within the classroom setting.</p>	<ul style="list-style-type: none"> <li>● Team leaders carried out five-minute walkthroughs with the lens of Te Ao Māori within the classrooms. This collected evidence of visible signs of Te Ao Māori in the classroom.</li> <li>● Reo is clearly on display within classroom settings.</li> <li>● Syndicates have been planning for and delivering Te Ao Māori in classrooms.</li> <li>● Students have been learning how to share about themselves, including completing personal mihi.</li> <li>● A Reo-athon ran across the school and community to support language acquisition.</li> <li>● Staff continued to be supported through professional development. We have fortnightly lessons with Malcom for staff, Whaitiri has run three staff meetings which aimed at recognising the importance of honouring Te Tiriti O Waitangi and integrating tikanga Te Ao Māori into our practice.</li> </ul>
<p><b>Staff Goals</b> - One of the coaching goals throughout the year will be around supporting the implementation of Te Ao Māori in the classroom.</p>	<ul style="list-style-type: none"> <li>● Coaching has happened twice a term with regular support where necessary.</li> <li>● Staff have selected a goal that relates to Te Ao Māori development or their classroom practice.</li> <li>● These goals have been shared with the lead team and celebrated in syndicates.</li> <li>● Staff have participated in the online Education Perfect language programme. This has resulted in good gains being made in knowledge. Staff had an online leaderboard which provided competition and rewards.</li> <li>● Malcolm has run sessions with syndicates to support understanding of Tikanga and pronunciation of te reo Māori.</li> <li>● Whaitiri has unpacked what the Tiriti O Waitangi means for us as teachers at Maungaraki School</li> </ul>
<p><b>All students</b> - Te Reo being used with more confidence and accuracy across the school and in classrooms</p>	<ul style="list-style-type: none"> <li>● Our five-minute walkthrough/observation in term 1 showed the Staff using simple commands in the classroom.</li> <li>● Evidence of Te Ao Maori on display in all classrooms - evidence includes iwi links, signs, artworks and treaties.</li> <li>● Our Reo-athon was a successful way of introducing and using more Te reo in the classroom.</li> <li>● We have made adjustments to our Mihi assembly. This has incorporated more tikanga as well as supported students to have more voice.</li> </ul>



**Strategic Aim 3 - At Maungaraki School we are active participants in our learning through a wide range of balanced opportunities.**

**Key Goals**



- Provide innovative ways of learning.
- Provide a broad range of opportunities to develop a holistic child.
- Provide highly engaging programmes
- Provide a range of support and extension programmes inside and outside of the classroom.

**Creativity Centre (Waihanga)**

As we continue to grow our senior area of the school we are looking to develop a robust and integrated Creativity Centre (Waihanga). This centre would provide our students with an opportunity to use tools and skills when they need them, rather than waiting until we visit our current technology provider offsite. The Waihanga Centre will operate out of a classroom and give students the opportunity to visit throughout the week. Doing this, it will allow more fluid links to our inquiry learning and classroom programmes across Fern and Koru.

**Measures of Success**

**Reflections Term 4**

*Please note this area has been impacted by Covid. We have been unable to work freely with children in groups in an ideal way. Added to this has been the high rate of sickness and our impacts on staff.*

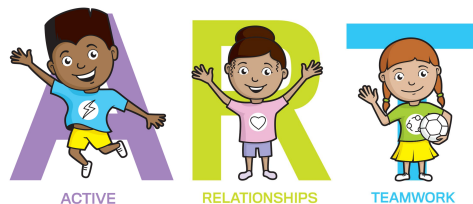
**Set Up Creativity Centre** - Using Room 8 to convert to the Tech Centre. Sourcing resources and designing programmes for senior students.

- Proposal for resourcing, furnishing and refurbishment to be shared with BOT
- Reflections and follow-up report to be issued Mid 2022
- Adaptations implemented and final report of effectiveness and student and community voice to be shared at the end of 2022.

- The team set up the Waihanga centre over the first few weeks of term 1. This has included an ICT area, kitchen area and general workspace areas.
- The Build and Play area was cleared and set up in Term 1.
- Our 3D printer is set up, running and being used by groups of students across the Year 4 - 8 area of the school.
- Holly and Jayne have been operating a wide range of enrichment and extension groups for areas like Otago problem-solving and Epro8.

