

WAIPU SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number: 1125

Principal: Julie Turner

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Accountant / Service Provider:

Education  *Services.*
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WAIPU SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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Waipu School

Statement of Responsibility

For the year ended 31 December 2023

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 2023 fairly reflects the financial position and operations of the school.

The School's 2023 financial statements are authorised for issue by the Board.

Ella Patricia Buckle

Full Name of Presiding Member

Jane Francelle Turner

Full Name of Principal

Buckle

Signature of Presiding Member

Jane Turner

Signature of Principal

1 July 2024

Date:

1 July 2024

Date:

Waipu School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2023

		2023	2023	2022
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	2,409,701	2,042,495	2,185,768
Locally Raised Funds	3	367,952	232,100	248,554
Interest		15,096	4,000	3,861
Gain on Sale of Property, Plant and Equipment		-	-	3,304
Total Revenue		2,792,749	2,278,595	2,441,487
Expense				
Locally Raised Funds	3	137,660	96,433	97,304
Learning Resources	4	1,925,961	1,563,933	1,732,763
Administration	5	190,192	163,181	201,413
Interest		1,423	401	1,214
Property	6	553,305	459,708	480,399
Other Expenses	7	-	-	87
Loss on Disposal of Property, Plant and Equipment		-	-	199
Total Expense		2,808,541	2,283,656	2,513,379
Net Surplus / (Deficit) for the year		(15,792)	(5,061)	(71,892)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(15,792)	(5,061)	(71,892)

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes which form part of these financial statements.



Waipu School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		761,546	831,925	833,438
Total comprehensive revenue and expense for the year		(15,792)	(5,061)	(71,892)
Equity at 31 December		745,754	826,864	761,546
Accumulated comprehensive revenue and expense		745,754	826,864	761,546
Equity at 31 December		745,754	826,864	761,546

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.



Waipu School
Statement of Financial Position
As at 31 December 2023

		2023	2023	2022
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	379,364	89,080	131,744
Accounts Receivable	9	116,596	104,664	123,785
GST Receivable		-	9,276	7,431
Prepayments		11,774	16,543	9,602
Inventories	10	6,325	4,543	5,529
Investments	11	214,326	267,518	35,517
Funds Receivable for Capital Works Projects	17	160,781	-	82,674
		<u>889,166</u>	<u>491,624</u>	<u>396,282</u>
Current Liabilities				
GST Payable		35,364	-	-
Accounts Payable	13	226,292	144,788	154,237
Revenue Received in Advance	14	7,696	8,703	4,011
Provision for Cyclical Maintenance	15	51,949	-	-
Finance Lease Liability	16	9,943	9,701	7,052
Funds held for Capital Works Projects	17	389,702	-	10,284
		<u>720,946</u>	<u>163,192</u>	<u>175,584</u>
Working Capital Surplus/(Deficit)		168,220	328,432	220,698
Non-current Assets				
Property, Plant and Equipment	12	641,576	583,056	631,181
Work in Progress		2,250	-	-
		<u>643,826</u>	<u>583,056</u>	<u>631,181</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	45,758	66,946	76,954
Finance Lease Liability	16	11,642	8,913	4,587
John MacDonald Trust		8,892	8,765	8,792
		<u>66,292</u>	<u>84,624</u>	<u>90,333</u>
Net Assets		<u>745,754</u>	<u>826,864</u>	<u>761,546</u>
Equity		<u>745,754</u>	<u>826,864</u>	<u>761,546</u>

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



Waipu School
Statement of Cash Flows
For the year ended 31 December 2023

		2023	2023	2022
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		669,731	526,187	599,205
Locally Raised Funds		363,837	232,100	250,552
Goods and Services Tax (net)		42,795	-	1,845
Payments to Employees		(614,686)	(418,508)	(616,499)
Payments to Suppliers		(327,018)	(307,235)	(229,806)
Interest Paid		(1,423)	(401)	(1,214)
Interest Received		6,450	4,000	5,064
Net cash from/(to) Operating Activities		139,686	36,143	9,147
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	3,304
Purchase of Property Plant & Equipment (and Intangibles)		(62,934)	(3,000)	(30,712)
Purchase of Investments		(214,326)	-	(11,737)
Proceeds from Sale of Investments		35,517	-	243,738
Net cash from/(to) Investing Activities		(241,743)	(3,000)	204,593
Cash flows from Financing Activities				
Finance Lease Payments		(6,277)	(6,389)	(6,110)
Funds Administered on Behalf of Other Parties		355,954	-	(138,212)
Net cash from/(to) Financing Activities		349,677	(6,389)	(144,322)
Net increase/(decrease) in cash and cash equivalents		247,620	26,754	69,418
Cash and cash equivalents at the beginning of the year	8	131,744	62,326	62,326
Cash and cash equivalents at the end of the year	8	379,364	89,080	131,744

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 and other notional items 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.



Waipu School

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

Waipu 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 2023 to 31 December 2023 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 15.



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 12.

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 16. 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 Honey and Stationery. 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 material.

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.

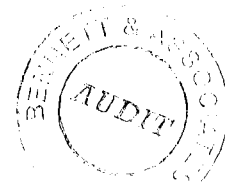
Improvements (funded by the Board) to buildings owned by the Crown or directly by the board are recorded at cost, less accumulated depreciation and impairment losses.

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:

Building Improvements	40 years
Buildings	40 years
Furniture and Equipment	5-18 years
Information and Communication Technology	4 years
Motor Vehicles	5 years
Library Resources	8 years
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.

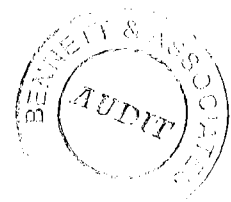
In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information. The valuation is based on a comparison to recent market transactions.

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 or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are 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. 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 School 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.

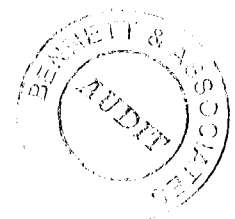
Commitments and contingencies are disclosed exclusive of GST.

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	605,835	483,325	563,670
Teachers' Salaries Grants	1,342,069	1,194,004	1,216,494
Use of Land and Buildings Grants	399,524	320,166	354,107
Transport Network	62,273	45,000	51,497
	<u>2,409,701</u>	<u>2,042,495</u>	<u>2,185,768</u>

The school has opted in to the donations scheme for this year. Total amount received was \$36,989.

