

GISBORNE INTERMEDIATE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number: 2566

Principal: Andy Hayward

School Address: 156 Roebuck Road

School Postal Address: Roebuck Road, Gisborne, 4010

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Accountant / Service Provider:

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GISBORNE INTERMEDIATE

Annual Report - For the year ended 31 December 2022

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Gisborne Intermediate

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.


Full Name of Presiding Member


Full Name of Principal


Signature of Presiding Member


Signature of Principal

31 May 2023

Date:

31 May 2023

Date:

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

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	6,234,103	5,137,007	5,870,084
Locally Raised Funds	3	690,477	607,202	949,842
Interest Income		39,115	11,250	14,799
		<u>6,963,695</u>	<u>5,755,459</u>	<u>6,834,725</u>
Expenses				
Locally Raised Funds	3	464,375	355,800	679,771
Learning Resources	4	4,217,351	4,120,774	4,263,168
Administration	5	1,014,819	318,642	853,690
Finance		2,610	1,712	1,756
Property	6	1,118,725	1,078,315	870,400
Loss on Disposal of Property, Plant and Equipment	11	156	-	-
		<u>6,818,036</u>	<u>5,875,243</u>	<u>6,668,785</u>
Net Surplus / (Deficit) for the year		145,659	(119,784)	165,940
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>145,659</u>	<u>(119,784)</u>	<u>165,940</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.

Gisborne Intermediate
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		1,410,242	1,308,984	1,240,552
Total comprehensive revenue and expense for the year		145,659	(119,784)	165,940
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		30,867	-	3,750
Te Mana Tuhono		48,481	-	-
Equity at 31 December		1,635,249	1,189,200	1,410,242
Accumulated comprehensive revenue and expense		1,635,249	1,189,200	1,410,242
Equity at 31 December		1,635,249	1,189,200	1,410,242

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.



Gisborne Intermediate Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	7	1,316,684	793,000	165,141
Accounts Receivable	8	337,797	260,000	280,201
GST Receivable		35,823	15,000	25,226
Prepayments		14,183	11,000	1,609
Inventories	9	4,197	-	9,716
Investments	10	436,897	500,400	1,546,615
Funds Receivable for Capital Works Projects	17	277,022	-	1,186
		<u>2,422,603</u>	<u>1,579,400</u>	<u>2,029,694</u>
Current Liabilities				
Accounts Payable	12	661,255	404,200	326,839
Revenue Received in Advance	13	25,719	100,000	162,729
Provision for Cyclical Maintenance	14	335,258	252,000	317,437
Finance Lease Liability	15	14,246	16,000	7,994
Funds held in Trust	16	1,000	1,000	-
Funds held for Capital Works Projects	17	192,482	-	46,998
		<u>1,229,960</u>	<u>773,200</u>	<u>861,997</u>
Working Capital Surplus/(Deficit)		1,192,643	806,200	1,167,697
Non-current Assets				
Property, Plant and Equipment	11	716,680	673,000	478,674
		<u>716,680</u>	<u>673,000</u>	<u>478,674</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	259,097	237,000	231,030
Finance Lease Liability	15	14,977	53,000	5,099
		<u>274,074</u>	<u>290,000</u>	<u>236,129</u>
Net Assets		<u>1,635,249</u>	<u>1,189,200</u>	<u>1,410,242</u>
Equity		<u>1,635,249</u>	<u>1,189,200</u>	<u>1,410,242</u>

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



Gisborne Intermediate Statement of Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash flows from Operating Activities				
Government Grants		1,581,007	1,443,396	1,684,106
Locally Raised Funds		620,654	607,175	897,621
Goods and Services Tax (net)		(10,597)	-	24,787
Payments to Employees		(987,606)	(962,237)	(976,727)
Payments to Suppliers		(838,833)	(226,296)	(1,337,866)
Interest Paid		(2,610)	(1,712)	(1,756)
Interest Received		37,534	11,250	14,631
Net cash from/(to) Operating Activities		399,549	871,576	304,796
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(292,211)	(225,500)	(165,430)
Purchase of Investments		-	-	(406,828)
Proceeds from Sale of Investments		858,720	-	-
Net cash from/(to) Investing Activities		566,509	(225,500)	(572,258)
Cash flows from Financing Activities				
Furniture and Equipment Grant		30,867	-	3,750
Finance Lease Payments		(7,754)	(18,015)	(7,531)
Funds Administered on Behalf of Third Parties		162,372	-	56,566
Net cash from/(to) Financing Activities		185,485	(18,015)	52,785
Net increase/(decrease) in cash and cash equivalents		1,151,543	628,061	(214,677)
Cash and cash equivalents at the beginning of the year	7	165,141	164,939	379,818
Cash and cash equivalents at the end of the year	7	1,316,684	793,000	165,141

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.

Gisborne Intermediate Notes to the Financial Statements For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

Gisborne Intermediate (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	3-40 years
Buildings	40 years
Furniture and Equipment	3-15 years
Information and Communication Technology	3-10 years
Motor Vehicles	5-8 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	2,406,345	1,456,007	2,062,222
Teachers' Salaries Grants	3,105,569	3,000,000	3,178,460
Use of Land and Buildings Grants	674,386	640,000	565,605
Other Government Grants	47,803	41,000	63,797
	<u>6,234,103</u>	<u>5,137,007</u>	<u>5,870,084</u>

The school has opted in to the donations scheme for this year. Total amount received was \$92,850.