<p><b>Planning Links</b> - Senior Classroom planning has evidence of links to Waihanga where applicable.</p>	<ul style="list-style-type: none"> <li>● A timetable was created so that teachers can book students into the space for sessions.</li> <li>● Senior planning is showing links to the design process for students to follow and links to the new digital curriculum.</li> <li>● We have developed school progressions that support the development of skills in food tech, digital tech and STEM.</li> </ul>
<p><b>Community involvement</b> - Learning is shared with the community via Hero, FB, Radio and newsletters</p>	<ul style="list-style-type: none"> <li>● Newsletter and Facebook items have shared work in the Waihanga centre.</li> <li>● We have been sharing Build and Play creations on Seesaw and Facebook.</li> <li>● Our Radio Station has been running weekly throughout the year.</li> <li>● Regular Newsletters out informing the community of our innovative programmes.</li> <li>● Weekly Facebook posts highlighting team learning.</li> <li>● The community was able to buy some of the products made at our Market Day.</li> </ul>
<p><b>Human Resourcing</b> - Providing release for teachers to run programmes from the centre. Budgets set aside to allow for Jayne Chatfield, Ben Young and Jo Fox to be released to cover a day in the centre each week.</p>	<ul style="list-style-type: none"> <li>● The Koru team has staffing in the form of Jayne Chatfield to run support groups. These groups have been selected by the team and are being run 3 days a week. The groups are enrichment and extension including technology challenges.</li> <li>● Ben Young and Jo Fox have been released one day a week to set up and run programmes within the Waihanga Centre. These programmes have been very successful and are popular amongst staff and students.</li> <li>● The Fern team had Holly Hughes running groups for enrichment and extension in Term 3 &amp; 4.</li> </ul>
<p><b>Curriculum Integration</b> - Ensuring that the learning is meaningful and purposeful, and tied into student inquiries and classroom learning.</p>	<ul style="list-style-type: none"> <li>● Planning is linked to the Digital Technology Curriculum and shows direct ties between the Waihanga and classroom projects.</li> <li>● Links are made to the context of learning each term. The Waihanga centre became instrumental in leading some groups' Market Day projects.</li> </ul>

## Strategic Aim 4 - At Maungaraki School we grow interconnected relationships as we aspire to be the heart of our community



### Key Goals

- Actively support the wellbeing of staff
- Actively support the wellbeing of the students
- Provide opportunities for growth and development
- Continue to grow deeper connections with our community

### Coaching:

Coaching across the school has become embedded, and is having a positive impact on teaching practice. Each goal is tied into the professional development (PLD) and overall direction of the school's strategic aims. Target students are selected from school achievement goals, and form part of the coaching goals and reflections. Evidence is collected and reflected on to form part of each staff member's teaching portfolio. Team goals are also set to support teachers in developing in the school-wide areas of focus.

### Measures of Success

### Reflections Term 4

#### Improved pedagogy

This aims to help an individual and or group (syndicate) develop more effective practice.

- Teachers have set goals around their practice and have agreed on an action plan that will shift their practice forward with a coach.
- Teachers have met with their coach twice during each term.
- Syndicates are implementing elements of Structure Literacy into classroom programmes. This implementation has included elements of observing good practice and teachers being asked to model elements of good practice within their classrooms. Our expert facilitator was able to then provide feedback to staff around next steps in development.

#### Empowering teachers / Pushing Practice forward

This is an approach that allows the person being coached to gain awareness and insight rather than directly telling them what to do or what they should learn, so the coach does not usually give direct advice.

It is focused on helping the individual achieve specific goals and is directed towards actions that align with our strategic goals and vision of the school

- Coaches have agreed on the way in which coaching will happen at Maungaraki School.
- Coaches created and implemented a set of questioning techniques to use in coaching sessions.
- Following the coaching sessions, coaches met to share puzzles of practice and successes that had been had through the initial meetings.
- Teachers have been given ownership of their own goals and development meetings, these have been related directly to our overall strategic plan and next steps of learning.
- Vision and strategic aims have been the centrepiece of each team meeting this year.
- We have surveyed the staff and the students around the vision and collated the information.
- We surveyed the community around the vision and how connected they feel to the learning.
- 89% of parents believe that the current charter reflects their aspirations for their children at Maungaraki School.