3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue			
Donations & Bequests	111,584	52,000	26,442
Fees for Extra Curricular Activities	80,885	72,000	78,517
Trading	4,763	6,100	4,100
Fundraising & Community Grants	67,250	8,000	48,339
Other Revenue	13,500	-	8,000
Oscar	89,970	94,000	83,156
	<u>367,952</u>	<u>232,100</u>	<u>248,554</u>
Expense			
Extra Curricular Activities Costs	42,489	20,000	31,217
Trading	4,313	5,000	3,746
Fundraising & Community Grant Costs	16,268	-	-
Oscar	74,590	71,433	62,341
	<u>137,660</u>	<u>96,433</u>	<u>97,304</u>
<i>Surplus for the year Locally Raised Funds</i>	<u>230,292</u>	<u>135,667</u>	<u>151,250</u>

4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	144,241	30,550	77,303
Library Resources	1,594	3,400	1,522
Employee Benefits - Salaries	1,678,716	1,442,229	1,561,770
Staff Development	16,000	14,000	10,706
Depreciation	70,278	62,254	67,678
Information Communication Technology	12,552	11,000	11,697
Equipment Repairs	2,580	500	2,087
	<u>1,925,961</u>	<u>1,563,933</u>	<u>1,732,763</u>



5. Administration

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Audit Fees	4,200	4,200	4,100
Board Fees	3,240	3,500	3,340
Board Expenses	4,292	4,540	3,899
Communication	2,296	1,450	1,262
Consumables	15,930	10,900	10,802
Operating Leases	360	500	495
Other	12,709	13,350	12,436
Employee Benefits - Salaries	127,212	105,741	146,459
Insurance	7,473	7,000	6,980
Service Providers, Contractors and Consultancy	12,480	12,000	11,640
	<u>190,192</u>	<u>163,181</u>	<u>201,413</u>

6. Property

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Caretaking and Cleaning Consumables	7,116	7,700	6,943
Consultancy and Contract Services	(3,726)	-	-
Cyclical Maintenance Provision	34,250	27,000	15,961
Grounds	7,352	13,700	12,587
Heat, Light and Water	23,511	14,000	12,346
Rates	6,123	5,700	5,722
Repairs and Maintenance	7,177	6,700	3,170
Use of Land and Buildings	399,524	320,166	354,107
Security	389	200	323
Employee Benefits - Salaries	71,589	64,542	69,240
	<u>553,305</u>	<u>459,708</u>	<u>480,399</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. Other Expenses

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Loss on Uncollectable Accounts Receivable	-	-	87
	<u>-</u>	<u>-</u>	<u>87</u>

8. Cash and Cash Equivalents

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Bank Accounts	379,364	89,080	131,744
Cash and cash equivalents for Statement of Cash Flows	<u>379,364</u>	<u>89,080</u>	<u>131,744</u>

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

Of the \$379,364 Cash and Cash Equivalents and \$214,326 of Investments \$389,702 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 2024 on Crown owned school buildings.



9. Accounts Receivable

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Receivables	4,211	8,745	1,962
Receivables from the Ministry of Education	-	-	7,185
Interest Receivable	8,976	1,533	330
Teacher Salaries Grant Receivable	103,409	94,386	114,308
	<u>116,596</u>	<u>104,664</u>	<u>123,785</u>
Receivables from Exchange Transactions	13,187	10,278	2,292
Receivables from Non-Exchange Transactions	103,409	94,386	121,493
	<u>116,596</u>	<u>104,664</u>	<u>123,785</u>

10. Inventories

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Stationery	5,947	4,159	5,529
Honey	378	384	-
	<u>6,325</u>	<u>4,543</u>	<u>5,529</u>

11. Investments

The School's investment activities are classified as follows:

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	214,326	267,518	35,517
	<u>214,326</u>	<u>267,518</u>	<u>35,517</u>



12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Buildings	444,192	-	-	-	(13,500)	430,692
Building Improvements	23,316	-	-	-	(1,495)	21,821
Furniture and Equipment	100,258	55,202	-	-	(19,452)	136,008
Information and Communication Technology	49,470	5,408	-	-	(24,721)	30,157
Leased Assets	10,403	19,990	-	-	(10,267)	20,126
Library Resources	3,542	73	-	-	(843)	2,772
Balance at 31 December 2023	631,181	80,673	-	-	(70,278)	641,576

The net carrying value of equipment held under a finance lease is \$20,126 (2022: \$10,403)

Restrictions

With the exception of the contractual restrictions related to the above noted finance leases, 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.

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	539,984	(109,292)	430,692	539,984	(95,792)	444,192
Building Improvements	67,950	(46,129)	21,821	67,950	(44,634)	23,316
Furniture and Equipment	505,195	(369,187)	136,008	451,297	(351,039)	100,258
Information and Communication Technology	211,255	(181,098)	30,157	208,656	(159,186)	49,470
Motor Vehicles	34,550	(34,550)	-	34,550	(34,550)	-
Leased Assets	34,987	(14,861)	20,126	33,235	(22,832)	10,403
Library Resources	124,214	(121,442)	2,772	124,141	(120,599)	3,542
Balance at 31 December	1,518,135	(876,559)	641,576	1,459,813	(828,632)	631,181

13. Accounts Payable

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	115,096	43,485	32,282
Accruals	4,200	4,000	4,100
Employee Entitlements - Salaries	103,409	94,386	114,308
Employee Entitlements - Leave Accrual	3,587	2,917	3,547
	226,292	144,788	154,237
Payables for Exchange Transactions	226,292	144,788	154,237
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	226,292	144,788	154,237

The carrying value of payables approximates their fair value.



14. Revenue Received in Advance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Grants in Advance - Ministry of Education	4,587	-	-
Other Revenue In Advance	3,109	8,703	4,011
	<u>7,696</u>	<u>8,703</u>	<u>4,011</u>

15. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	76,954	39,946	60,993
Increase to the Provision During the Year	13,238	27,000	17,096
Use of the Provision During the Year	(13,497)	-	-
Other Adjustments	21,012	-	(1,135)
Provision at the End of the Year	<u>97,707</u>	<u>66,946</u>	<u>76,954</u>
Cyclical Maintenance - Current	51,949	-	-
Cyclical Maintenance - Non current	45,758	66,946	76,954
	<u>97,707</u>	<u>66,946</u>	<u>76,954</u>

Per the cyclical maintenance schedule, the school is next expected to undertake painting works during 2024. This plan is based on the schools 10 Year Property plan / painting quotes.

16. Finance Lease Liability

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	11,412	9,701	7,656
Later than One Year and no Later than Five Years	12,482	8,913	4,847
Future Finance Charges	(2,309)	-	(864)
	<u>21,585</u>	<u>18,614</u>	<u>11,639</u>
Represented by			
Finance lease liability - Current	9,943	9,701	7,052
Finance lease liability - Non current	11,642	8,913	4,587
	<u>21,585</u>	<u>18,614</u>	<u>11,639</u>



17. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works projects is included under cash and cash equivalents in note 8.