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	11	-	200
Fees for Extra Curricular Activities	408,767	301,850	631,963
Trading	2,045	27	15,748
Fundraising & Community Grants	277,595	298,500	292,375
Other Revenue	2,059	6,825	9,556
	<u>690,477</u>	<u>607,202</u>	<u>949,842</u>
Expenses			
Extra Curricular Activities Costs	441,343	354,000	662,475
Trading	6,694	1,800	14,335
Fundraising & Community Grant Costs	16,338	-	2,918
Other Locally Raised Funds Expenditure	-	-	43
	<u>464,375</u>	<u>355,800</u>	<u>679,771</u>
<i>Surplus for the year Locally raised funds</i>	<u>226,102</u>	<u>251,402</u>	<u>270,071</u>

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	162,080	226,100	203,013
Employee Benefits - Salaries	3,781,523	3,596,502	3,831,361
Staff Development	19,771	45,500	21,244
Depreciation	135,227	135,000	129,574
Classroom Budgets	59,376	61,172	29,996
Information And Communication Technology	59,374	56,500	47,973
	<u>4,217,351</u>	<u>4,120,774</u>	<u>4,263,161</u>



5. Administration

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	7,342	7,342	7,128
Board Fees	8,275	5,000	3,335
Board Expenses	22,699	24,500	6,267
Communication	3,266	7,000	12,535
Consumables	11,827	17,500	13,201
Legal Fees	870	5,000	4,585
Other	56,260	47,300	38,616
Employee Benefits - Salaries	185,061	183,000	171,444
Insurance	2,508	10,000	3,243
Service Providers, Contractors and Consultancy	13,416	12,000	-
Healthy School Lunch Programme	703,295	-	593,336
	<u>1,014,819</u>	<u>318,642</u>	<u>853,690</u>

6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	1,427	-	-
Cyclical Maintenance Provision	87,705	60,000	(25,699)
Grounds	10,071	8,000	6,455
Heat, Light and Water	39,497	45,600	42,925
Rates	16,898	16,480	11,533
Repairs and Maintenance	89,568	99,500	74,054
Use of Land and Buildings	674,386	640,000	565,605
Security	9,800	9,000	7,412
Employee Benefits - Salaries	173,350	182,735	170,280
Contract Services	16,023	17,000	17,835
	<u>1,118,725</u>	<u>1,078,315</u>	<u>870,400</u>

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

7. Cash and Cash Equivalents

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	490,684	793,000	165,141
Short Term	826,000	-	-
Cash and cash equivalents for Statement of Cash Flows	<u>1,316,684</u>	<u>793,000</u>	<u>165,141</u>

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

Of the \$1,316,684 Cash and Cash Equivalents \$192,482 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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	18,409	104,825	21,842
Receivables from the Ministry of Education	-	-	7,485
Banking Staffing Underuse	33,659	-	-
Interest Receivable	4,291	-	2,710
Teacher Salaries Grant Receivable	281,438	155,175	248,164
	<u>337,797</u>	<u>260,000</u>	<u>280,201</u>
Receivables from Exchange Transactions	22,700	104,825	24,552
Receivables from Non-Exchange Transactions	315,097	155,175	255,649
	<u>337,797</u>	<u>260,000</u>	<u>280,201</u>

9. Inventories

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Stationery Trading	-	-	2,424
Uniform Trading	4,197	-	7,292
	<u>4,197</u>	<u>-</u>	<u>9,716</u>

10. Investments

The School's investment activities are classified as follows:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Asset			
Short-term Bank Deposits	436,897	500,400	1,546,615
Total Investments	<u>436,897</u>	<u>500,400</u>	<u>1,546,615</u>

11. Property, Plant and Equipment

2022	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Buildings	42,038	-	-	-	(1,157)	40,881
Building Improvements	134,170	180,349	-	-	(13,401)	301,118
Furniture and Equipment	193,293	68,334	-	-	(53,974)	207,653
Information and Communication Technology	30,226	91,589	-	-	(33,350)	88,465
Motor Vehicles	53,495	-	-	-	(16,097)	37,398
Leased Assets	10,238	31,025	(156)	-	(15,089)	26,018
Library Resources	15,214	2,092	-	-	(2,159)	15,147
Balance at 31 December 2022	478,674	373,389	(156)	-	(135,227)	716,680

The net carrying value of equipment held under a finance lease is \$26,018 (2021: \$10,238)

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 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$	2021 Cost or Valuation \$	2021 Accumulated Depreciation \$	2021 Net Book Value \$
Buildings	46,284	(5,403)	40,881	46,284	(4,246)	42,038
Building Improvements	496,187	(195,069)	301,118	364,900	(230,730)	134,170
Furniture and Equipment	905,168	(697,515)	207,653	1,039,800	(846,507)	193,293
Information and Communication Technology	244,727	(156,262)	88,465	645,658	(615,432)	30,226
Motor Vehicles	128,455	(91,057)	37,398	128,455	(74,960)	53,495
Leased Assets	84,965	(58,947)	26,018	104,055	(93,817)	10,238
Library Resources	91,445	(76,298)	15,147	89,353	(74,139)	15,214
Balance at 31 December	1,997,231	(1,280,551)	716,680	2,418,505	(1,939,831)	478,674

