

KAIPAKI SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number: 1760

Principal: Kim Budd

School Address: 687 Kaipaki Road

School Postal Address: 687 Kaipaki Road RD 3, Cambridge, 3495

School Phone: 07 823 6653

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Accountant / Service Provider:

Education  *Services.*
Dedicated to your school

KAIPAKI SCHOOL

Annual Report - For the year ended 31 December 2022

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Kaipaki 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.

Lisette Balsom

Full Name of Presiding Member

Kim Budd

Full Name of Principal

L Balsom

Signature of Presiding Member

KBudd

Signature of Principal

24/02/2024

Date:

24/02/2024

Date:

Kaipaki School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

		2022	2022	2021
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	1,320,454	1,021,245	1,311,239
Locally Raised Funds	3	87,227	87,250	59,350
Interest Income		545	100	80
		<u>1,408,226</u>	<u>1,108,595</u>	<u>1,370,669</u>
Expenses				
Locally Raised Funds	3	34,897	28,250	24,166
Learning Resources	4	945,524	689,396	1,015,079
Administration	5	186,189	154,324	163,380
Finance		474	-	425
Property	6	240,273	236,341	211,227
		<u>1,407,357</u>	<u>1,108,311</u>	<u>1,414,277</u>
Net Surplus / (Deficit) for the year		869	284	(43,608)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>869</u>	<u>284</u>	<u>(43,608)</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.

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

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		273,572	314,976	315,726
Total comprehensive revenue and expense for the year		869	284	(43,608)
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	1,454
Equity at 31 December		274,441	315,260	273,572
Accumulated comprehensive revenue and expense		274,441	315,260	273,572
Equity at 31 December		274,441	315,260	273,572

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.

Kaipaki School

Statement of Financial Position

As at 31 December 2022

		2022	2022	2021
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	7	54,333	141,434	118,797
Accounts Receivable	8	86,356	67,818	82,791
GST Receivable		1,474	-	-
Prepayments		5,915	6,449	4,965
Inventories	9	4,308	2,231	4,678
Funds Receivable for Capital Works Projects	15	9,104	-	-
		161,490	217,932	211,231
Current Liabilities				
GST Payable		-	20,452	12,212
Accounts Payable	11	80,250	81,603	83,148
Borrowings		-	-	-
Revenue Received in Advance	12	-	110	-
Provision for Cyclical Maintenance	13	22,778	-	-
Painting Contract Liability		-	-	-
Finance Lease Liability	14	3,133	1,528	2,509
Funds held in Trust		-	-	-
Funds held for Capital Works Projects	15	-	-	62,874
		106,161	103,693	160,743
Working Capital Surplus/(Deficit)		55,329	114,239	50,488
Non-current Assets				
Property, Plant and Equipment	10	221,664	228,709	245,230
		221,664	228,709	245,230
Non-current Liabilities				
Provision for Cyclical Maintenance	13	-	26,271	19,523
Finance Lease Liability	14	2,552	1,417	2,623
		2,552	27,688	22,146
Net Assets		274,441	315,260	273,572
Equity		274,441	315,260	273,572

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

Kaipaki School

Statement of Cash Flows

For the year ended 31 December 2022

		2022	2022	2021
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		363,876	311,500	348,062
Locally Raised Funds		93,817	82,750	52,499
Goods and Services Tax (net)		(13,686)	-	(8,240)
Payments to Employees		(186,443)	(138,000)	(213,005)
Payments to Suppliers		(235,200)	(268,360)	(202,625)
Interest Paid		(474)	-	(425)
Interest Received		536	100	78
Net cash from/(to) Operating Activities		22,426	(12,010)	(23,656)
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(13,198)	-	(42,857)
Net cash from/(to) Investing Activities		(13,198)	-	(42,857)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	1,454
Finance Lease Payments		(1,714)	-	(1,240)
Funds Administered on Behalf of Third Parties		(71,978)	-	31,652
Net cash from/(to) Financing Activities		(73,692)	-	31,866
Net increase/(decrease) in cash and cash equivalents		(64,464)	(12,010)	(34,647)
Cash and cash equivalents at the beginning of the year	7	118,797	153,444	153,444
Cash and cash equivalents at the end of the year	7	54,333	141,434	118,797

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.