	2023	Project No.	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
			\$	\$	\$		\$
LSC Space		219690	(58,010)	2,755	(2,726)	-	(57,981)
DFR Accessible Bathroom Modifications		231735	(2,405)	-	(29,323)	-	(31,728)
AMS Class Refurbishment/Initiation		233754	(5,136)	38,915	(85,522)	-	(51,743)
Roof Replacement		233752	(12,339)	131,337	(100,843)	-	18,155
Driveway Remediation Stg3		236901	(4,784)	414,855	(38,524)	-	371,547
Lifecycle Replacement of Lights		233757	10,284	120,000	(149,613)	-	(19,329)
Cyclone Remediation		241728	-	2,800	(2,800)	-	-
Totals			(72,390)	710,662	(409,351)	-	228,921

Represented by:

Funds Held on Behalf of the Ministry of Education	389,702
Funds Receivable from the Ministry of Education	(160,781)

	2022	Project No.	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
			\$	\$	\$		\$
Re-roof and Repairs		217156	35	-	(35)	-	-
Boys Toilet Refurbishment		216933	4,387	-	(4,387)	-	-
SIP Driveway		221933	3,481	3,685	(7,166)	-	-
LSC Space		219690	(12,377)	-	(45,633)	-	(58,010)
DFR Accessible Bathroom Modifications		231735	(4,035)	158,744	(157,114)	-	(2,405)
Pool Resurfacing		233755	10,784	(12,043)	1,259	-	-
Driveway Remediation		233753	50,241	(304)	(49,937)	-	-
AMS Class Refurbishment/Initiation		233754	-	-	(5,136)	-	(5,136)
Roof Replacement		233752	-	-	(12,339)	-	(12,339)
Driveway Remediation Stg3		236901	-	-	(4,784)	-	(4,784)
Lifecycle Replacement of Lights		233757	-	15,000	(4,716)	-	10,284
Totals			52,516	165,082	(289,988)	-	(72,390)

Represented by:

Funds Held on Behalf of the Ministry of Education	10,284
Funds Receivable from the Ministry of Education	(82,674)

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.

	2023 Actual \$	2022 Actual \$
<i>Board Members</i> Remuneration	3,240	3,340
<i>Leadership Team</i> Remuneration	374,290	358,333
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	377,530	361,673

There are 5 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. The Board also has Finance (3 members) and Property (5 members) committees 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

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140 - 150	140 - 150
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100 - 110	2.00	1.00
110 - 120	1.00	1.00
	3.00	2.00

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:

	2023 Actual	2022 Actual
Total Number of People	-	-



21. Contingencies

There are no contingent liabilities and no contingent assets (except as noted below) as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: the same).

In 2023 the Ministry of Education provided additional funding for non-teaching collective and pay equity agreements. The school is yet to receive a final wash-up that adjusts the estimated quarterly instalments for the actual eligible staff members employed in 2023. The Ministry is in the process of determining wash-up payments or receipts for the year ended 31 December 2023. However, as at the reporting date, this amount had not been calculated and therefore is not recorded in these financial statements.

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 continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts of specific individuals. As such, this is expected to resolve the liability for school boards.

22. Commitments

(a) Capital Commitments

As at 31 December 2023, the Board had capital commitments of \$754,670 (2022: \$485,395) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
AMS Class Refurbishment/Initiation	391,545	90,658	300,887
Roof Replacement	143,550	113,182	30,368
Driveway Remediation Stg3	466,723	43,308	423,415
Total	1,001,818	247,148	754,670

(b) Operating Commitments

As at 31 December 2023, the Board has entered into the following contracts:

(a) operating lease of photocopiers;

	2023 Actual \$	2022 Actual \$
No later than One Year	-	360
Later than One Year and No Later than Five Years	-	-
Later than Five Years	-	-
	<u>-</u>	<u>360</u>

The total lease payments incurred during the period were \$360 (2022: \$495).



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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	379,364	89,080	131,744
Receivables	116,596	104,664	123,785
Investments - Term Deposits	214,326	267,518	35,517
Total financial assets measured at amortised cost	<u>710,286</u>	<u>461,262</u>	<u>291,046</u>

Financial liabilities measured at amortised cost

Payables	226,292	144,788	154,237
Finance Leases	21,585	18,614	11,639
Total financial liabilities measured at amortised cost	<u>247,877</u>	<u>163,402</u>	<u>165,876</u>

24. Events After Balance Date

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

25. Comparatives

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



Waipu School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Ella Buckle	Presiding Member	Elected	Jun 2025
Julie Turner	Principal	ex Officio	
Glen Waru	Parent Representative	Co-opted	Mar 2024
Vaughan Luff	Parent Representative	Elected	Jun 2025
Simon Couper	Parent Representative	Elected	Jan 2023
Stacey Dye	Parent Representative	Elected	Jun 2025
Dave Field	Parent Representative	Elected	Jun 2025
Glenice Andrews	Staff Representative	Elected	Jun 2025

Waipu School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2023, the school received total Kiwisport funding of \$4,014 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2023 the Waipu 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.

Statement of Variance 2023

Waipu Primary School

Focus	All students will be able to effectively access the New Zealand curriculum as evidenced by achievement against the curriculum levels and expectations for their age.
Annual Aim	To increase the number of students achieving at or above expectation in writing.
Baseline data	School wide data for the end of 2022 and beginning of 2023 showed that 37% Year 4,5 and 6 children were writing below expectation. This data was gathered using assessments from the end of 2022 and from initial observations and assessments – (E-asttle writing, Schonell Spelling tests) taken at the beginning of 2023.
Analysis of data	In our Year 6 cohort we have identified that 44% (18) of children are achieving below or well below expectation, and in Year 5, 52% (22) of children are achieving below or well below expectation and in Year 4, 26% (10) are achieving below or well below expectation. Of these Year 4,5 and 6 - 14% (7) of these children identify as Māori, 6% (3) as Pasifika and .05% (1) as Asian, the remainder identify as NZ European. There are 74% (37) boys and 26% (13) girls in the cohort so an over representation of boys in the group. Two children are ESOL funded and one child is under the Intensive Wraparound Service.
Target 2023	By the end of 2023, the 78% (39) children who are working below expectation in writing will accelerate their progress so that they are writing at their expected level. Those 22% (11) children who are writing well below their expected levels will make accelerated progress so that they are working towards their expected level. More specifically, focus on Year 5 writers who have a higher percentage of below and well below achievement levels in writing.