	<ul style="list-style-type: none"> <li>● 94% of parents surveyed are happy with the values and the way they are being taught.</li> <li>● We have linked our Reading, Writing and Maths rubrics to a new student management system (HERO). This will allow a more seamless teaching and learning process in 2023, from planning through to assessment.</li> </ul>
<p><b>Wellbeing - Staff</b> Actively support the well-being of staff through targeted interventions. These interventions and actions link directly back to our HEART values.</p>	<ul style="list-style-type: none"> <li>● Covid care packs have been sent to staff impacted by covid in the form of a delivered meal.</li> <li>● Family week took place once each term (week 6) with staff being free from meetings during the week to spend time with family.</li> <li>● Each term a syndicate is in charge of the well-being of the staff. All teams have contributed multiple events during their term of acknowledging staff well-being.</li> <li>● Additional release has been provided to all teaching staff in Term 3 &amp; 4. This has allowed teachers to focus on practice, assessment and reporting.</li> <li>● Staff Meeting agenda has been refined so as to only include key Professional Development sessions. Other key elements have been moved to team meetings.</li> </ul>
<p><b>Wellbeing - Students</b> Actively support the well-being of students through targeted interventions. These interventions and actions link directly back to our HEART values.</p>	<ul style="list-style-type: none"> <li>● Students who have been impacted by Covid have had personal contact with their class and teacher.</li> </ul> <p><b>RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>● The Principal called covid households to offer assistance in the first wave of 2022. If a call has not been made an email has been sent from the Principal. <b>RELATIONSHIPS</b></li> <li>● Market Day celebrations, <b>TEAMWORK &amp; RELATIONSHIPS.</b></li> <li>● Heather Dodge has been working with classes, groups and individuals to support well-being. <b>HAUORA</b></li> <li>● Staff have contacted each family to ask around how the year has started they have continued to make connections with postcards and phone calls home. <b>HAUORA</b></li> <li>● Achievement certificates and rewards are given out. <b>TEAMWORK</b></li> <li>● Students are <b>ACTIVE</b> in their learning and movement. Each class is spending a session outdoors each day as well as utilising our Sportstart programme.</li> <li>● We have a yoga instructor supporting students to regulate in the Tipu syndicate. <b>HAUORA</b></li> <li>● Jan Hall is running an experienced-based programme to engage and motivate students within their writing.</li> </ul> <p><b>ENGAGED</b></p>
<p><b>Sustainability</b> Engage with the community, demonstrating the Maungaraki School Values in the community while incorporating sustainable practices. The objective of sustainability education at Maungaraki School is to provide opportunities to</p>	
<p><b>Measures of Success</b></p>	<p><b>Reflections Term 4</b></p>
<p><b>Connect students to the Land</b> - Develop learners who are informed decision makers, and connected to the land and the environment</p>	<ul style="list-style-type: none"> <li>● We created a context of learning that reflects the importance of our connections - <b>The Diversity of People</b> - <b>'Our Identity'</b> "Knowing me, knowing you" - Our culture, experiences, interests and values shape our</li> </ul>

<p><b>Create meaningful learning</b> - Provide contexts that enable meaningful connections between learning areas, key competencies, and values (tied into school-wide overviews)</p> <p><b>Integrated learning through the curriculum</b> - Offer ways for students to contribute to the social, cultural, economic, and environmental well-being of New Zealand. (classroom programmes, and learning experiences)</p>	<p>identity.</p> <ul style="list-style-type: none"> <li>● Classrooms are weaving this context through their learning programmes.</li> <li>● School curriculum designed to reflect a skills-based curriculum so that contextual links between subjects can be more meaningful. In essence, we have cross-curricular links that enable contexts like culture to be taught through all areas of the curriculum.</li> <li>● Connections to the land and awareness of our environment through Term 4 learning of the living world.</li> <li>● Utilising our school environment to make connections to our learning with living things and exploring the habitats that they have within the grounds.</li> </ul>
<p><b>Engage in sustainable practices</b> - preparing young people for a lifetime of sustainable living, through its teaching, its culture, and its day-to-day practices (termly context foci)</p>	<ul style="list-style-type: none"> <li>● Daily rubbish collecting to manage the level of rubbish and to collect used masks (when required due to Covid-19 levels) left around the environment. The buckets used for this were donated by Resene as they have recycled paint buckets. We are consistently getting 6 paint buckets (12 half buckets) of rubbish daily, especially more after the weekend.</li> <li>● Compost bins - again using the recycled bins from Resene. This has led to a greater increase in the amount of composting material being collected and diverted from landfill. The new compost bins are working well and are creating compost to be used in the community garden.</li> <li>● Support staff taking small groups out to weed and maintain the gardens. Community gardeners come in on the weekend to maintain the gardens. We will be putting in seedlings from the donated little garden seeds.</li> <li>● New paper recycling bins ordered. Koru students will collect these each day to take to the big paper bin. We get seedlings from this.</li> <li>● Termly toy swap which ties in with our Banqer programme to create sustainable practices and divert plastic and used toys from landfill. While Koru students are used to this and can use Banqer money to engage with this, it would be good to have other syndicates involved as well. On hold due to levels.</li> <li>● Parents have continued to donate used books to the book exchange. We have run this during our Book week in Term 4 which had a substantial uptake.</li> <li>● Movin March - had to modify this due to the Covid levels but students continue to be engaged in this.</li> <li>● More plants around the school in porches that the tamariki are continuing to care for. We will be raising seedlings and sustainably harvesting native seedlings from the grounds (in places where they aren't wanted/needed) and potted up. The enviro group will be looking after them to give away for koha/trade for seedlings for a 'garden to the community'.</li> <li>● Soup group on Friday has 15-20 tamariki that use vegetables from the garden and the Waihanga space. Students harvest and prepare the vegetables before school and eat the soup together at Afternoon tea.</li> </ul>
<p><b>Learn in the Community</b> - Provides opportunities for students to engage in genuine learning in their communities and take action (eg: Te Manawa Challenges)</p>	<ul style="list-style-type: none"> <li>● Students in the Fern syndicate have started focusing on their Te Manawa Challenges.</li> <li>● School-wide participation in Keep NZ Beautiful in Term 3 working with a KNZB representative.</li> <li>● Grant was successful in getting Good Nature traps to use around the school. Hutt Council has no school Enviro liaison (we have worked with this person in the past) and we need sign-off from them to place the traps on council land. Will engage with them once the vacancy is filled.</li> </ul>