Kaipaki School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 13.

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 20b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Buildings	6-40 Years
Furniture and Equipment	5-25 Years
Information and Communication Technology	5 Years
Motor Vehicles	5 Years
Library Resources	12.5% DV
Leased assets held under a Finance Lease	Term of Lease

k) Intangible Assets

Software costs

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

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

l) Impairment of property, plant, and equipment and intangible assets

The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

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

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

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

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

m) Accounts Payable

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

n) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

o) Revenue Received in Advance

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

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

p) Funds Held in Trust

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

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

q) Funds held for Capital works

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

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

r) Shared Funds

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

s) Provision for Cyclical Maintenance

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

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

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

t) Financial Instruments

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

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

u) Borrowings

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

v) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

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

x) Services received in-kind

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

2. Government Grants

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	367,939	311,500	335,507
Teachers' Salaries Grants	774,032	537,126	796,238
Use of Land and Buildings Grants	176,651	172,619	155,770
Other Government Grants	1,832	-	23,724
	<u>1,320,454</u>	<u>1,021,245</u>	<u>1,311,239</u>

3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Donations & Bequests	49,798	50,000	34,539
Fees for Extra Curricular Activities	32,495	17,750	15,350
Trading	4,934	4,500	4,090
Fundraising & Community Grants	-	15,000	5,371
	<u>87,227</u>	<u>87,250</u>	<u>59,350</u>
Expenses			
Extra Curricular Activities Costs	28,493	23,250	19,181
Trading	6,404	4,500	4,985
Fundraising & Community Grant Costs	-	500	-
	<u>34,897</u>	<u>28,250</u>	<u>24,166</u>
<i>Surplus for the year Locally raised funds</i>	<u>52,330</u>	<u>59,000</u>	<u>35,184</u>

Donations include a \$11,000 contribution from Kaipaki PTA and \$20,000 from Shaw's Quarries Ltd for Year 7/8

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	18,905	40,270	17,151
Library Resources	1,113	500	959
Employee Benefits - Salaries	876,606	620,126	947,059
Staff Development	6,059	10,500	9,279
Depreciation	42,841	18,000	40,631
	<u>945,524</u>	<u>689,396</u>	<u>1,015,079</u>

5. Administration

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	4,704	4,664	5,564
Board Fees	1,880	2,760	2,360
Board Expenses	5,123	3,400	3,640
Communication	3,614	3,000	3,919
Consumables	10,015	14,000	11,017
Operating Lease	2,831	4,500	2,686
Legal Fees	760	600	146
Other	24,958	12,900	9,400
Employee Benefits - Salaries	79,957	55,000	63,934
Insurance	1,644	2,800	2,982
Service Providers, Contractors and Consultancy	2,760	2,200	4,017
Bus Expenditure	38,964	48,500	53,715
Private Bus	8,979	-	-
	186,189	154,324	163,380

6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	2,970	4,000	2,627
Cyclical Maintenance Provision	3,255	5,000	3,252
Grounds	5,771	10,500	8,640
Heat, Light and Water	6,586	5,722	5,769
Repairs and Maintenance	10,775	7,750	6,403
Use of Land and Buildings	176,651	172,619	155,770
Security	1,438	750	729
Cleaners & Contractors	32,827	30,000	28,037
	240,273	236,341	211,227

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

7. Cash and Cash Equivalents

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Bank Accounts	54,333	141,434	118,797
Cash and cash equivalents for Statement of Cash Flows	54,333	141,434	118,797

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

8. Accounts Receivable

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Receivables	19,742	19,591	26,332
Interest Receivable	11	-	2
Teacher Salaries Grant Receivable	66,603	48,227	56,457
	86,356	67,818	82,791
Receivables from Exchange Transactions	19,753	19,591	26,334
Receivables from Non-Exchange Transactions	66,603	48,227	56,457
	86,356	67,818	82,791