Statement of Variance 2023

Waipu Primary School

Actions - What did we do?	Results - What happened	Analysis- why did this happen	Evaluation - What next
<p>ASSESSMENTS:</p> <ul style="list-style-type: none"> Review assessments carried out each term for specific individual needs, moderate within staff and between assessments Collect data each term, analyse and use OTJs to inform future teaching practice. Staff to use indicators provided to identify specific needs of students All staff to follow the standardised testing schedule for assessments throughout the year. All staff to identify target group of those children below or well below expectation and work with them daily (Mon-Thurs) – whilst being released by a teacher aide. (ALL) 	<p>Of those 50 children identified in Years 4,5 and 6 as being below or well below, 42% (21) stayed where they were, 50% (25) moved from below to at expectation, 6% (3) moved from well below to below expectation and 2% (1) moved from well below to at expectation.</p> <p>Therefore 58% (29) students made accelerated progress over the course of the year.</p> <p>Six (60%) out of the ten Year 4s moved from below to at expectation.</p> <p>Twelve (55%) of the twenty two Year 5s moved from below to at expectation, three (14%) moved from well below to below expectation and one moved from moved from well below to at expectation.</p> <p>Seven (39%) of the eighteen Year 6s moved from below to at expectation.</p> <p>Three (out of 11) students of ethnicities other than NZ European, accelerated their progress.</p> <p>Twenty – (out of 37) or 54% of boys and nine (out of 13) or 69% of girls made accelerated progress.</p>	<p>While achieving an accelerated shift for 58% of the targeted students is an achievement, the fact that our overall achievement data for writing in the senior school is 65% at or above expectation – is a cause for concern.</p> <p>Despite a concerted effort to lift levels of motivation and engagement in writing, and to ensure teachers' writing programmes met the expectations co-constructed at the beginning of the year, gains were less than anticipated.</p> <p>This included the implementation of the IDEAL platform which we thought would increase confidence and ability in spelling.</p> <p>There appears to be a drop off in achievement as students enter the senior classes.</p>	<p>We have decided to discontinue the Accelerated Literacy Programme for 2024. This is because we can sustain the targeted small group teaching into 2024.</p> <p>We have had two classes trial 'The Writers Toolbox' and early indications are that the programme is highly motivational for students. We will look to expand this into the other three senior classes.</p> <p>Cost is a factor so resourcing this will be a challenge.</p> <p>Greater use of writing indicators by students so they can identify next steps – make visual so there is a constant check-in to</p>
<p>TEACHING:</p> <ul style="list-style-type: none"> Professional development for staff – facilitator support for developing the writing programme - Accelerated Literacy Learning (ALL) contract. 			
<ul style="list-style-type: none"> Writing programme to include identified elements of an effective writing 			

Statement of Variance 2023

Waipu Primary School

<p>programme as co-constructed by teachers.</p> <ul style="list-style-type: none"> • Incorporate strategies (outlined in ALL programme) into planning to address specific needs of students • Teacher modelling – metacognition – talking about thinking • Specific clear learning intentions - each child knowing what their goal is and the next steps – knowledge of the reading and writing progressions. • Needs addressed through in class grouping and more frequent teacher time with target group of students. • Continue to use teacher aides to take ‘at risk’ writers for word work. • Specifically, implement IDEAL to support writing. Daily Mon – Thurs programme • Use formative assessment practices – feedback, feed forward, learning intentions, learning goals. • Explore different writing programmes e.g. The Writers’ Toolbox (online based programme) to see if we can increase motivation to write. • Use of google classroom or Hapara as a portfolio for writing – (which can be accessed at home). Children to identify what they can do and next steps in writing using the Literacy Progressions (Kids Speak). 	<p>In Year 6, 50% were below or well below expectation in 2022 and 2021. In 2021, only one of the 22 Year 5 students was identified as below or well below expectation. By the end of 2022, this had increased to 10 of the 22 students. At the beginning of 2023, there were 22 Year 5 students identified as below or well below expectation.</p> <p>Of the two ESOL funded students and one IWS student, one of those students moved from below to at expectation, the other two remained at well below expectation.</p>	<p>goals. Having it on chrome books isn’t easily accessible.</p> <p>Moderation across the Kahui Ako to check our assessment practices are consistent with other school. Review assessment tool for consistency across the school.</p> <p>Continue to implement IDEAL into senior classes – we only had two terms of this so maybe it’s too early to see the impact on writing. Cross grouping between classes to begin 2024 so more targeted teaching.</p> <p>Discuss with teachers how to shift those students consistently below or well below expectation.</p>
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Statement of Variance 2023

Waipu Primary School

<ul style="list-style-type: none">• Writers' Showcase evening to celebrate students' writing.• Writing competition to encourage engagement in writing.• Engaging topics of Inquiry to stimulate interest and motivation to write.			
<p>STUDENTS:</p> <ul style="list-style-type: none">• Develop the use of student agency in writing, student voice to identify strengths / interests of learners, ownership of learning.• Peer support in class – teina / tuakana mentoring.• Peers - Feedback / Feed forward			
<p>LEADERSHIP:</p> <ul style="list-style-type: none">• Principal to lead whole school in improving writing assessments analysis• Identify professional development opportunities – ways in which to support boy's writing, as they become available, e.g. Sheena Cameron / Louise Dempsey Poetry course.			

**Report to Board of Trustees Waipu Primary School on
Assessment of Year 1 – 6 students End-of-Year 2023
against expectation for Reading**

December 2023

Target:

By the end of 2023, those children “below” expectation will accelerate their progress so that they are achieving “at” or “above” their expected level. Those children “well below” their expected level will make accelerated progress so that they are working towards their expected level.

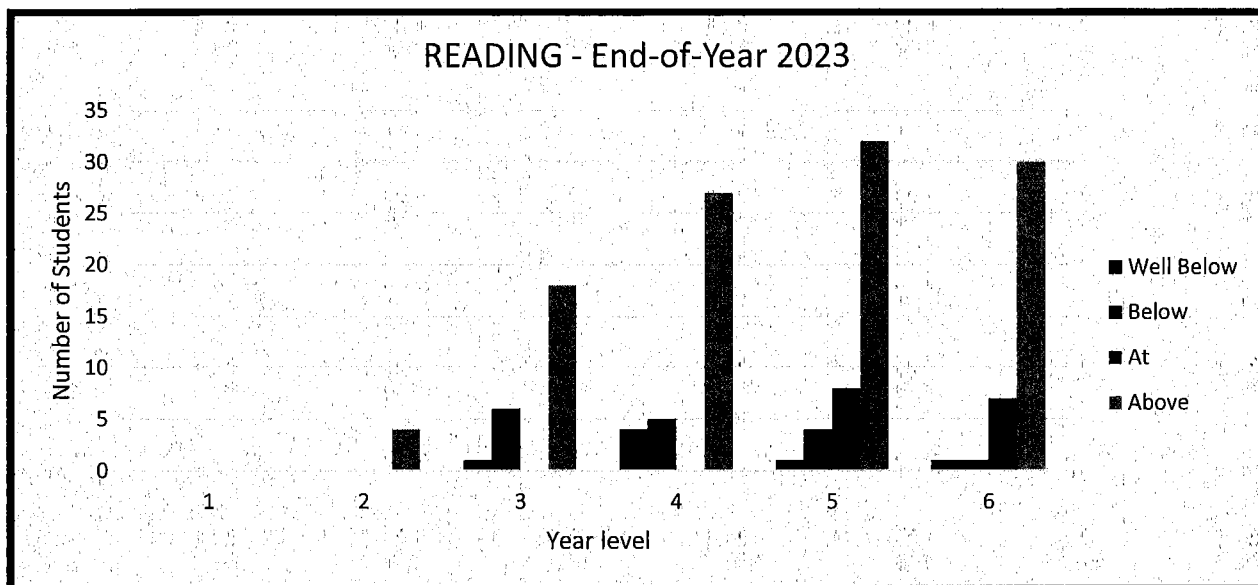
Tools for assessment:

PM Running Records for Junior and Middle School and PROBE for Senior School. These assessments were used as the basis for formative assessment in conjunction with teacher observations of class work and individual and group work to make OTJs (Overall Teacher Judgements), to assess against expectation.