12. Accounts Payable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Creditors	339,251	240,432	30,410
Accruals	16,630	4,098	16,487
Employee Entitlements - Salaries	273,582	155,175	251,856
Employee Entitlements - Leave Accrual	31,792	4,495	28,086
	<u>661,255</u>	<u>404,200</u>	<u>326,839</u>
Payables for Exchange Transactions	661,255	404,200	326,839
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>661,255</u>	<u>404,200</u>	<u>326,839</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	149	100,000	-
Grants in Advance - Ministry of Education	-	-	69,055
Revenue Received In Advance	25,570	-	93,674
	<u>25,719</u>	<u>100,000</u>	<u>162,729</u>

14. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	548,467	429,000	500,330
Increase to the Provision During the Year	62,051	60,000	64,577
Use of the Provision During the Year	(81,296)	-	(73,836)
Other Adjustments	65,133	-	57,396
Provision at the End of the Year	<u>594,355</u>	<u>489,000</u>	<u>548,467</u>
Cyclical Maintenance - Current	335,258	252,000	317,437
Cyclical Maintenance - Non current	259,097	237,000	231,030
	<u>594,355</u>	<u>489,000</u>	<u>548,467</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:

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
No Later than One Year	\$ 16,266	\$ 16,000	\$ 8,755
Later than One Year and no Later than Five Years	15,917	53,000	5,408
Future Finance Charges	(2,960)	-	(1,070)
	<u>29,223</u>	<u>69,000</u>	<u>13,093</u>

Represented by

Finance lease liability - Current	14,246	16,000	7,994
Finance lease liability - Non current	14,977	53,000	5,099
	<u>29,223</u>	<u>69,000</u>	<u>13,093</u>

16. Funds held in Trust

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
Funds Held in Trust on Behalf of Third Parties - Current	\$ 1,000	\$ 1,000	\$ -
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<u>1,000</u>	<u>1,000</u>	<u>-</u>

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
			\$	\$	\$		\$
AMS only Project - Hall		218937	(1,185)	750,000	(993,714)	-	(244,899)
Cladding Repairs, Roofing & Maintenance		216105	35,758	642,496	(485,772)	-	192,482
Air Conditioning Units		216103	3,138	-	(6,610)	-	(3,472)
Pool Strengthening		216107	8,102	209,640	(246,393)	-	(28,651)
Totals			45,813	1,602,136	(1,732,489)	-	(84,540)

Represented by:

Funds Held on Behalf of the Ministry of Education	192,482
Funds Receivable from the Ministry of Education	(277,022)

	2021	Project No.	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
			\$	\$	\$		\$
Blocks B,C,D,L,IC		214803	38,780	120,667	(159,447)	-	-
Blk L Toilets		216101	-	455,225	(455,225)	-	-
AMS only Project - Hall		218937	-	167,867	(169,052)	-	(1,186)
Cladding Repairs, Roofing & Maintenance		216105	-	110,687	(74,929)	-	35,758
Plumbing & Drainage Upgrade		216106	-	163,156	(163,156)	-	-
Air Conditioning Units		216103	-	64,868	(61,730)	-	3,138
Electrical Upgrade		216104	-	38,009	(38,009)	-	-
Pool Strengthening		216107	-	27,455	(19,353)	-	8,102
Totals			38,780	1,147,934	(1,140,901)	-	45,812

Represented by:

Funds Held on Behalf of the Ministry of Education	46,998
Funds Receivable from the Ministry of Education	(1,186)

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.

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	8,275	3,335
<i>Leadership Team</i>		
Remuneration	845,579	958,673
Full-time equivalent members	7.78	9.00
Total key management personnel remuneration	<u>853,854</u>	<u>962,008</u>

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 (2 members) and Property (1 members) that met 1 and 20 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	80 - 90	160 - 170
Benefits and Other Emoluments	2 - 3	4 - 5
Termination Benefits	-	-

Principal 2

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

Salary and Other Payments	40 - 50	-
Benefits and Other Emoluments	1 - 2	-
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	5.00	7.00
110 - 120	-	1.00
120 - 130	1.00	-
	<u>6.00</u>	<u>8.00</u>

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:

	2022 Actual	2021 Actual
Total	\$9,000	\$3,595
Number of People	1	1

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.

There is a contingent asset relating to a reimbursement of salary costs from Think Right Limited/Tairawhiti Connex Trust of \$42,327 . The school are invoicing Tairawhiti Connex and if any amount is received, it will be recorded as income in the 2023 financial year.