9. Inventories

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Stationery	1,547	1,808	2,047
Uniform	2,761	423	2,631
	4,308	2,231	4,678

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Buildings	41,891	-	-	-	(1,148)	40,743
Building Improvements	30	-	-	-	(6)	24
Furniture and Equipment	108,114	12,392	-	-	(10,842)	109,665
Information and Communication Technology	16,661	3,372	-	-	(7,335)	12,698
Motor Vehicles	72,274	-	-	-	(20,247)	52,027
Leased Assets	4,792	3,511	-	-	(3,080)	5,223
Library Resources	1,468	-	-	-	(183)	1,284
Balance at 31 December 2022	245,230	19,275	-	-	(42,841)	221,664

The net carrying value of equipment held under a finance lease is \$5,223 (2021: \$4,792)

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
	\$	\$	\$	\$	\$	\$
Buildings	56,045	(15,302)	40,743	56,045	(14,154)	41,891
Building Improvements	1,400	(1,376)	24	1,400	(1,370)	30
Furniture and Equipment	232,227	(122,562)	109,665	219,835	(111,721)	108,114
Information and Communication Technology	78,391	(65,693)	12,698	75,019	(58,358)	16,661
Motor Vehicles	136,444	(84,417)	52,027	136,444	(64,170)	72,274
Leased Assets	29,067	(23,844)	5,223	25,556	(20,764)	4,792
Library Resources	10,756	(9,472)	1,284	10,756	(9,288)	1,468
Balance at 31 December	544,330	(322,666)	221,664	525,055	(279,825)	245,230

11. Accounts Payable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	7,796	20,008	19,826
Accruals	4,804	4,057	4,664
Banking Staffing Overuse	-	8,281	1,610
Employee Entitlements - Salaries	66,603	48,227	56,457
Employee Entitlements - Leave Accrual	1,047	1,030	591
	80,250	81,603	83,148
Payables for Exchange Transactions	80,250	81,603	83,148
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	80,250	81,603	83,148

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Funds in advance	-	110	-
	-	110	-

13. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	19,523	21,271	16,271
Increase to the Provision During the Year	3,256	5,000	3,256
Other Adjustments	(1)	-	(4)
Provision at the End of the Year	22,778	26,271	19,523
Cyclical Maintenance - Non current	-	26,271	19,523
	-	26,271	19,523

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

14. Finance Lease Liability

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	3,508	1,528	2,867
Later than One Year and no Later than Five Years	2,730	1,417	2,789
Future Finance Charges	(553)	-	(524)
	5,685	2,945	5,132
Represented by			
Finance lease liability - Current	3,133	1,528	2,509
Finance lease liability - Non current	2,552	1,417	2,623
	5,685	2,945	5,132

15. Funds Held (Owed) for Capital Works Projects

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

	2022	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Staffroom Upgrade		225551	62,874	-	(71,978)	-	(9,104)
Totals			62,874	-	(71,978)	-	(9,104)

Represented by:

Funds Held on Behalf of the Ministry of Education
Funds Receivable from the Ministry of Education

-
(9,104)

	2021	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
RG Classroom & SNM Accessible Toilet		203514	56,544	(109,914)	53,370	-	-
AMS & 5YA Comb A B E ILE Upgrade & Heating		215934	-	121,541	(121,541)	-	-
Staffroom Upgrade		225551	-	72,973	(10,099)	-	62,874
Totals			56,544	84,600	(78,270)	-	62,874

Represented by:

Funds Held on Behalf of the Ministry of Education
Funds Receivable from the Ministry of Education

62,874
-

16. Related Party Transactions

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

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

Jade Pam Coutts is a board member of the school. Her husband Julian Andrew Coutts is employed as a permanent teacher of Kaipaki School, on terms that are no more favorable than the board would have adopted if there were no relationship to a board member.

17. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	1,880	2,360
<i>Leadership Team</i>		
Remuneration	384,426	462,930
Full-time equivalent members	5.00	5.00
Total key management personnel remuneration	386,306	465,290

There are 5 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has Finance (5 members) and Property (5 members) that met 8 and 8 times respectively. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	120 - 130
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 - 110	-	-
	0.00	0.00

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

18. Compensation and Other Benefits Upon Leaving

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

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

19. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

To the extent that any obligation cannot reasonably be quantified at 31 December 2022 a contingent liability for the school may exist.

20. Commitments

(a) Capital Commitments

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

\$82,332 contract for the Staffroom Upgrade as agent for the Ministry of Education. This project is fully funded by the Ministry and \$72,973 has been received of which \$82,077 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments as at 31 December 2021:

\$82,332 contract for the Staffroom Upgrade as agent for the Ministry of Education. This project is fully funded by the Ministry and \$72,973 has been received of which \$10,099 has been spent on the project to balance date. This project has been approved by the Ministry.)

(b) Operating Commitments

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

21. Financial Instruments

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

Financial assets measured at amortised cost

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	54,333	141,434	118,797
Receivables	86,356	67,818	82,791
Investments - Term Deposits	-	-	-
Total Financial assets measured at amortised cost	140,689	209,252	201,588

Financial liabilities measured at amortised cost

Payables	80,250	81,603	83,148
Finance Leases	5,685	2,945	5,132
Total Financial Liabilities Measured at Amortised Cost	85,935	84,548	88,280

22. Events After Balance Date

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

23. Comparatives

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

25. Breach of Law - Statutory Reporting

The school breached section 137 of the Education and Training Act 2020 (previously section 87 of The Education Act 1989), as the board were unable to provide their audited financial statements to the Ministry of Education by 31 May 2023.

Kaipaki School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Lisette Balsom	Presiding Member	Elected	Sep 2025
Kim Budd	Principal	ex Officio	
Rodney Schick	Parent Representative	Elected	Sep 2025
Dan Gibb	Parent Representative	Elected	Sep 2025
Shaun Brighthouse	Parent Representative	Elected	Sep 2025
Jade Coutts	Staff Representative	Elected	Sep 2025

Kaipaki School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received total Kiwisport funding of \$1,860 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2022 the Kaipaki 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.

2022 Monitoring of School Targets

Junior Targets

Mathematics

Target: At least four of the seven Year 3 learners, who are currently working at expected mathematics curriculum levels, will make more than one year's progress to be working above curriculum expectations.

Key : June November

Actions What did we do?	Baseline Data Jam Testing	Outcomes What happened?	Reasons Why did it happen?	Evaluation Where to next?
Focus on basic facts (greater time spent on this than strategy) (Mahuri) Math stations for independent learners (practise and practical math activities) Guided math sessions focusing on strategy (Weri)	Student Y- Stage 4 Student B - Stage 4 Student I- Stage 5 Student N- Stage 4 Student F- Stage 3 Student T- Stage 3 Student O- Stage 4	Some movement Some lack of retention (if not revisited enough it goes missing) Some students picking things up quickly others requiring	Focus on Literacy (BSLA/ASLA) reduced guided teaching time in math Disrupted term (illness of children and staff)	Awareness of impact of BSLA and trying to reallocate this time to those who need more repetition
Regular and targeted assessment to review progress in specific areas allowing instruction to be better targeted. Larger focus on building	Student Y- Stage 5 Student B - Stage 4 Student I- Stage 6 Student N- Stage 5 Student F- Stage 4 Student T- Stage 4 Student O- Stage 5	5 of the 6 children made 1 Stage progress at least. This equates to more than 12 months of progress in many cases. Considerable progress across	Continued pull of time resources through the BSLA programme may have reduced teaching time in Math. Teachers spent more time focusing on foundational skills to build	Within staff PD sessions to maximise teacher capacity in Math. Review targets and how progress is

foundational skills such as place value and basic facts.

all domains for all students which is not seen just by viewing their overall stage. Increased confidence noted by teachers, better resilience, and a larger number of known strategies.
While only 1 of the 7 would be considered 'Above' across all domains in Math. 3 additional students showed some domains where they achieved above expectations also.

confidence and the basis needed for more advanced strategies. Regular specific assessment completed in a timely manner allowed for more targeted instruction

reported to show progress in all domains.