**OTJs - Overall Teacher Judgements for Reading 2023
Showing End-of-Year Achievement**

OTJs – Overall Teacher Judgments End-of-Year 2023						
Reading		Well Below	Below	At	Above	Total
	Year 1	0%	0%	0%	0%	0
	Year 2	0%	0%	0% (0)	100% (4)	4
	Year 3	4% (1)	24% (6)	0% (0)	72% (18)	25
	Year 4	11% (4)	14% (5)	0% (0)	75% (27)	36
	Year 5	2%(1)	9% (4)	18% (8)	71% (32)	45
	Year 6	3% (1)	3% (1)	18% (7)	76% (30)	39
		5%(7)	11%(16)	10%(15)	74%(111)	149

Structured Literacy - End-of-Year 2023						
Structured Literacy		Well Below	Below	At	Above	Total
	Year 0			58%(11)	42%(8)	19
	Year 1	9%(4)	23%(10)	45%(20)	23%(10)	44
	Year 2	6%(2)	22%(8)	41% (15)	31% (11)	36
	Year 3	0% (0)	100% (7)	0% (0)	0% (0)	7
		7%(6)	24%(25)	42%(46)	27%(29)	106



Non-Structured Literacy students:

Total children Year 1-6 End-of-Year 149. 87% of seniors are reading at or above expectation.

85% of students are reading at or above expectation.

Of those 23 children well below or below expectation, 14 are males and 9 are female, and 4 (17%) classify as Māori, 5 (22%) as nationalities other than New Zealand European. The remaining 14 (61%) children are NZ European.

Māori students have a lower percentage of below expectation in relation to their total percentage within the school (i.e. 20%).

Four of the students who are below or well below expectation have English as a second language and are funded for support by the Ministry of Education and are classified as ESOL students (English as a second language). One child has access to IWS (Intensive Wrap-Around Service) funding.

Structured Literacy:

Total number Year 0-3 End of Year 106

This year we have assessed those children who are accessing Structured Literacy – assessing progress against expectation. We introduced Structured Literacy (SL) into the Junior classrooms in mid-2021 so those children who have been at school for up to two years are now being assessed within the SL framework.

Evaluation:

Compared to last /mid year:

- There has been a slight decrease from end-of-year 2022 from 87% to 85% of those students reading at or above expectation.
- There has been a substantial shift by students in Years 2,3 and 4 from last year moving from 'at' expectation to 'above' expectation at end-of-year, 2023.
- There has been a slight increase from mid-year 2023 from 81% to 85% of those students reading at or above expectation.
- Of those students reading at or above their expected level, 88% are reading 'above' expectation.
- With approximately half the school now using Structured Literacy – these results are mostly indicative of senior school reading.
- Six children in the below or well below category are new to Waipu Primary School this year.
- Compared to End of Year data - 2022, the cohort of Year 4s identified as having more students below/well below expectation, seems to have improved, although now this year's group of Year 4 students have nine students who are below or well below expectation and will need extra support.
- Ten of the 23 students in the below or well below group were also there last year so we need to explore additional strategies to lift their achievement.

Interventions:

We continue to use the following interventions as they show evidence of being successful ways in which to support reading. Strategies used include:

- 1) Teachers being very explicit about learning intentions (what we are learning to do) and success criteria (how will we know when we have achieved this?) based around the Literacy Learning Progressions.
- 2) Reading Angels taking individual children who struggle with reading.
- 3) Daily group work with the targeted groups where the teacher focuses on group and individual goals. Teacher aides are also given specific children who need additional support to work with.
- 4) Individual and small group programmes with identified children like 'Steps Web' run daily by Learning Support Staff. Again, this year, our SENCO ran a competition to encourage participation and engagement – which was hugely successful and resulted in very good overall progress being made.
- 5) The Reading Recovery teacher works with six students for a duration of 20 weeks. The children selected are around 6 years of age.
- 6) Refer attached report on Reading Recovery.
- 7) Given that there is a growing number of students achieving above expectation, we will need to ensure that they continue to be extended within classroom programmes.
- 8) ESOL (English for Speakers of Other Languages) funding is used to support the children who qualify. Learning Support staff work with identified ESOL students.

Recommendations:

To continue with the strategies listed above.

- 1) We will continue to build our resources for Structured Literacy – and begin working this into the Senior classes as a support programme for those children who continue to struggle with reading.
- 2) Learning Support Staff to continue to take individual/small group reading for phonics instruction and 'Steps Web'.
- 3) To continue to implement the 'Structured Literacy' programme – we will need to explore additional opportunities for professional development to support teachers and teacher aides.
- 4) To continue Reading Recovery – .6. We have been allocated .4 funding (two days a week) from the Ministry of Education and the school will supplement this by .2 so that our Reading Recovery teacher can work with six students again next year.

**Report to Board of Trustees Waipu Primary School on
Assessment of Year 1-6 Children End of Year 2023
against the expectation for Writing**

Target:

