



**Te
Kāpehu**
Riccarton School

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number:	3485
Principal:	Paul Irving
School Address:	English Street, Sockburn, Christchurch, 8042
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TE KĀPEHU RICCARTON SCHOOL

Annual Report - For the year ended 31 December 2022

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Te Kāpehu Riccarton School

Statement of Responsibility

For the year ended 31 December 2022

The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management, including the principal and others as directed by the Board, accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the School's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2022 fairly reflects the financial position and operations of the School.

The School's 2022 financial statements are authorised for issue by the Board.

Hamish Barclay
Full Name of Presiding Member

DocuSigned by:

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Signature of Presiding Member

30 May 2023
Date:

Paul Irving
Full Name of Principal

DocuSigned by:

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Signature of Principal

30 May 2023
Date:

Te Kāpehu Riccarton School

Members of the Board

For the year ended 31 December 2022

Name	Position	How Position Gained	Term Expired/ Expires
Julie Batstone	Co -Presiding Member	Co-opted	Sep 2022
Hamish Barclay	Co -Presiding Member Presiding Member	Elected Elected	Sep 2022 Sep 2025
Paul Irving	Principal	ex Officio	
Damien Riddell	Parent Representative	Elected	Jun 2022
Dean Sutherland	Parent Representative	Co-opted	Sep 2022
Tufulasi Taleni	Parent Representative	Elected	Sep 2022
Vivian McFie	Parent Representative	Elected	Sep 2025
Ross Davids	Parent Representative	Elected	Sep 2025
Aeronwy Cording	Parent Representative	Elected	Sep 2025
Caroline Vercoe	Staff Representative	Elected	Sep 2022
Judith Kee	Staff Representative	Elected	Sep 2025

Te Kāpehu Riccarton School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

		2022	2022	2021
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	2,838,089	2,690,405	2,579,903
Locally Raised Funds	3	56,900	38,923	56,028
Interest Income		2,317	200	261
		<u>2,897,306</u>	<u>2,729,528</u>	<u>2,636,192</u>
Expenses				
Locally Raised Funds	3	38,044	44,240	39,601
Learning Resources	4	1,941,750	1,906,088	1,883,811
Administration	5	510,956	463,736	413,163
Finance		3,280	-	2,111
Property	6	447,220	403,370	364,367
Loss on Disposal of Property, Plant and Equipment		1,786	-	2,149
		<u>2,943,036</u>	<u>2,817,434</u>	<u>2,705,202</u>
Net (Deficit)/Surplus for the year		(45,730)	(87,906)	(69,010)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(45,730)</u>	<u>(87,906)</u>	<u>(69,010)</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.

Te Kāpehu Riccarton School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		358,761	358,761	477,412
Total comprehensive revenue and expense for the year		(45,730)	(87,906)	(69,010)
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	11,864
Contribution from BOT - Pool AstroTurf		(3,602)	-	(61,505)
Equity at 31 December		309,429	270,855	358,761
Accumulated comprehensive revenue and expense		309,429	270,855	358,761
Equity at 31 December		309,429	270,855	358,761

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.

Te Kāpehu Riccarton School

Statement of Financial Position

As at 31 December 2022

		2022	2022	2021
	Notes	Actual	Budget	
		\$	(Unaudited)	Actual
			\$	\$
Current Assets				
Cash and Cash Equivalents	7	109,421	197,123	241,625
Accounts Receivable	8	136,481	125,675	125,675
GST Receivable		14,380	6,829	6,829
Prepayments		10,834	3,334	3,334
Funds Receivable for Capital Works Projects	13	23,975	8,869	8,869
		295,091	341,830	386,332
Current Liabilities				
Accounts Payable	10	186,324	173,575	173,575
Revenue Received in Advance	11	30,015	10,929	10,929
Finance Lease Liability	12	16,206	9,788	9,788
Funds Held on Behalf of the ESOL Cluster	14	10,175	11,300	11,300
		242,720	205,592	205,592
Working Capital Surplus/(Deficit)		52,371	136,238	180,740
Non-current Assets				
Property, Plant and Equipment	9	275,044	149,076	192,480
		275,044	149,076	192,480
Non-current Liabilities				
Finance Lease Liability	12	17,986	14,459	14,459
		17,986	14,459	14,459
Net Assets		309,429	270,855	358,761
Equity		309,429	270,855	358,761