Literacy (Writing)

Target: Five of the ten Year 0/1 learners currently working at the expected writing curriculum level will make more than one years progress to be working above curriculum expectations

Key June November

Actions What did we do?	Baseline Data Writing Sample	Outcomes What happened?	Reasons Why did it happen?	Evaluation Where to next?
BSLA- All Children WTE- Simple sentences Phonics- learning the rules Narrative/creative writing- motivating and engaging Sharing and reading aloud Purpose driven (authentic) Children involved in noticing progress (comparing beginning of the year data to today's skills)	Student J- 1i Student O- 1i Student A- 1i Student L- 1i Student N- 1i Student I-1i Student S- 1i Student P- 1ii Student M- 1ii Student E- 1i	Transfer of phonics rules into their writing Sounding and blending skills from BSLA transferring to writing Success builds success- children have enough base skills to see themselves as a writer and can write independently Children love writing	BSLA Time on Task- Write everyday (frequency) Sharing aloud reading	
Continued BSLA programme WTE coaching in school for Māhuri and Kākano- focused on areas of concern. Planned targeted writing sessions each day. Focus on sharing writing in class and receiving feedback. Clear links drawn between reading and writing through BSLA Continued progress through the phonics elements of BSLA (foundations of writing).	Student J- 1ii Student O- 1ii Student A- 1iii Student L- 1ii Student N- 1ii Student I-1ii Student S- 1ii Student P- 2b Student M - 2b Student E - 1iii	Noticeable shift for many children, in 3 cases 2 stages shift, showing accelerated progress. All children made at least 1 stage shift representing a minimum of 12 months of progress. Improved surface features (better understanding of phonics). Improved independence and confidence as writers We finished the year with 2 students working above expectations representing 20% of the cohort.	Time on task Targeted instruction in phonics, supported by an integrated approach (reading and writing). BSLA	How can our progress/findings in these foundational phases of writing support at higher levels?

Literacy (Reading)

Target: Seven of the nine Year 2/3 learners, who are not yet working at expected reading curriculum levels, will make more than one year's progress.

June November

Actions What did we do?	Baseline Data PM Running Record	Outcomes What happened?	Reasons Why did it happen?	Evaluation Where to next?
BSLA- All children	Student O- Tupu (Phonics +) Level 6 Student I- Level 18 Student B- Level 18 Student E- Level 22 Student A- Level 14	Huge gains in reading Increased motivation Obvious application of phonics skills Increased confidence (they have strategies to decode unknown words)	Increased confidence (they have strategies to decode unknown words) Time- Frequency and time spent on teaching these skills Rule based approach worked well, builds confidence that if they know the rules they can decode words Child who has not made as much progress was only present 40% of the term	Spoken to parents about attendance Keeping parents informed of progress ASLA Group for 3 of these target children Increasing frequency of guided teacher sessions
BSLA for all and ALSA intervention for 3 of the 5 children	Student O - Level 8 Student I - Level 23 Student B - Level 24 Student E - Level 25 Student A- Level 18	Incredible progress across the year, 3 of the 5 children made more than 2 years progress. This moved them from well below expectations to at expectations.	BSLA and ASLA programme Student O showed limited progress across the year resulting in another RTLB referral being completed.	Develop a plan to support their continued progress. Work with staff to pinpoint the key factors in success to ensure these are part of our programmes for 2023. Refine processes for referral post COVID interruptions to most services.

Senior Targets

Mathematics

Target: At least four of the six Year 5 learners, who are not currently working at expected mathematics curriculum levels, will make more than one year's progress.

At least three of the six Year 6 learners, who are not currently working at expected mathematics curriculum levels, will make more than one year's progress.