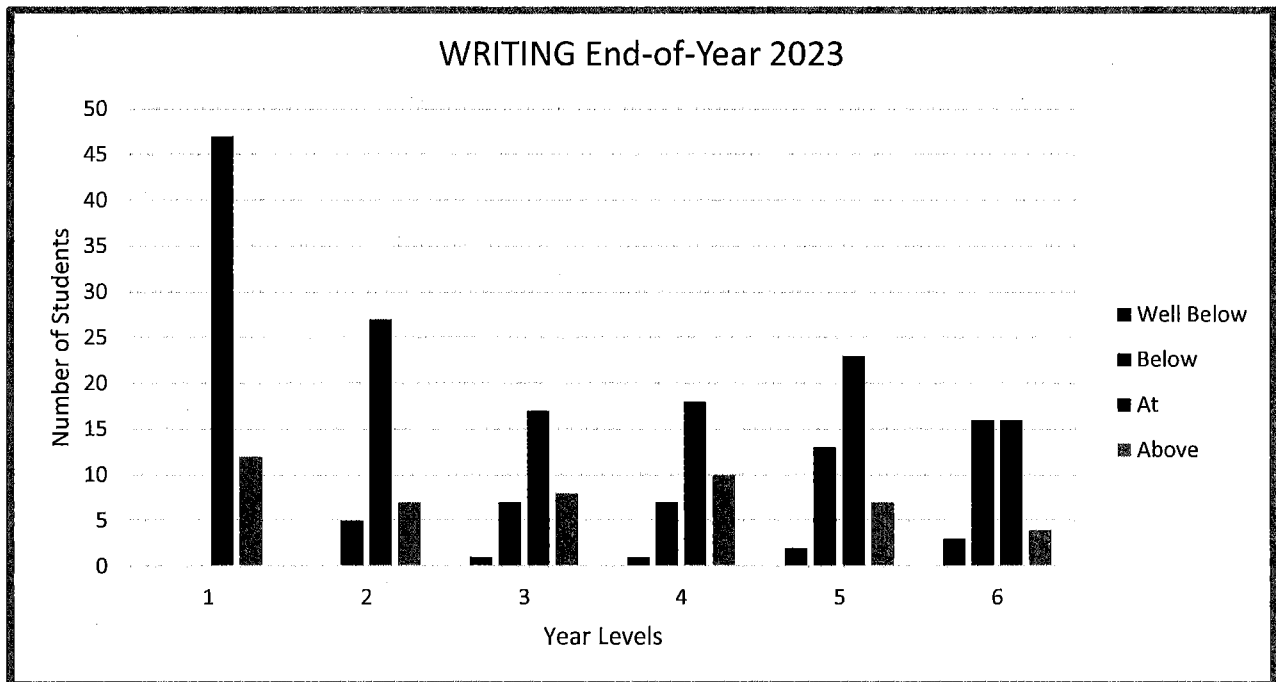
By the end of 2023, those children "below" expectation will accelerate their progress so that they are achieving "at" or "above" their expected level. Those children "well below" their expected level will make accelerated progress so that they are working towards their expected level.

Tools for assessment:

The writing assessment tool – E-asttle writing was used as well as MoE exemplars were used across the school to provide formative assessment data, this was then used in conjunction with teacher observations of class work and individual and group work to make OTJs, (Overall Teacher Judgments) to assess against expectation.

Results: The following is the data showing achievement at End of Year, across the school

OTJs – Overall Teacher Judgments End Year 2023						
Writing		Well Below	Below	At	Above	Total
	Year 1	0%	0%	80%(47)	20%(12)	59
	Year 2	0%	13%(5)	69%(27)	18%(7)	39
	Year 3	3%(1)	21%(7)	52%(17)	24%(8)	33
	Year 4	3%(1)	19%(7)	50%(18)	28%(10)	36
	Year 5	4%(2)	29%(13)	51%(23)	16%(7)	45
	Year 6	8%(3)	41%(16)	41%(16)	10%(4)	39
		3%(7)	19%(48)	59%(148)	19%(48)	251



Evaluation:

Total number of children – End of Year - 251 children. Ten children are less than six months at school and are not assessed against expectation.

At end of year, we had 78% of children achieving at or above expectation. In the seniors (Year 4 – 6) 65% are achieving at or above expectation and in the juniors (Year 1-3) 90% are achieving at or above expectation.

Of those 55 children below (48) or well below (7) – 31 are boys and 17 are girls. Boys are again, well over represented in writing as achieving below or well below expectation.

Of those 55 children who classified as below or well below expectation – 7 (13%) are Māori, 7 (13%) are from nationalities other than New Zealand European and 5 of those 7, have English as a second language. The remainder are all New Zealand European.

Māori students have a lower percentage of below expectation in relation to their total percentage within the school (i.e. 18%).

Compared to last year, mid-year:

- There has been little change to the achievement data compared to the same time last year when we were at 79% at or above expectation. Two years prior we were at 80% and 78%. There has been a slight drop in senior school achievement from end-of-year 2022, but an increase from mid-year data.
- Both juniors and seniors have increased their achievement compared to mid-year data but junior's move from 75% to 90% at or above expectation has been a more marked improvement.
- Data from the two classes who have been trialling the 'Writers' Toolbox' indicate improvements in excess of the shifts across the whole school.
- Data for gender and ethnicity is generally the same as mid-year and end-of-year, 2022.

Interventions:

There has been a concerted effort to improve writing levels and we have been working with Kerry Upson on the Accelerated Literacy Learning contract since the beginning of 2020. We have received funding to support this.

(Please also refer to the Accelerated Literacy report included in these Board reports)

The strategies used include:

- 1) Ensuring assessment consistency across the school by all using the E-asttle assessment tool.
- 2) Identifying students of need in support and developing a goal to improve in their writing within target writing groups (ALL).
- 3) Introducing the IDEAL programme in senior classes, which specifically targets the surface features of spelling and punctuation. It is a bit early to see any impact of this programme yet as we really have only implemented it fully in Term 2.
- 4) Daily writing to develop writing mileage.
- 5) Introduction of the 'Writing and Art Showcase' to celebrate children's writing and to give an authentic audience for writers.
- 6) Participating in the Writing Competition run by the Waipu Library in conjunction with Barbara Bronlund – again to provide an incentive for writing.
- 7) Continued support from facilitator Kerry Upson – ALL - to identify with teachers the components of a successful writing programme and then working with teachers to focus on ways to improve teaching of those components.
- 8) Children knowing exactly what it is that they need to improve on in their writing – to have their own individual writing goals.
- 9) Teachers planning whole class writing plans to develop specific genre writing.

- 10) Teachers selecting goals which relate to writing – spelling in particular.
- 11) Children recording and discussing and reflecting upon their goals with their peers, teacher, and parents/whanau as part of 3-way interview process.
- 12) Moderation between teachers to ensure that there is consistency of assessment

Recommendations:

- To moderate across schools within the Kahui Ako.
- To continue to moderate writing between teachers – this always proves to be a very useful exercise and over time, we are finding that we are much more aligned in our thinking.
- To explore the possibilities of funding 'The Writers' Toolbox' and determine the extent to which we can involve more classes. Initial indications are that this resource is successful in lifting writing levels.
- To discontinue our involvement with ALL, as we have been involved with the programme over many years and can now maintain the practices and learning we have had over that time.
- Continue to implement the IDEAL spelling throughout the senior school and Heggarty and Structured Literacy through the junior school, which directly support writing programmes.
- Attend other opportunities for professional development as they arise.
- Greater use of modelling books and exemplars to show children what 'good' writing looks like and what they should be striving for in their own writing.