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

Te Kāpehu Riccarton School

Statement of Cash Flows

For the year ended 31 December 2022

		2022	2022	2021
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		823,603	970,405	705,301
Locally Raised Funds		53,424	29,300	41,590
International Students		18,753	9,623	19,246
Goods and Services Tax (net)		(7,551)	-	(4,861)
Payments to Employees		(575,846)	(508,300)	(492,149)
Payments to Suppliers		(302,568)	(535,730)	(271,662)
Interest Received		2,304	200	259
Net cash from/(to) Operating Activities		12,119	(34,502)	(2,276)
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(123,920)	(10,000)	(24,572)
Net cash from/(to) Investing Activities		(123,920)	(10,000)	(24,572)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	11,864
Distribution of Equity		(3,602)	-	(61,505)
Finance Lease Payments		(570)	-	(10,816)
Funds Administered on Behalf of Third Parties		(16,231)	-	(91,591)
Net cash from/(to) Financing Activities		(20,403)	-	(152,048)
Net increase/(decrease)/increase in cash and cash equivalents		(132,204)	(44,502)	(178,896)
Cash and cash equivalents at the beginning of the year	7	241,625	241,625	420,521
Cash and cash equivalents at the end of the year	7	109,421	197,123	241,625

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.

Te Kāpehu Riccarton School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

1.1. Reporting Entity

Te Kāpehu Riccarton 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.

1.2. Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 9.

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 12. Future operating lease commitments are disclosed in note 19b.

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.

1.3. 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 to which they relate. 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 programmes are recorded as revenue when the School has the rights to the funding in the period to which they relate. 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 recognised as 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.

1.4. 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.

1.5. 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.

1.6. 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.

1.7. Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The school's 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.

1.8. 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.

1.9. 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 Statement of Comprehensive Revenue and Expense 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	10–50 years
Furniture and equipment	10–15 years
Information and communication technology	3–5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

1.10. 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 as 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.

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 Statement of Comprehensive Revenue and Expense.

The reversal of an impairment loss is recognised in the Statement of Comprehensive Revenue and Expense. 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.

1.11. 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.

1.12. 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, 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 Statement of Comprehensive Revenue and Expense in the period in which they arise.

1.13. 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 international students, should the School be unable to provide the services to which they relate.

1.14. 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.

1.15. 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.

1.16. 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 Resource Teachers of Learning & Behaviour 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.

1.17. 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 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 investments' 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 the Statement of Comprehensive Revenue and Expense 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 the Statement of Comprehensive Revenue and Expense.

The School's financial liabilities comprise accounts payable, 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.

1.18. 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.

1.19. 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.

1.20. Budget Figures

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

1.21. 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	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Government Grants - Ministry of Education	828,375	679,024	709,396
Teachers' Salaries Grants	1,478,444	1,480,000	1,428,644
Use of Land and Buildings Grants	239,193	240,000	206,666
Healthy Lunch Programme	285,381	285,381	235,197
Other Government Grants	6,696	6,000	-
	<u>2,838,089</u>	<u>2,690,405</u>	<u>2,579,903</u>

The School has opted in to the donations scheme for this year. Total amount received was \$42,000 (2021: \$45,000).

3. Locally Raised Funds

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

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations & Bequests	20,300	9,400	15,823
Curriculum related Activities - Purchase of goods and services	2,745	4,500	2,872
Trading	3,117	5,300	7,078
Other Revenue	21,115	10,100	20,632
International Student Fees	9,623	9,623	9,623
	<u>56,900</u>	<u>38,923</u>	<u>56,028</u>
Expenses			
Extra Curricular Activities Costs	36,351	40,280	30,398
Trading	87	50	-
Fundraising & Community Grant Costs	348	1,500	5,936
International Student - Student Recruitment	895	1,310	2,174
International Student - Other Expenses	363	1,100	1,093
	<u>38,044</u>	<u>44,240</u>	<u>39,601</u>
<i>Surplus / (Deficit) for the year Locally raised funds</i>	<u>18,856</u>	<u>(5,317)</u>	<u>16,427</u>

During the year the School hosted 1 International students (2021:1)

4. Learning Resources

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	31,084	32,881	35,962
Information and Communication Technology	7,880	5,000	7,229
Library Resources	5,783	9,400	8,064
Employee Benefits - Salaries	1,824,707	1,794,403	1,775,931
Staff Development	19,089	11,000	12,054
Depreciation	53,207	53,404	44,571
	<u>1,941,750</u>	<u>1,906,088</u>	<u>1,883,811</u>