22. Commitments

(a) Capital Commitments

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

\$1,656,328 contract for the AMS only Project - Hall as agent for the Ministry of Education. This project is fully funded by the Ministry and \$917,867 has been received of which \$1,162,766 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$94,271 contract for the Cladding Repairs, Roofing & Maintenance as agent for the Ministry of Education. This project is fully funded by the Ministry and \$753,183 has been received of which \$560,701 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$73,187 contract for the Air Conditioning Units as agent for the Ministry of Education. This project is fully funded by the Ministry and \$64,868 has been received of which \$68,340 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$556,214 contract for the Pool Strengthening as agent for the Ministry of Education. This project is fully funded by the Ministry and \$237,095 has been received of which \$265,746 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments as at 31 December 2021:

\$897,839 contract for the AMS only Project - Hall as agent for the Ministry of Education. This project is fully funded by the Ministry and \$167,867 has been received of which \$169,052 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$1,518 contract for the Cladding Repairs, Roofing & Maintenance as agent for the Ministry of Education. This project is fully funded by the Ministry and \$110,687 has been received of which \$74,929 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$65,979 contract for the Air Conditioning Units as agent for the Ministry of Education. This project is fully funded by the Ministry and \$64,868 has been received of which \$61,730 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$240,652 contract for the Pool Strengthening as agent for the Ministry of Education. This project is fully funded by the Ministry and \$27,455 has been received of which \$19,353 has been spent on the project to balance date. This project has been approved by the Ministry.)

Gisborne Intermediate School Board of Trustees are contributing up to \$200,000 plus GST to upgrade the hall kitchen and toilets as a variation to Project 225462 SIP/LSC/AMS/5YA - B: Part internal alterations & infrastructure upgrade. The Board motion supports the overall funding contribution of \$200,000 plus GST being a donation to the Ministry. This is being treated as a transfer in Equity from the BOT to 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	1,316,684	793,000	165,141
Receivables	337,797	260,000	280,201
Investments - Term Deposits	436,897	500,400	1,546,615
Total Financial assets measured at amortised cost	<u>2,091,378</u>	<u>1,553,400</u>	<u>1,991,957</u>

Financial liabilities measured at amortised cost

Payables	661,255	404,200	326,839
Finance Leases	29,223	69,000	13,093
Total Financial Liabilities Measured at Amortised Cost	<u>690,478</u>	<u>473,200</u>	<u>339,932</u>

24. Events After Balance Date

During February 2023 the North Island of New Zealand was struck by several extreme weather events which resulted in widespread flooding, road closures, slips, and prolonged power and water outages for many communities in the Northland, Auckland, Coromandel, Bay of Plenty, Gisborne, and Hawkes Bay/Tairāwhiti regions.

While many schools were able to reopen soon after the extreme weather events, some schools have remained closed for a prolonged period.

The damage caused by extreme weather events in the Napier region and the full financial impact has not yet been determined, but it is not expected to be significant to the school. The school continued to receive funding from the Ministry of Education, even while closed.

25. Comparatives

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

Gisborne Intermediate

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Tanya Hohepa	Presiding Member	Elected	Sep 2025
Glen Udall	Principal	ex Officio	Mar 2022
Andy Hayward	Principal	ex Officio	
Johnny Moetara	Parent Representative	Elected	Sep 2022
Ailsa Cuthbert	Parent Representative	Elected	Dec 2023
Grant Walsh	Parent Representative	Elected	Dec 2023
Grant Piggot	Parent Representative	Elected	Sep 2025
Kaytlin Walters	Staff Representative	Elected	Dec 2021
Michelle Patterson	Acting Principal	ex Officio	Jul 2022
Jess McMillan	Staff Representative	Elected	Sep 2025

Gisborne Intermediate

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received total Kiwisport funding of \$8,842 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2022 the Gisborne Intermediate 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, other than as follows;
- The EEO programme/policy includes training to raise awareness of issues which may impact EEO.

INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Gisborne Intermediate School (the School). The Auditor-General has appointed me Cameron Town using the staff and resources of Silks Audit Chartered Accountants Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 22, that comprise the statement of financial position as at 31 December 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2022; and
 - its financial performance and cash flows for the year then ended; and
 - comply with generally accepted accounting practice in New Zealand in accordance with with Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime

Our audit was completed on 31 May 2023. This is the date at which our opinion is expressed.

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

Basis for 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.

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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 of Trustees 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 arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises Statement of Financial Responsibility, included under the School Directory page and the Analysis of Variance & Board of Trustees schedule, but does not include the financial statements, Kiwisport statement and Personnel Policy Compliance statement included as appendices, and our auditor's report thereon.

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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.



Cameron Town
Silks Audit Chartered Accountants Ltd
On behalf of the Auditor-General
Whanganui, New Zealand

2022 CHARTER TARGETS FOR READING - END of YEAR UPDATE -

The Year 8 students who are **below** expectation in reading, will make a year's progress of at least half a curriculum level by the end of the academic year. Progress will be monitored to eliminate disparity between Māori and non Māori students.

This is "apples with apples" comparison data, meaning the students are only included if they were at school at the beginning and end point of data gathering.

Results - below

Term 1 2022

73 below

21 NZE

47 M

5 Other

End of year outcomes 2022

Overall

- 7 (10%) students made accelerated progress (2 years of learning in one year)
- 38 (52%) students made the expected progress (at least a year of learning - ½ a curriculum expectation)
- 28 (38%) students did not make the expected progress

NZE - 21 students

- 2 (10%) students made accelerated progress (2 years of learning in one year)
- 16 (76%) students made the expected progress (at least a year of learning - ½ a curriculum expectation)
- 3 (14%) students did not make the expected progress

Māori - 47

- 4 (9%) students made accelerated progress (2 years of learning in one year)
- 21 (45%) students made the expected progress (at least a year of learning - ½ a curriculum expectation)
- 22 (46%) students did not make the expected progress

The Year 8 students who are working at well below expectation in reading will make a year's progress of at least half a curriculum level by the end of the academic year. Progress will be monitored to eliminate disparity between Māori and non Māori students.