**Deloitte.**



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

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18 October 2023

To the Board of Trustees  
Maungaraki School  
137 Dowse Drive,  
Maungaraki,  
Lower Hutt  
5010

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 Education Services 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

## Contents

- 1. Purpose of report and responsibility statement ..... 1
- 2. Status of the audit and areas of focus ..... 1
- 3. Assessment of internal controls ..... 3
- 4. Accounting matters arising ..... 4
- 5. Summary of financial statement matters arising ..... 5
- 6. Other professional communications ..... 6

## 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:

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



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## Area of focus

## Audit Response

### 2.1 Provision for Cyclical Maintenance

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:

- 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.

We have examined the School's 10YPP and calculation of the cyclical maintenance provision and confirmed that:

- 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.

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.

Finding has been raised see 4.2 below.

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### 2.2 Office of the Auditor-General ("OAG") audit brief matters

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.

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

No specific concerns or findings were noted.

These areas of focus remain similar to previous years including:

- classification of associated entities such as fundraising trusts;
  - overseas travel;
  - sensitive expenditure;
  - financial difficulty risk factors; and
  - legislative compliance.
-

## 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
Provision for cyclical maintenance in the annual accounts is based on a 10-year plan that could be influenced by ongoing discussions with the Ministry regarding potential building remediation or rebuilding, and the continued use of the 2018 assessment raises concerns about	School have a new 10YPP plan that was prepared in August 2022, however we were unable to evidence that the cyclical maintenance plan had been prepared with input from a third party expert. Refer to point 4.2 below.

## Issue raised in the prior year

## Current year update

its accuracy in meeting the school's cyclical maintenance obligations.

No review of payroll changes

See point 4.1

## 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.

#### **4.2 Financial Statements prepared using outdated CMP**

##### **Observation**

We were unable to evidence that the cyclical maintenance plan has been prepared with input from a Ministry Engaged Consultant or other third party expert within the last three years. Given the nature of the judgement we would expect a third party painting specialist to be involved in the development of this plan.

##### **Implication**

The annual cost for cyclical maintenance along with the current and non-current provisions may not be based on the latest cost information.

##### **Recommendation**

We recommend that the school consult with a Ministry Engaged Consultant for the coming year and maintain evidence of their input / review.

## **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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## INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Maungaraki 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 21, 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 13 October 2023. This is the date at which our opinion is expressed.

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

#### Basis for our opinion

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

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

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

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

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

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

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





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

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

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

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

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

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

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

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

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



Our responsibilities arise from the Public Audit Act 2001.

### **Other information**

The Board is responsible for the other information. 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.

A handwritten signature in blue ink, appearing to read "Hamish Anton".