5. Administration

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	5,775	5,500	5,500
Board Fees	3,185	4,000	2,905
Board Expenses	14,307	14,050	14,612
Communication	4,403	4,250	4,422
Consumables	6,121	4,800	3,976
Operating Lease	5,791	15,565	5,061
Healthy Lunches Expenses	285,381	285,381	235,197
Other	46,995	24,813	32,687
Employee Benefits - Salaries	135,281	98,627	104,792
Insurance	966	4,000	1,411
Service Providers, Contractors and Consultancy	2,751	2,750	2,600
	<u>510,956</u>	<u>463,736</u>	<u>413,163</u>

6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	15,696	8,900	11,639
Consultancy and Contract Services	8,742	3,000	37,638
Grounds	13,016	10,500	10,496
Heat, Light and Water	14,005	11,000	11,934
Rates	5,008	4,500	5,723
Repairs and Maintenance	43,674	26,200	30,284
Use of Land and Buildings	239,193	240,000	206,666
Security	4,001	4,000	4,279
Employee Benefits - Salaries	103,885	95,270	45,708
	<u>447,220</u>	<u>403,370</u>	<u>364,367</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	109,421	197,123	241,625
Cash and Cash Equivalents for Statement of Cash Flows	<u>109,421</u>	<u>197,123</u>	<u>241,625</u>

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

8. Accounts Receivable

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	-	6,191	6,191
Receivables from the Ministry of Education	12,234	-	-
Interest Receivable	15	2	2
Teacher Salaries Grant Receivable	124,232	119,482	119,482
	<u>136,481</u>	<u>125,675</u>	<u>125,675</u>
Receivables from Exchange Transactions	15	6,193	6,193
Receivables from Non-Exchange Transactions	136,466	119,482	119,482
	<u>136,481</u>	<u>125,675</u>	<u>125,675</u>

9. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Building Improvements	87,780	-	-	-	(8,572)	79,208
Furniture and Equipment	33,407	57,429	-	-	(11,189)	79,647
Information and Communication Technology	27,060	67,255	-	-	(18,202)	76,113
Leased Assets	24,021	11,182	-	-	(12,729)	22,474
Library Resources	20,212	1,690	(1,785)	-	(2,515)	17,602
Balance at 31 December 2022	192,480	137,556	(1,785)	-	(53,207)	275,044

The net carrying value of equipment held under a finance lease is \$22,474 (2021: \$24,021)

Restrictions

With the exception of the contractual restrictions relating to the above noted finance leases, there are no other 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
	\$	\$	\$	\$	\$	\$
Building Improvements	222,026	(142,818)	79,208	222,026	(134,246)	87,780
Furniture and Equipment	233,826	(154,179)	79,647	176,396	(142,989)	33,407
Information and Communication Technology	268,494	(192,381)	76,113	201,239	(174,179)	27,060
Leased Assets	42,438	(19,964)	22,474	39,994	(15,973)	24,021
Library Resources	49,336	(31,734)	17,602	52,263	(32,051)	20,212
Balance at 31 December	816,120	(541,076)	275,044	691,918	(499,438)	192,480

10. Accounts Payable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	21,467	25,076	25,076
Accruals	5,775	3,750	3,750
Employee Entitlements - Salaries	130,778	121,255	121,255
Employee Entitlements - Leave Accrual	28,304	23,494	23,494
	186,324	173,575	173,575
Payables for Exchange Transactions	186,324	173,575	173,575
	186,324	173,575	173,575

The carrying value of payables approximates their fair value.

11. Revenue Received in Advance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	10,000	-	-
International Student Fees in Advance	18,753	9,623	9,623
Other Revenue in Advance	1,262	1,306	1,306
	30,015	10,929	10,929

12. 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	18,363	11,075	11,075
Later than One Year and no Later than Five Years	19,069	15,662	15,662
Future Finance Charges	(3,240)	(2,490)	(2,490)
	<u>34,192</u>	<u>24,247</u>	<u>24,247</u>
Represented by:			
Finance lease liability - Current	16,206	9,788	9,788
Finance lease liability - Non current	17,986	14,459	14,459
	<u>34,192</u>	<u>24,247</u>	<u>24,247</u>

13. Funds Held for Capital Works Projects

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

2022	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
New Basketball Court	(5,346)	5,346	-	-	-
SIP Pool Astroturf	(3,523)	1,121	(1,200)	3,602	-
Roof Leak Repairs	-	-	(23,975)	-	(23,975)
Totals	<u>(8,869)</u>	<u>6,467</u>	<u>(25,175)</u>	<u>3,602</u>	<u>(23,975)</u>