This is "apples with apples" comparison data, meaning the students are only included if they were at school at the beginning and end point of data gathering.

Results - Well Below

Term 1 2022

52 well below

16 NZE

35 M

1 other

End of year outcomes 2022

Overall

- 12 (23%) students made accelerated progress (2 years of learning in one year)
- 22 (45%) students made the expected progress (at least a year of learning - ½ a curriculum expectation)
- 17 (32%) students did not make the expected progress

NZE - 15 students

- 3 (20%) students made accelerated progress (2 years of learning in one year)
- 8 (54%) students made the expected progress (at least a year of learning - ½ a curriculum expectation)
- 4 (26%) students did not make the expected progress

Māori - 29

- 5 (17%) students made accelerated progress (2 years of learning in one year)
- 11 (39%) students made the expected progress (at least a year of learning - ½ a curriculum expectation)
- 13 (44%) students did not make the expected progress

Discussion:

The analysis of the information shows that the majority of year 8 students who were below and well below in reading have progressed at least 1 year of learning.

- 7 students (10%) at below have made accelerated progress and 38 (52%) students at below have made the expected progress across the year.
- 12 students (20%) at well below have made accelerated progress and 22 (45%) students at well below have made the expected progress across the year.
- 4 (9%) year 8 Māori experienced accelerated progress, 21 (45%) Māori experienced expected progress

This progress was aided by professional development in Structured Literacy, supporting students with dyslexia and running guided reading groups using the foundation of the Sharp Reading programme.

Of those who did not make progress factors such as COVID, student attendance, poverty, including poor housing have all had an impact.

Going forward

Information has been forwarded to the High School regarding student interventions, levels and profiles in an attempt to support them with their transition. Transition visits are a feature for these students.

The Year 7 students who are identified as working at below expectation in reading, will make a year's progress of at least half a curriculum level by the end of the academic year. Progress will be monitored to eliminate disparity between Māori and non Māori students.

This is "apples with apples" comparison data, meaning the students are only included if they were at school at the beginning and end point of data gathering.

Results - below

Term 1 2022

21 below

9 NZE

8 M

End of year outcomes 2022

Overall

- 0 (0%) students made accelerated progress (2 years of learning in one year)
- 17 (81%) students made the expected progress (at least a year of learning - ½ a curriculum expectation)
- 4 (19%) students did not make the expected progress

NZE - 9 students

- 0 (0%) students made accelerated progress (2 years of learning in one year)
- 8 (88%) students made the expected progress (at least a year of learning - ½ a curriculum expectation)
- 1 (12%) students did not make the expected progress

Māori - 8

- 0 (0%) students made accelerated progress (2 years of learning in one year)
- 6 (75%) students made the expected progress (at least a year of learning - ½ a curriculum expectation)
- 2 (25%) students did not make the expected progress

Year 7 students who are identified as working at well below expectation in reading, will make a year's progress of at least half a curriculum level by the end of the academic year. Progress will be monitored to eliminate disparity between Māori and non Māori students. This is "apples with apples" comparison data, meaning the students are only included if they were at school at the beginning and end point of data gathering.

Results - Well Below

Term 1 2022

62 well below

25 NZE

33 M

4 Other

End of year outcomes 2022

Overall

- 5 (8%) students made accelerated progress (2 years of learning in one year)
- 32 (52%) students made the expected progress (at least a year of learning - ½ a curriculum expectation)
- 25 (40%) students did not make the expected progress

NZE - 25 students

- 4 (16%) students made accelerated progress (2 years of learning in one year)
- 12 (48%) students made the expected progress (at least a year of learning - ½ a curriculum expectation)
- 9 (36%) students did not make the expected progress

Māori - 33

- 1 (3%) student made accelerated progress (2 years of learning in one year)
- 20 (61%) students made the expected progress (at least a year of learning - ½ a curriculum expectation)
- 12 (36%) students did not make the expected progress

Discussion:

The analysis of the information shows that the majority of year 7 students who were below and well below have progressed at least 1 year of learning in reading.

- 17 students (81%) at below have made the expected progress across the year.
- 5 students (8%) at well below have made accelerated progress and 32 (52%) students at well below have made the expected progress across the year.
- 1 (3%) year 7 Māori experienced accelerated progress, 20 (61%) Māori experienced expected progress

This progress was aided by professional development in Structured Literacy, working with students with dyslexia and running guided reading groups using the foundation of the Sharp Reading programme.

Of those who did not make progress factors such as COVID, student attendance, poverty, including poor housing have all had an impact.

Going forward

Information from previous schools has been shared with the school. This information has been collated and considered with the student class placement, including the teacher and the peer group. There are 100 hours of Professional Learning assigned to assist the skillset of teachers in teaching literacy, including Structured Literacy. SENCO has an updated special needs register so that at risk students can be targeted through specific evidence based skills programmes. The school will be continuing with the STEPs programme and support provided with teachers in the implementation of the Sharp reading programme. A target group is to be established in each classroom to be monitored by the Senior Leadership Team along with schoolwide assessment programme for reading.