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

# MAUNGARAKI SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2022

#### School Directory

**Ministry Number:** 2968

**Principal:** Shane Robinson

**School Address:** 137 Dowse Drive, Maungaraki

**School Postal Address:** 137 Dowse Drive, Maungaraki, Lower Hutt, 5010

**School Phone:** 04 569 7205

**School Email:** office@maungarakischool.net

**Accountant / Service Provider:**

**Education**  *Services.*  
*Dedicated to your school*

# MAUNGARAKI SCHOOL

Annual Report - For the year ended 31 December 2022

## Index

<b>Page</b>	<b>Statement</b>
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### **Financial Statements**

1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 21	Notes to the Financial Statements

### **Other Information**

Members of the Board

Kiwisport / Statement of Compliance with Employment Policy

Analysis of Variance

# Maungaraki 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.

Paul Matthews

Full Name of Presiding Member

  
Signature of Presiding Member

Date:

5/10/23

Shane Robson

Full Name of Principal

  
Signature of Principal

Date:

13/10/23

## Maungaraki 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	3,054,165	2,751,042	2,803,758
Locally Raised Funds	3	185,248	163,000	234,580
Interest Income		7,755	2,000	1,289
		<u>3,247,168</u>	<u>2,916,042</u>	<u>3,039,627</u>
<b>Expenses</b>				
Locally Raised Funds	3	41,077	3,100	97,452
Learning Resources	4	2,374,007	2,089,353	2,237,549
Administration	5	190,727	186,040	159,360
Finance		4,409	1,295	2,584
Property	6	564,845	636,220	504,595
Loss on Disposal of Property, Plant and Equipment	11	6,291	-	2,040
		<u>3,181,356</u>	<u>2,916,008</u>	<u>3,003,580</u>
<b>Net Surplus / (Deficit) for the year</b>		65,812	34	36,047
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u><u>65,812</u></u>	<u><u>34</u></u>	<u><u>36,047</u></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.



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

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Equity at 1 January</b>		472,597	431,947	436,550
Total comprehensive revenue and expense for the year		65,812	34	36,047
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		56,646	-	-
<b>Equity at 31 December</b>		595,055	431,981	472,597
Accumulated comprehensive revenue and expense		595,055	431,981	472,597
<b>Equity at 31 December</b>		595,055	431,981	472,597

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.

## Maungaraki School

# Statement of Financial Position

As at 31 December 2022

		2022	2022	2021
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	290,599	118,827	61,995
Accounts Receivable	8	208,928	143,264	172,010
GST Receivable		-	-	18,784
Prepayments		18,253	17,361	18,104
Inventories	9	11,783	14,043	14,921
Investments	10	365,734	51,639	202,227
Funds Receivable for Capital Works Projects	17	23,266	-	6,585
		918,563	345,134	494,626
<b>Current Liabilities</b>				
GST Payable		25,197	6,430	-
Accounts Payable	12	195,344	150,628	197,672
Revenue Received in Advance	13	244,711	335	51,587
Provision for Cyclical Maintenance	14	36,440	23,118	23,258
Finance Lease Liability	15	9,113	11,748	9,205
Funds held in Trust	16	31,550	-	-
Funds held for Capital Works Projects	17	36,000	-	3,789
		578,355	192,259	285,511
<b>Working Capital Surplus/(Deficit)</b>		340,208	152,875	209,115
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	328,374	302,624	307,907
		328,374	302,624	307,907
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	59,300	15,194	30,278
Finance Lease Liability	15	14,227	8,324	14,147
		73,527	23,518	44,425
<b>Net Assets</b>		595,055	431,981	472,597
<b>Equity</b>		595,055	431,981	472,597

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

## Maungaraki School

# Statement of Cash Flows

For the year ended 31 December 2022

		2022	2022	2021
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		739,339	675,320	662,682
Locally Raised Funds		356,347	143,000	279,083
Goods and Services Tax (net)		43,981	-	(25,214)
Payments to Employees		(382,384)	(440,500)	(401,435)
Payments to Suppliers		(354,132)	(406,935)	(393,955)
Interest Paid		(4,409)	(1,295)	(2,584)
Interest Received		4,747	2,000	969
Net cash from/(to) Operating Activities		403,489	(28,410)	119,546
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(90,835)	(75,159)	(59,222)
Purchase of Investments		(163,508)	-	(150,587)
Net cash from/(to) Investing Activities		(254,343)	(75,159)	(209,809)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		56,646	-	-
Finance Lease Payments		(6,697)	(9,194)	(7,044)
Funds Administered on Behalf of Third Parties		29,509	-	(72,288)
Net cash from/(to) Financing Activities		79,458	(9,194)	(79,332)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>228,604</b>	<b>(112,763)</b>	<b>(169,595)</b>
Cash and cash equivalents at the beginning of the year	7	61,995	231,590	231,590
<b>Cash and cash equivalents at the end of the year</b>	7	<b>290,599</b>	<b>118,827</b>	<b>61,995</b>

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

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

# Maungaraki School

## Notes to the Financial Statements

### For the year ended 31 December 2022

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Maungaraki 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 14.