Key - June November

Actions What did we do?	Baseline Data PAT / OTJ February	Outcomes What happened?	Reasons Why did it happen?	Evaluation Where to next?																																			
<p>Revision of key ideas regularly</p> <p>Group teaching for more targeted teaching</p> <p>Daily practice of knowledge to build confidence</p>	<p>YEAR 5</p> <table> <tr> <td></td><td>PAT</td><td>OTJ</td><td>PAT</td><td>OTJ</td></tr> <tr> <td>A</td><td>35.2</td><td>5A</td><td>50.8</td><td>6E</td></tr> <tr> <td>L</td><td>41.9</td><td>5E</td><td>39.2</td><td>5A</td></tr> <tr> <td>U</td><td>47.6</td><td>6E</td><td>59</td><td>6A</td></tr> <tr> <td>N</td><td>41.9</td><td>5A</td><td>49.2</td><td>6E</td></tr> <tr> <td>L</td><td>33.8</td><td>5A</td><td>37.9</td><td>6E</td></tr> <tr> <td>R</td><td>absent</td><td>5E</td><td>29.4</td><td>5A</td></tr> </table> <p>Average PAT scaled score for a year 5 is 38.9</p> <p>Average progress from year 5 to 6 is 6.2</p>		PAT	OTJ	PAT	OTJ	A	35.2	5A	50.8	6E	L	41.9	5E	39.2	5A	U	47.6	6E	59	6A	N	41.9	5A	49.2	6E	L	33.8	5A	37.9	6E	R	absent	5E	29.4	5A	<p>Most student engagement is low, and not willing to ask questions or clarify understanding.</p> <p>Every child has made one year's progress on their OTJ since June. 3 have made two years of progress since the end of 2021. 1 has made three years progress since the end of 2021.</p> <p>3 are working at year 5 expectations. 2 continue to be one year below the year 5 expectations. 1 is now one year above.</p> <p>Based on their PAT scaled scores: four out of the six have passed the average scaled score of 38.9 for a year 5.</p>	<p>The students who are engaged and interested are beginning to see connections and relationships between concepts and ideas.</p> <p>There was an observable change in engagement in the lessons as their confidence grew.</p> <p>The use of materials scaffolded their understanding.</p>	<p>Foster willingness to participate in discussion, ask questions and share thinking.</p> <p>Two of the identified children will need extra maths support in 2023.</p>
	PAT	OTJ	PAT	OTJ																																			
A	35.2	5A	50.8	6E																																			
L	41.9	5E	39.2	5A																																			
U	47.6	6E	59	6A																																			
N	41.9	5A	49.2	6E																																			
L	33.8	5A	37.9	6E																																			
R	absent	5E	29.4	5A																																			

		Three out of the five progressed more than the average of 6.2. One child can't show progress on this measure as they were being home schooled for the first PAT.																																					
	<p>Year 6</p> <table> <tr> <td></td><td>PAT</td><td>OTJ</td><td>PAT</td><td>OTJ</td></tr> <tr> <td>E</td><td>41.9</td><td>5E</td><td>40.6</td><td>6E</td></tr> <tr> <td>I</td><td>36.6</td><td>5E</td><td>39.2</td><td>5E</td></tr> <tr> <td>A</td><td>43.8</td><td>6E</td><td>49.7</td><td>6A</td></tr> <tr> <td>K</td><td>11.7</td><td>2</td><td>19.3</td><td>2</td></tr> <tr> <td>L</td><td>absent</td><td>5E</td><td>Left</td><td></td></tr> <tr> <td>O</td><td>41.4</td><td>6E</td><td>47.3</td><td>6A</td></tr> </table> <p>Average PAT scaled score for a year 6 is 45.1 Average progress from year 5 to 6 is 4.5</p>		PAT	OTJ	PAT	OTJ	E	41.9	5E	40.6	6E	I	36.6	5E	39.2	5E	A	43.8	6E	49.7	6A	K	11.7	2	19.3	2	L	absent	5E	Left		O	41.4	6E	47.3	6A	<p>2 have passed the average scaled score of 45.1 3 made more than the average progress of 4.5</p> <p>Since the end of 2021, 3 have made two years of progress. 1 has made one year of progress. 1 was not able to show a year's progress based on the OTJ.</p>	<p>1 student has been getting weekly tuition outside of the school lessons to reinforce the key ideas. There was a close collaboration between the teacher and tutor.</p> <p>One student lacked confidence and was embarrassed in the small group situation so she never engaged. She was excellent when working with her one on one.</p>	<p>2 students are moving on to Cambridge Middle School. Information to further support their learning has been passed on.</p>
	PAT	OTJ	PAT	OTJ																																			
E	41.9	5E	40.6	6E																																			
I	36.6	5E	39.2	5E																																			
A	43.8	6E	49.7	6A																																			
K	11.7	2	19.3	2																																			
L	absent	5E	Left																																				
O	41.4	6E	47.3	6A																																			