2022 CHARTER TARGETS FOR WRITING

- END of YEAR UPDATE -

The Year 8 students who are **below expectation in writing** will make a year's progress of at least half a curriculum level by the end of the academic year. Progress will be monitored to eliminate disparity between Māori and non Māori students.

This is "apples with apples" comparison data, meaning the students are only included if they were at school at the beginning and end point of data gathering.

Results - below

Term 1 2022

87 below

41 NZE

42 M

5 Other

End of year outcomes 2022

Overall

- 9 (10%) students made accelerated progress (2 years of learning in one year)
- 44 (51%) students made the expected progress (at least a year of learning - ½ a curriculum expectation)
- 34 (39%) students did not make the expected progress

NZE - 41 students

- 2 (5%) students made accelerated progress (2 years of learning in one year)
- 31 (76%) students made the expected progress (at least a year of learning - ½ a curriculum expectation)
- 8 (19%) students did not make the expected progress

Māori - 42

- 6 (14%) students made accelerated progress (2 years of learning in one year)
- 14 (34%) students made the expected progress (at least a year of learning - ½ a curriculum expectation)
- 22 (52%) students did not make the expected progress

The Year 8 students who are working at [well below expectation in writing](#) will make a year's progress of at least half a curriculum level by the end of the academic year. Progress will be monitored to eliminate disparity between Māori and non Māori students.

This is "apples with apples" comparison data, meaning the students are only included if they were at school at the beginning and end point of data gathering.

Results - Well Below

Term 1 2022

79 well below

24 NZE

47 M

8 Other

End of year outcomes 2022

Overall

- 2 (23%) students made accelerated progress (2 years of learning in one year)
- 49 (45%) students made the expected progress (at least a year of learning - ½ a curriculum expectation)
- 28 (32%) students did not make the expected progress

NZE - 24 students

- 0 (0%) students made accelerated progress (2 years of learning in one year)
- 17 (70%) students made the expected progress (at least a year of learning - ½ a curriculum expectation)
- 7 (30%) students did not make the expected progress

Māori - 47

- 2 (17%) students made accelerated progress (2 years of learning in one year)
- 29 (39%) students made the expected progress (at least a year of learning - ½ a curriculum expectation)
- 16 (44%) students did not make the expected progress

Discussion:

The analysis of the information shows that the majority of year 8 students who were below and well below have progressed at least 1 year of learning in writing.

- 9 students (10%) at below have made accelerated progress and 44 (51%) students at below have made the expected progress across the year.
- 2 students (23%) at well below have made accelerated progress and 49 (45%) students at well below have made the expected progress across the year.
- 6 (14%) year 8 Māori experienced accelerated progress, 14 (34%) Māori experienced expected progress

This progress was aided by professional development and the targeted use of Write That Essay. Daily writing to increase fluency and confidence is a feature of classroom programmes.

Of those who did not make progress factors such as COVID, student attendance, poverty, including poor housing have all had an impact. We also notice that some students take longer to master / embed their learning.

Going forward

Information has been forwarded to the High School regarding student interventions, levels and profiles in an attempt to support them with their transition. Transition visits are a feature for these students.

Year 7 students who are identified as working at below expectation in writing, will make a year's progress of at least half a curriculum level by the end of the academic year. Progress will be monitored to eliminate disparity between Māori and non Māori students. This is "apples with apples" comparison data, meaning the students are only included if they were at school at the beginning and end point of data gathering.

Results - below

Term 1 2022

34 below

19 NZE

14 M

1 Other

End of year outcomes 2022

Overall

- 3 (9%) students made accelerated progress (2 years of learning in one year)
- 17 (50%) students made the expected progress (at least a year of learning - ½ a curriculum expectation)
- 14 (41%) students did not make the expected progress

NZE - 19 students

- 1 (6%) students made accelerated progress (2 years of learning in one year)
- 9 (47%) students made the expected progress (at least a year of learning - ½ a curriculum expectation)
- 9 (47%) students did not make the expected progress

Māori - 14

- 1 (7%) students made accelerated progress (2 years of learning in one year)
- 8 (57%) students made the expected progress (at least a year of learning - ½ a curriculum expectation)
- 5 (36%) students did not make the expected progress

Year 7 students who are identified as working at well below expectation in writing, will make a year's progress of at least half a curriculum level by the end of the academic year. Progress will be monitored to eliminate disparity between Māori and non Māori students. This is "apples with apples" comparison data, meaning the students are only included if they were at school at the beginning and end point of data gathering.

Results - Well Below

Term 1 2022

103 well below

37 NZE

56 M

End of year outcomes 2022

Overall

- 6 (5%) students made accelerated progress (2 years of learning in one year)
- 49 (48%) students made the expected progress (at least a year of learning - ½ a curriculum expectation)
- 48 (47%) students did not make the expected progress

NZE - 37 students

- 3 (8%) students made accelerated progress (2 years of learning in one year)
- 17 (46%) students made the expected progress (at least a year of learning - ½ a curriculum expectation)
- 17 (46%) students did not make the expected progress

Māori - 56

- 2 (4%) students made accelerated progress (2 years of learning in one year)
- 30 (54%) students made the expected progress (at least a year of learning - ½ a curriculum expectation)
- 24 (42%) students did not make the expected progress

Discussion:

The analysis of the information shows that the majority of year 7 students who were below and well below have progressed at least 1 year of learning in writing.