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

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

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

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

##### *Classification of leases*

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. 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 15. Future operating lease commitments are disclosed in note 22b.

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

The estimated useful lives of the assets are:

Building Improvements	50 years
Furniture and Equipment	3-13 years
Information and Communication Technology	3-13 years
Library Resources	12.5% D.V.
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 RTL 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	737,203	653,320	665,664
Teachers' Salaries Grants	1,949,202	1,597,700	1,775,426
Use of Land and Buildings Grants	367,127	498,022	358,621
Other Government Grants	633	2,000	4,047
	<b>3,054,165</b>	<b>2,751,042</b>	<b>2,803,758</b>

## 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>			
Donations & Bequests	99,972	99,000	100,398
Fees for Extra Curricular Activities	36,953	22,000	17,783
Trading	3,848	-	6,489
Fundraising & Community Grants	44,475	42,000	109,910
	<b>185,248</b>	<b>163,000</b>	<b>234,580</b>
<b>Expenses</b>			
Extra Curricular Activities Costs	32,052	3,100	33,592
Trading	3,404	-	4,509
Fundraising & Community Grant Costs	5,621	-	59,351
	<b>41,077</b>	<b>3,100</b>	<b>97,452</b>
<i>Surplus for the year Locally raised funds</i>	<b>144,171</b>	<b>159,900</b>	<b>137,128</b>

## 4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	99,336	108,220	103,160
Library Resources	292	500	378
Employee Benefits - Salaries	2,189,860	1,907,700	2,055,823
Staff Development	14,626	13,000	13,091
Depreciation	69,893	59,933	65,097
	<b>2,374,007</b>	<b>2,089,353</b>	<b>2,237,549</b>

## 5. Administration

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Audit Fee	7,419	7,420	7,204
Board Fees	3,825	4,300	3,490
Board Expenses	8,706	7,500	4,338
Communication	3,119	2,900	3,091
Consumables	9,145	14,000	10,229
Other	39,855	41,300	32,844
Employee Benefits - Salaries	99,796	90,500	80,244
Insurance	5,542	6,000	5,440
Service Providers, Contractors and Consultancy	13,320	12,120	12,480
	<b>190,727</b>	<b>186,040</b>	<b>159,360</b>

## 6. Property

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Caretaking and Cleaning Consumables	12,619	10,000	9,443
Cyclical Maintenance Provision	42,204	9,798	8,196
Heat, Light and Water	12,802	10,900	15,924
Rates	3,011	3,300	2,598
Repairs and Maintenance	42,927	24,500	38,940
Use of Land and Buildings	367,127	498,022	358,621
Security	3,444	4,000	3,651
Employee Benefits - Salaries	43,235	40,000	39,807
Hall	8,266	11,000	3,026
Contractor & Consultancy	29,210	24,700	24,389
	<b>564,845</b>	<b>636,220</b>	<b>504,595</b>

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

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Bank Accounts	290,599	118,827	61,995
Cash and cash equivalents for Statement of Cash Flows	<b>290,599</b>	<b>118,827</b>	<b>61,995</b>

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

Of the \$290,599 Cash and Cash Equivalents \$36,000 is held by the School on behalf of the Ministry of Education. These funds have been provided by 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

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Receivables	26,678	15,073	7,489
Receivables from the Ministry of Education	-	-	10,796
Interest Receivable	3,447	119	439
Teacher Salaries Grant Receivable	178,803	128,072	153,286
	<u>208,928</u>	<u>143,264</u>	<u>172,010</u>
Receivables from Exchange Transactions	30,125	15,192	7,928
Receivables from Non-Exchange Transactions	178,803	128,072	164,082
	<u>208,928</u>	<u>143,264</u>	<u>172,010</u>

## 9. Inventories

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
T Shirts / Sunhats	11,783	14,043	14,921
	<u>11,783</u>	<u>14,043</u>	<u>14,921</u>

## 10. Investments

The School's investment activities are classified as follows:

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Current Asset			
Short-term Bank Deposits	365,734	51,639	202,227
Total Investments	<u>365,734</u>	<u>51,639</u>	<u>202,227</u>

## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Building Improvements	32,897	6,092	-	-	(1,103)	<b>37,886</b>
Furniture and Equipment	172,174	46,017	(81)	-	(30,771)	<b>187,339</b>
Information and Communication Technology	69,460	33,737	-	-	(24,108)	<b>79,088</b>
Motor Vehicles	2,494	-	-	-	(578)	<b>1,916</b>
Leased Assets	22,062	10,438	-	-	(12,184)	<b>20,317</b>
Library Resources	8,820	367	(6,210)	-	(1,149)	<b>1,828</b>
<b>Balance at 31 December 2022</b>	<b>307,907</b>	<b>96,651</b>	<b>(6,291)</b>	<b>-</b>	<b>(69,893)</b>	<b>328,374</b>

The net carrying value of equipment held under a finance lease is \$20,317 (2021: \$22,062)

### 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	54,317	(16,431)	<b>37,886</b>	48,225	(15,328)	<b>32,897</b>
Furniture and Equipment	399,284	(211,945)	<b>187,339</b>	353,628	(181,454)	<b>172,174</b>
Information and Communication Technology	178,957	(99,869)	<b>79,088</b>	153,875	(84,415)	<b>69,460</b>
Motor Vehicles	5,780	(3,864)	<b>1,916</b>	5,780	(3,286)	<b>2,494</b>
Leased Assets	39,939	(19,622)	<b>20,317</b>	41,849	(19,787)	<b>22,062</b>
Library Resources	3,581	(1,753)	<b>1,828</b>	52,375	(43,555)	<b>8,820</b>
<b>Balance at 31 December</b>	<b>681,858</b>	<b>(353,484)</b>	<b>328,374</b>	<b>655,732</b>	<b>(347,825)</b>	<b>307,907</b>

## 12. Accounts Payable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Creditors	5,959	12,252	32,633
Accruals	4,452	4,764	7,204
Employee Entitlements - Salaries	178,803	128,072	153,286
Employee Entitlements - Leave Accrual	6,130	5,540	4,549
	<u>195,344</u>	<u>150,628</u>	<u>197,672</u>
Payables for Exchange Transactions	195,344	150,628	197,672
	<u>195,344</u>	<u>150,628</u>	<u>197,672</u>

The carrying value of payables approximates their fair value.

## 13. Revenue Received in Advance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Income in Advance	244,711	335	51,587
	<u>244,711</u>	<u>335</u>	<u>51,587</u>

## 14. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	53,536	28,514	45,340
Increase to the Provision During the Year	13,135	9,798	9,798
Other Adjustments	29,069	-	(1,602)
Provision at the End of the Year	<u>95,740</u>	<u>38,312</u>	<u>53,536</u>
Cyclical Maintenance - Current	36,440	23,118	23,258
Cyclical Maintenance - Non current	59,300	15,194	30,278
	<u>95,740</u>	<u>38,312</u>	<u>53,536</u>

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.



## 15. Finance Lease Liability

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

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget (Unaudited)</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
No Later than One Year	12,310	11,748	11,414
Later than One Year and no Later than Five Years	17,355	8,324	16,787
Future Finance Charges	(6,325)	-	(4,849)
	<b>23,340</b>	<b>20,072</b>	<b>23,352</b>
	<b>23,340</b>	<b>20,072</b>	<b>23,352</b>

### Represented by

Finance lease liability - Current	9,113	11,748	9,205
Finance lease liability - Non current	14,227	8,324	14,147
	<b>23,340</b>	<b>20,072</b>	<b>23,352</b>
	<b>23,340</b>	<b>20,072</b>	<b>23,352</b>

## 16. Funds held in Trust

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget (Unaudited)</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Funds Held in Trust on Behalf of Third Parties - Current	31,550	-	-
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<b>31,550</b>	<b>-</b>	<b>-</b>
	<b>31,550</b>	<b>-</b>	<b>-</b>

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expenditure of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

## 17. 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
			\$	\$	\$		\$
222899 SIP-Deck,Playground,Blk A Refurbisl		222899	3,789	-	(26,565)	-	(22,776)
230181 Heating Blk A,B,C,		completed	(6,585)	4,765	1,820	-	-
222903 Bike & Equip Store		222903	-	36,000	-	-	36,000
230190 Blk A Outdoor Learning Area		completed	-	52,483	(52,483)	-	-
230180 Blk A Roof Coverings		230180	-	-	(490)	-	(490)
Totals			(2,796)	93,248	(77,718)	-	12,734