Literacy (Writing)

Target: Six of the ten Year 4 learners currently working at the expected writing curriculum level will make more than one year's progress.

Key- February June November

Actions What did we do?	Baseline Data Writing Sample	Outcomes What happened?	Reasons Why did it happen?	Evaluation Where to next?
<p>Continued to explore the different sentence structures and further develop their knowledge thereof.</p> <p>Exposed them to good literature</p> <p>Role modelling through daily sharing of students' writing and celebrating the individual sentence</p> <p>Structured spelling programme to give students confidence</p> <p>Modelling/ shared writing- thinking aloud in order to help the students to choose suitable sentences and words.</p> <p>Zero expectation on quantity, high expectation on quality of singular sentences.</p> <p>Motivation through images</p> <p>Employing strategies through WTE eg Hunter's Swoop</p> <p>More engagement from reluctant (boy) writers, and more enjoyment for writing</p>	<p>E 2A 3B 3B</p> <p>A, 3B 4B 4B</p> <p>X, 4B 4P 4P</p> <p>R, 2B 3A 3A</p> <p>N 1A 2P 2P</p> <p>H 2P 3A 3A</p> <p>M 2P 4B 4B</p> <p>C 2A 3B 3B</p> <p>S 5B 5P 5P</p>	<p>Students have grown in confidence, and developed their knowledge of spelling and sentence structures.</p> <p>More descriptive vocabulary being used and a better knowledge of the structure.</p> <p>S has made 6 months progress.</p> <p>4 students have made one year's progress</p> <p>2 students made 2 years progress</p> <p>2 students made three years progress</p>	<p>Teaching pedagogy has adapted to meet the needs</p> <p>Content Knowledge has developed and grown</p> <p>Write That Essay coaching sessions in our classrooms to support the teacher with their pedagogy.</p>	<p>Continued motivation and high expectations</p> <p>Achievable</p> <p>Allow students to see themselves as successful writers</p>

Literacy (Reading)

Target: That 5 of our nine Year 4 to 8 learners, who are currently not yet working at expected reading curriculum levels, will make more than one year's progress.

Key : February June November

Actions What did we do?	Baseline Data Probe/PM Running Record				Outcomes What happened?	Reasons Why did it happen?	Evaluation Where to next?
4 students part of ASLA programme Shared class novels to encourage enjoyment of literature Lots of opportunities to practise fluency Reading with Teacher Aide for 2 students Daily independent reading activities that are consistent Home reading is issued daily	A S L T K H M J D	8-9 6-6.5 8-9 10y 8-9 9-10 11-12 5-6 9-10	9-10 6-6.5 8-9 10 left our school	9-10 7.5-8 9-10 10-11	1 student has made a year and a half's progress in 2022. 3 students have made a year's progress.	1 student was involved in the ASLA trial. Reading mileage is a factor in supporting this growth.	

Recommendations for Targets 2023 ERO recommends that we don't pick up specific groups but look at the whole.



INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Kaipaki School (the School). The Auditor-General has appointed me, Johann van Loggerenberg, using the staff and resources of PKF Hamilton Audit Ltd, 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 20, 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 24 February 2024. 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 arise from section 134 of the Education and Training Act 2020.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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



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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 1, 21 to 29, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners (including International Independence Standards) (New Zealand) (PES 1)* 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 "JvL", positioned above the printed name of the Auditor-General.

Johann van Loggerenberg
PKF Hamilton Audit Ltd
On behalf of the Auditor-General
Hamilton, New Zealand