Report to Board of Trustees Waipu School on End-of-Year Assessment 2023 of Year 1-6 Children against expectations for Mathematics

Target:

By the end of 2023, those children "below" expectation will accelerate their progress so that they are achieving "at" or "above" their expected level for their age. Those children "well below" their expected level will make accelerated progress so that they are working towards their expected level.

Tools for assessment:

Standardised Assessments - Gloss Numeracy assessments were used in the senior school. JAM – Junior Maths Assessment was used in the junior school as well as a tracking sheet for

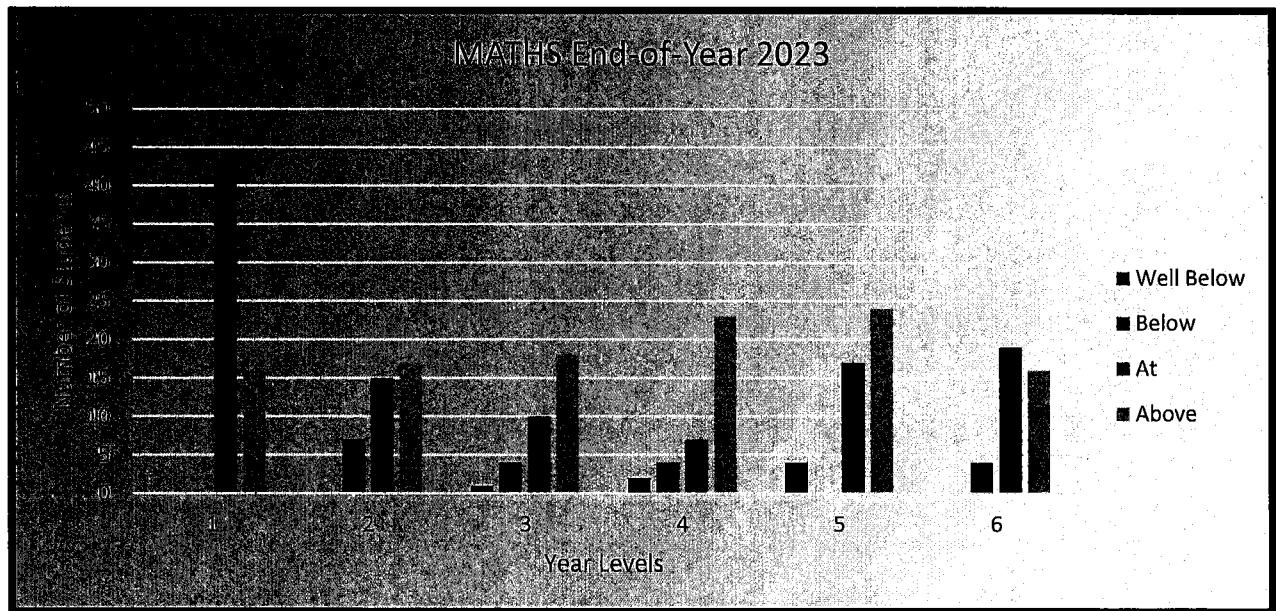
individual students. These assessments were used to formulate Overall Teacher Judgements (OTJs) in line with expectations.

Results: The following is the data showing OTJs at End-of-Year for Mathematics across the school, against the expectation for their age.

Overall Teacher Judgements for Mathematics 2023.

Showing End-of-Year Achievement

OTJs – Overall Teacher Judgements End-of-Year 2023						
Mathematics Add/Sub		Well Below	Below	At	Above	Total
	Year 1		0%(0)	0%(0)	73% (43)	27%(16)
Year 2		0%(0)	18%(7)	39% (15)	43% (17)	39
Year 3		3% (1)	12% (4)	30% (10)	55% (18)	33
Year 4		6%(2)	11% (4)	19% (7)	64% (23)	36
Year 5		9% (4)	0% (0)	38% (17)	53% (24)	45
Year 6		0% (0)	10% (4)	49% (19)	41% (16)	39
		3%(7)	8%(19)	44%(111)	45%(114)	251



Evaluation:

Total children end-of-year (251) – 10 children are less than six months at school and are not assessed against expectation.

There has been great progress in Mathematics this year, with 90% of children being at or above expectation for their age. Juniors average 91% at or above expectation and seniors average 82% at or above expectation.

Of those 26 below expectation, 11 are male and 15 are female.

Eight of those 26 classify as Māori and six as nationalities other than New Zealand European. The remaining twelve are New Zealand European.

There is a higher percentage of Māori students (30%) who are below or well below expectation in relation to the total percentage of Māori within the school (e.g 20%). Combined this with the six students who are from other nationalities the total percentage combined with Māori students is 54% below or well below expectation in Maths.

Compared to last and mid-year:

- Results over all year levels have improved from 80% at the end of 2022 to 90% end-of-year 2023.
- Compared to end-of year 2022, Juniors have remained at 91% at or above expectation and seniors have moved from 72% to 82% at or above expectation.
- Compared to mid-year results - 2023, there has been a 5% improvement in overall student's maths achievement who are at or above expectation. Seniors have moved from 75% to 82%, Juniors have dropped from 98% to 91% at or above expectation.
- There is a higher percentage of Māori and other nationality students who are achieving below or well below expectation.
- The group of Year 5s identified in the mid-year report as needing additional support to progress, have now made accelerated progress to move from 16 below or well below expectation to 4.
- **Recommendations:**
- A continued focus on acquiring basic fact knowledge and regular practising. All classes use a basic facts programme to reinforce this learning.
- Continue to use the Maths programmes – Problem Solving approach – and continue to access the Professional Development opportunities offered through the Kahui Ako with Rob Profitt-White and Jo Knox.
- Increase the involvement of all staff in professional development in maths. At present, we have two lead teachers who attend Maths PD sessions then share new learnings back with staff but we find that this is not always filtering through into planning.
- Consider how we might better support Māori / other nationality students in the teaching of Maths.
- Learning support staff to work with identified students during class time.
- Given that there is a growing number of students achieving above expectation, we will need to ensure that they continue to be extended within classroom programmes.

- Next year, we will embed the use of the new Maths progressions when planning. We are hopeful that there will be some more guidance on how to assess using these new progressions as we made the decision at the beginning of the year, to continue to use GLoSS and JAM as assessment tools but we are aware that they no longer match the new Maths progressions.

Julie Turner

Giving Effect to Te Tiriti o Waitangi

An inclusive school is one where all students are engaged and achieve through being present, participating, learning and belonging.

We acknowledge New Zealand's cultural diversity and the unique position of Māori as tangata whenua.

Te Tiriti o Waitangi (the Treaty of Waitangi) is one of eight principles in The New Zealand Curriculum that provide a foundation for a school's decision making. "The curriculum acknowledges the principles of the Treaty of Waitangi, and the bicultural foundations of Aotearoa New Zealand.