- 3 students (9%) at below have made accelerated progress and 17 (50%) students at below have made the expected progress across the year.
- 6 students (5%) at well below have made accelerated progress and 49 (48%) students at well below have made the expected progress across the year.
- 2 (17%) year 7 Māori experienced accelerated progress, 29 (39%) Māori experienced expected progress

This progress was aided by professional development and the targeted use of Write That Essay. Daily writing to increase fluency and confidence is a feature of classroom programmes.

Of those who did not make progress factors such as COVID, student attendance, poverty, including poor housing have all had an impact. We also notice that some students take longer to master / embed their learning.

Going forward

Information from previous schools has been shared with the school. This information has been collated and considered with the student class placement, including the teacher and the peer group. There are 100 hours of Professional Learning assigned to assist the skillset of teachers in teaching literacy. SENCO has an updated special needs register so that at risk students can be targeted through specific evidence based skills programmes. The school will be continuing with the Write That Essay programme and support provided with teachers in the implementation of this programme. A target group is to be established in each classroom to be monitored by the Senior Leadership Team along with schoolwide assessment. Whole school moderation will be an ongoing process including working with Manaikalani. Senior Leadership team to review teacher practice to ensure a good balance between computer and teacher centred learning.

2022 CHARTER TARGETS FOR MATHEMATICS

- END of YEAR UPDATE -

The **Year 8 students who are below expectation in mathematics** will make a year's progress of at least half a curriculum level by the end of the academic year. Progress will be monitored to eliminate disparity between Māori and non Māori students.

This is "apples with apples" comparison data, meaning the students are only included if they were at school at the beginning and end point of data gathering.

Results - below

Term 1 2022

92 below

42 NZE

45 M

End of year outcomes 2022

Overall

- 9 (10%) students made accelerated progress (2 years of learning in one year)
- 45 (51%) students made the expected progress (at least a year of learning - ½ a curriculum expectation)
- 38 (39%) students did not make the expected progress

NZE - 42 students

- 6 (5%) students made accelerated progress (2 years of learning in one year)
- 26 (76%) students made the expected progress (at least a year of learning - ½ a curriculum expectation)
- 10 (19%) students did not make the expected progress

Māori - 45

- 3 (14%) students made accelerated progress (2 years of learning in one year)
- 17 (34%) students made the expected progress (at least a year of learning - ½ a curriculum expectation)
- 25 (52%) students did not make the expected progress

The **Year 8 students who are working at well below expectation in mathematics** will make a year's progress of at least half a curriculum level by the end of the academic year. Progress will be monitored to eliminate disparity between Māori and non Māori students.

This is "apples with apples" comparison data, meaning the students are only included if they were at school at the beginning and end point of data gathering.

Results - Well Below

Term 1 2022

68 well below

22 NZE

40 M

End of year outcomes 2022

Overall

- 3 (4%) students made accelerated progress (2 years of learning in one year)
- 49 (72%) students made the expected progress (at least a year of learning - ½ a curriculum expectation)
- 16 (24%) students did not make the expected progress

NZE - 22 students

- 1 (4%) students made accelerated progress (2 years of learning in one year)
- 18 (82%) students made the expected progress (at least a year of learning - ½ a curriculum expectation)
- 3 (14%) students did not make the expected progress

Māori -40

- 2 (5%) students made accelerated progress (2 years of learning in one year)
- 27 (68%) students made the expected progress (at least a year of learning - ½ a curriculum expectation)
- 11 (27%) students did not make the expected progress

Discussion:

The analysis of the information shows that the majority of year 8 students who were below and well below have progressed at least 1 year of learning in mathematics,

- 9 students (10%) at below have made accelerated progress and 45 (51%) students at below have made the expected progress across the year.
- 3 students (4%) at well below have made accelerated progress and 49 (72%) students at well below have made the expected progress across the year.
- 2 (5%) year 8 Māori experienced accelerated progress, 27 (68%) Māori experienced expected progress

This progress was aided by professional development and the targeted use of PR1ME Maths.

Of those who did not make progress factors such as COVID, student attendance, poverty, including poor housing have all had an impact. We also notice that some students take longer to master / embed their learning.

Going forward

Information has been forwarded to the High School regarding student interventions, levels and profiles in an attempt to support them with their transition. Transition visits are a feature for these students.

Year 7 students who are identified as working at below expectation in mathematics, will make a year's progress of at least half a curriculum level by the end of the academic year. Progress will be monitored to eliminate disparity between Māori and non Māori students.

This is "apples with apples" comparison data, meaning the students are only included if they were at school at the beginning and end point of data gathering.

Results - below

Term 1 2022

25 below

13 NZE

10 M

End of year outcomes 2022

Overall 25

- 3 (12%) students made accelerated progress (2 years of learning in one year)
- 14 (56%) students made the expected progress (at least a year of learning - ½ a curriculum expectation)
- 8 (32%) students did not make the expected progress

NZE - 13 students

- 1 (8%) students made accelerated progress (2 years of learning in one year)
- 9 (69%) students made the expected progress (at least a year of learning - ½ a curriculum expectation)
- 3 (23%) students did not make the expected progress

Māori - 10

- 1 (10%) students made accelerated progress (2 years of learning in one year)
- 5 (50%) students made the expected progress (at least a year of learning - ½ a curriculum expectation)
- 4 (40%) students did not make the expected progress

Year 7 students who are identified as working at well below expectation in mathematics, will make a year's progress of at least half a curriculum level by the end of the academic year. Progress will be monitored to eliminate disparity between Māori and non Māori students. This is "apples with apples" comparison data, meaning the students are only included if they were at school at the beginning and end point of data gathering.