### Represented by:

Funds Held on Behalf of the Ministry of Education	36,000
Funds Receivable from the Ministry of Education	(23,266)

	2021	Project No.	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
			\$	\$	\$		\$
207254 Bk A Refurbish & Convert Library		completed	(7,990)	-	7,990	-	-
Special Needs Access Expenditure		completed	(1,073)	1,073	-	-	-
207841 Stormwater flooding		completed	(5,984)	-	5,984	-	-
222899 SIP-Deck,Playground,Blk A Refurbisl		222899	63,295	79,181	(138,687)	-	3,789
219556 LSM Fencing Income		completed	27,265	1,080	(28,345)	-	-
230181 Heating Blk A,B,C,		in progress	-	42,000	(48,585)	-	(6,585)
Totals			75,513	123,334	(201,643)	-	(2,796)

### Represented by:

Funds Held on Behalf of the Ministry of Education	3,789
Funds Receivable from the Ministry of Education	(6,585)

## 18. 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.

## 19. Remuneration

### *Key management personnel compensation*

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

	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>
<i>Board Members</i>		
Remuneration	3,825	3,490
<i>Leadership Team</i>		
Remuneration	578,432	507,494
Full-time equivalent members	5.44	5.07
<b>Total key management personnel remuneration</b>	<b>582,257</b>	<b>510,984</b>

There are 6 members of the Board excluding the Principal. The Board had held 9 full meetings of the Board in the year. The Board also has Finance (6 members) and Property (6 members) committees that met 9 and 9 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:

	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Actual</b>
	<b>\$000</b>	<b>\$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140 - 150	140 - 150
Benefits and Other Emoluments	4 - 5	4 - 5
Termination Benefits	-	-

### *Other Employees*

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

	<b>2022</b>	<b>2021</b>
<b>Remuneration</b>	<b>FTE Number</b>	<b>FTE Number</b>
<b>\$000</b>		
100 - 110	-	1.00
110 - 120	1.00	1.00
	<b>1.00</b>	<b>2.00</b>

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

## 20. 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:

	<b>2022 Actual</b>	<b>2021 Actual</b>
Total	-	-
Number of People	-	-

## 21. 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.

## 22. Commitments

### (a) Capital Commitments

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

\$118,522 contract for the 222899 SIP-Deck,Playground,Blk A Refurbishment as agent for the Ministry of Education. This project is fully funded by the Ministry and \$139,181 has been received of which \$161,957 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$36,625 contract for the 222903 Bike & Equip Store as agent for the Ministry of Education. This project is fully funded by the Ministry and \$36,000 has been received of which \$0 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$45,000 contract for the 230180 Blk A Roof Coverings as agent for the Ministry of Education. This project is fully funded by the Ministry and \$0 has been received of which \$490 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments as at 31 December 2021:

\$309,082 contract for the 222899 SIP-Deck,Playground,Blk A Refurbishment as agent for the Ministry of Education. This project is fully funded by the Ministry and \$186,181 has been received of which \$182,392 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).

## 23. 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 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	290,599	118,827	61,995
Receivables	208,928	143,264	172,010
Investments - Term Deposits	365,734	51,639	202,227
Total Financial assets measured at amortised cost	865,261	313,730	436,232

### Financial liabilities measured at amortised cost

Payables	195,344	150,628	197,672
Finance Leases	23,340	20,072	23,352
Total Financial Liabilities Measured at Amortised Cost	218,684	170,700	221,024

## 24. Events After Balance Date

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

## 25. Comparatives

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

## Maungaraki School

### Members of the Board

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Paul Matthews	Presiding Member	Elected	Sep 2025
Shane Robinson	Principal	ex Officio	
Kaylee Gibbs	Parent Representative	Elected	Sep 2022
Megan Hurley	Parent Representative	Elected	Sep 2025
Wayne Church	Parent Representative	Elected	Sep 2022
Elizabeth Brisco	Parent Representative	Elected	Sep 2025
Julie MacDonald	Parent Representative	Elected	Sep 2022
Lisa Agent	Parent Representative	Elected	Sep 2025
Aaron Moore	Parent Representative	Elected	Sep 2025
Kim Webby	Staff Representative	Elected	Sep 2025

## **Maungaraki School**

### **Kiwisport**

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received total Kiwisport funding of \$5,448 (excluding GST). The funding was spent on sporting endeavours.

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

For the year ended 31st December 2022 the Maungaraki 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.