All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga." The New Zealand Curriculum, p 9. The Education and Training Act 2020 sets giving effect to te Tiriti o Waitangi as a primary objective for the board, including by: - ensuring plans, policies, and local curriculum include local tikanga Māori, mātauranga Māori, and te ao Māori - taking reasonable steps to offer or make available instruction in tikanga Māori and te reo Māori - having equitable outcomes for Māori students.

Waipu Primary School will:

- Encourage the use of te reo with and by the children as part of the daily classroom programme
- Engage in staff development in te reo where possible
- Use the Ministry of Education documents - 'Ka Hikitea – Managing for Success', 'Ka Hikitea – Accelerating Success', 'Tataiako' to guide the development of school programmes and 'Hautu' as a review tool for the Board of Trustees.
- Use Kaumatua and other local resource people to support classroom programmes
- Involve representatives from the Māori community in any decisions affecting Māori students, policy making and programmes
- Include Māori student achievement in reports to the Board of Trustees
- Honour Te Tiriti O Waitangi
- Incorporate Local Histories teaching into the school curriculum

New Zealand's cultural diversity:

The school will:

- Respect and recognise children's cultural and spiritual backgrounds
- Value the language children bring to school
- Develop class programmes to encourage the exploration of cultures, with a particular emphasis on Māori and Pasifika cultures which will be included in our curriculum structure
- Provide opportunities for children to share their cultures and celebrations
- Use the resources supplied by the Ministry of Education

What reasonable steps will the school take to incorporate tikanga Maori (Maori culture and protocol) into the school's curriculum?

- All school assemblies begin with our national anthem sung first in Māori and then in English.



- A percentage of budget spending will be allocated to Māori resources.
- Incorporate teaching about local Māori history and culture into the Curriculum programmes.
- Minimum 30 minutes per week in all classrooms devoted to Tikanga and Te Reo.
- Whole school will visit the local Marae annually – Takahiwai Marae.
- Consultation with family members of Takahiwai Marae in regard to the protocol expected with visit e.g children to say their mihi.
- Kapa haka (junior and senior) will be available on a weekly basis for approximately one hour. There will be efforts made to find performance opportunities and so every opportunity will be taken for the school kapa haka group, to perform publicly.
- Taumata will be taken on a Monday for senior students – led by senior students.
- Te Kohiri will be available to support developing student leaders

What will the school do to provide instruction in Te Reo Māori (Māori language) for full time students whose parents ask for it?

- All such requests will be given full and careful consideration by the Board of Trustees and regard will be given to: availability of personnel with the requisite skills and qualifications and the overall school financial position.

What steps will be taken to discover the views and concerns of the school's Māori community?

- Consultation with the Māori community on a regular basis.
- Parent interviews
- Open door policy and invitations for parent to express their opinions
- Information hui or gatherings – target key people to encourage participation by the Māori community
- Regular communication with the local Patuharekeke iwi – via Ari Carrington and Gina Murray

At present about 18% of our school roll is made up of Māori students.

(Refer below for how, as a Kahui Ako, we're giving effect to Te Tiriti o Waitangi).

<p>English Medium Setting</p>	<p>Tāonga Displays in office Adding macrons to our school signage Newsletter, website, signs in class, NZLC, Matariki Festival, Readers / Inquiry School Tikanga - powhiri, karakia to start meetings Māori representation on BOT, PTA, Team Leaders, Curriculum Leaders, Assessment Team, Patuharakeke presence in the kura - new staff pōwhiri Ari's kōrero about this rohe ANZHistories curriculum - PD Staff involved in Te Reo PD Wāhi haumarū Videos home to whānau of te reo use Part of who we are - Mahi o te ata / culture of kura New learning - Maramataka (Māori calendar) PD sessions - staff hui School values Pōwhiri / Karakia / Morning routines End of day karakia Kids realise the benefits of tuakana / teina relationships All staff, kura representatives, ākonga to learn the compilation of a pepeha (supports connection & relationships) A sense of pride in where we come from (as above), of how we feel when we sing our waiata from this area We have a lot of connection with our local experts / kaumātua Sharing local knowledge with us / whānau Kanohi ki te kanohi with whānau for teachers to gain understanding of parents aspirations for their tamariki</p>
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Self determination - Genuine opportunity for children to set their own aspirations/goals and teachers planning around these goals to support children in their learning

Breakfast hui as an informal way for our community to come together to set goals and agree on next steps in learning

Wānanga/hui to share and discuss learning, education, transition to ece/school, parenting tools and strategies, support families etc

I roto i te pono me te aroha - genuine, sincere and with love and compassion - incorporating cultural values/dispositions such as manaakitanga, whakawhanaungatanga, kaitiakitanga, kotahitanga... woven into our daily curriculum

Mihi whakatau for each new family/child

Funds of knowledge from whanau to strengthen our understanding and inform practice

Commitment from teachers to improve, develop understanding

Language, tikanga, pūrākau, pakiwaitara

A large variety of cultural resources always available for tamariki to use to support learning trajectories

Whanau time - morning hui, each team starts with karakia, waiata

Kapa haka

Next steps: we identified the following:

English Medium Setting	<p>Signage</p> <p>Murals</p> <p>Waharoa (Entryway to school)</p> <p>Ingoa (name) of syndicates</p> <p>More visits to the marae (new staff & students)</p> <p>Staff to do a version of their mihi (Pōwhiri / whakataua/Pepeha)</p> <p>More use of te reo by staff</p> <p>Kaumātua / Kuia coming to talk with tamariki - encourage</p> <p>Pūrākau of this area</p> <p>Communication to help with understanding for tikanga / kaupapa Māori</p> <p>Using maramataka for event planning</p> <p>Whānau consultation</p> <p>Kāhui Ako consultation with iwi</p> <p>Provide more opportunities for tamariki to display / share knowledge</p> <p>Shared decision making</p> <p>Student voice</p> <p>ANZ Histories - develop / align with Kāhui Ako goals</p> <p>Buddy classes to encourage / reinforce tuakana / teina</p> <p>Disrupt misconceptions / divisions perceived</p> <p>Develop understandings / knowledge of cultures / language</p> <p>Integration of the Mana Model into Learner Profiles</p> <p>Use of professional readings to develop understanding of Board / staff.</p>
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**INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF WAIPU SCHOOL'S
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2023**

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The Auditor-General is the auditor of Waipu School (the School). The Auditor-General has appointed me, Steve Bennett, using the staff and resources of Bennett & Associates, 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 2023, 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 2023; 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 Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 1 July 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 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 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 Novopay 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 Analysis of Variance, the Kiwisport Statement, the List of Trustees and Statement of Responsibility but does not include the financial statements, and our auditor's report thereon. Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

Independence

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

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



Steve Bennett
BENNETT & ASSOCIATES
On behalf of the Auditor-General
Whangarei, New Zealand