Results - Well Below

Term 1 2022

94 well below

35 NZE

53 M

End of year outcomes 2022

Overall

- 4 (5%) students made accelerated progress (2 years of learning in one year)
- 47 (48%) students made the expected progress (at least a year of learning - ½ a curriculum expectation)
- 43 (47%) students did not make the expected progress

NZE - 35 students

- 4 (8%) students made accelerated progress (2 years of learning in one year)
- 15 (46%) students made the expected progress (at least a year of learning - ½ a curriculum expectation)
- 16 (46%) students did not make the expected progress

Māori - 53

- 0 (4%) students made accelerated progress (2 years of learning in one year)
- 30 (54%) students made the expected progress (at least a year of learning - ½ a curriculum expectation)
- 23 (42%) students did not make the expected progress

Discussion:

The analysis of the information shows that the majority of students who were below and well below have progressed at least 1 year of learning.

- 3 students (12%) at below have made accelerated progress and 14 (56%) students at below have made the expected progress across the year.
- 4 students (5%) at well below have made accelerated progress and 47 (48%) students at well below have made the expected progress across the year.
- 1 (7%) year 7 Māori experienced accelerated progress, 8 (57%) Māori experienced expected progress

This progress was aided by professional development and the targeted use of both PR1ME Maths and the online programme Mathletics which both link directly to the NZ Curriculum.

Of those who did not make progress factors such as COVID, student attendance, poverty, including poor housing have all had an impact. We also notice that some students take longer to master / embed their learning. Senior Leadership team to review teacher practice to ensure a good balance between computer and teacher centred learning.

Going forward

Information from previous schools has been shared with the school. This information has been collated and considered with the student class placement, including the teacher and the peer group. SENCO has an updated special needs register so that at risk students can be targeted through specific evidence based skills programmes. The school will be continuing with the PR1ME Maths programme and the online Mathletics Programme. Support is provided for teachers regarding the implementation of these programmes. A target group is to be established in each classroom to be monitored by the Senior Leadership Team along with schoolwide assessment.

2022 END of YEAR DATA - Summary overview with commentary

READING	WRITING	MATHS
<ul style="list-style-type: none"> ● 54% of students across the school are performing AT or ABOVE expectation ● 46% of students across the school are performing WELL BELOW or BELOW expectation ● Our Y7 cohort is performing better than our Y8s ● Overall our current students are not performing as well comparatively with last year's students overall at the same time of year ● 35% of Year 8 Māori students are lagging well below all ethnicities on average in reading 	<ul style="list-style-type: none"> ● 36% of students across the school are performing AT or ABOVE expectation ● 64% of students across the school are performing WELL BELOW or BELOW expectation ● Overall our current students are not performing as well comparatively with last years students overall at the same time of year ● 19% of Year 8 Māori students are lagging well below all ethnicities on average in writing ● Writing has been identified as a high risk area in the school 	<ul style="list-style-type: none"> ● 45% of students across the school are performing AT or ABOVE expectation ● 55% of students across the school are performing WELL BELOW or BELOW expectation ● Our Y7 cohort is performing better than our Y8s ● Overall our current students are not performing as well comparatively with last years students overall at the same time of year ● 43% of Year 8 Māori students are lagging well below all ethnicities on average in mathematics

All students identified or funded with special learning needs and those who require learning support will make accelerated progress.

- Each identified student has an individual education plan (IEP) that has been developed with the Learning Support Manager from the Ministry, the classroom teacher, teacher aide and the parent/caregiver of the student. Learning monitored encompasses both academic progress and life skills.
 - 2 goals are set for each curriculum area - reading, writing and maths
 - 2 goals behaviour goals are set e.g. hygiene, life skills. (an example of life skill goals - how to hold a cup).
- Progress is often small steps but significant for the students and whanau. All progress no matter how minimal is shared and celebrated with students and whanau.
- Teacher aides have been allocated to work with specific high priority students and in learning hubs.

Additional notes;

- Our teachers tend to be harder on their assessments of student achievement compared to primary counterparts
- All students can make progress but it takes accelerated progress to move students from well-below to below / below to at / at to above. Any improvements in data reflect accelerated progress which is predominantly down to effective teaching and learning programmes.
- The reference to EXPECTATION means students are “on-track” to achieve the necessary achievement standards to be accepted into university
- ALL of our students are represented in the data, even those students with severe learning disabilities (e.g. are highly autistic and cannot talk)
- Investigation to be made into the balance of teaching using computer based programmes and teacher based programmes.

IMPACT ON DATA AND STUDENT LEARNING IN 2022

The end of year data analysis has shown that some progress and achievement has been made across the school. However, this was not to the extent that we set our 2022 Charter Targets. The students who are working at below and well below are the ones most affected and have made smaller levels of progress within the curriculum level that they are working at.