2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Pool Membrane Installation	536	664	(1,200)	-	-
New Basketball Court	44,304	-	(49,650)	-	(5,346)
New Playground	28,522	8,985	(99,012)	61,505	-
SIP Pool Astroturf	-	10,090	(13,613)	-	(3,523)
Totals	<u>73,362</u>	<u>19,739</u>	<u>(163,475)</u>	<u>61,505</u>	<u>(8,869)</u>

Represented by:

Funds Receivable from the Ministry of Education

(8,869)

14. Funds Held on Behalf of the ESOL Cluster

Te Kāpehu Riccarton School is the lead school and holds funds on behalf of the ESOL cluster.

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Funds Held at Beginning of the Year	11,300	11,300	17,160
Funds Spent on Behalf of the Cluster	(1,125)	-	(5,860)
Funds Held at Year End	<u>10,175</u>	<u>11,300</u>	<u>11,300</u>

15. Related Party Transactions

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

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

16. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	3,185	2,905
<i>Leadership Team</i>		
Remuneration	406,635	401,358
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	409,820	404,263

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 and Property members that meet monthly and quarterly 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:

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170-180	170-180
Benefits and Other Emoluments	0-5	0-5
Termination Benefits	0 - 0	0 - 0

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 -110	2.00	2.00
110 -120	1.00	1.00
	3.00	3.00

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

17. Compensation and Other Benefits Upon Leaving

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

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

18. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

Teacher Aide & Support Staff Settlement Wash Up

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 Ministry is in the process of determining wash up payments for the year ended 31 December 2022 however as at the reporting date this amount had not been calculated and therefore is not recorded in these financial statements.

Cyclical maintenance

The School has an obligation to the Ministry of Education to maintain in good order and repair at all times the land, buildings and other facilities on the School site. The school is part of the Christchurch Schools Rebuild Programme which will result in the School's buildings either being repaired or rebuilt in the future. At the present time there is significant uncertainty over how the programme will affect the School. As a result, the School cannot make a reliable estimate of the maintenance required on the School's buildings so no cyclical maintenance provision has been recognised, even though the school will be required to maintain any buildings that are not replaced.

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

19. Commitments**(a) Capital Commitments**

As at 31 December 2022 the Board has entered into the following contract agreements for capital works.

(a) \$23,975 contract for Roof Emergency Repairs completed in 2022, which will be fully funded by the Ministry of Education. \$23,975 has been spent on the project to date.

(Capital commitments in relation to Ministry projects at 31 December 2021: \$nil)

(b) Operating Commitments

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

(Operating commitments at 31 December 2021: nil)

20. 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	109,421	197,123	241,625
Receivables	136,481	125,675	125,675
Total Financial assets measured at amortised cost	245,902	322,798	367,300

Financial liabilities measured at amortised cost

Payables	186,324	173,575	173,575
Finance Leases	34,192	24,247	24,247
Total Financial liabilities measured at amortised Cost	220,516	197,822	197,822

21. Events After Balance Date

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

22. Comparatives

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

Statement of Variance Reporting



School Name:	Te Kāpehu Riccarton School	School Number: 3485
Strategic Aim: Analysis report	<p>Strategic Goal 1: A localised curriculum pathway for learners, effective teacher professional development and insightful evaluation support the progress and achievement of all ākonga.</p> <p>Strategic Goal 2: Learning and working environments support positive emotional well-being, ensuring teachers are able to teach, and learners are able to learn.</p> <p>Strategic Goal 3: The function and design of the Te Kāpehu rebuild showcases the Cultural Narrative of Ngā Tahu and enhances 21st Century teaching and learning pedagogies.</p>	
Annual Aim:	<p>Strategic Goal 1</p> <p>All teachers plan and deliver a Mathematics and Statistics programme, supported by Numicon, that is</p> <ul style="list-style-type: none"> • Inclusive and appropriate for all learners, including those requiring additional support, and gifted and or talented learners • Culturally affirming for Māori and Pasifika - uses Tuakana Teina / peer and collaborative small group learning opportunities • Implemented using whole class versus streaming • Based on the use of materials to build conceptual understanding in learners • Explicit in the teaching of the language and vocabulary of Mathematics, especially for Māori, Pasifika and English Language Learners (ELLs) <p>Māori, Pasifika and ELLs experience equitable and non-discriminatory success</p> <p>All young learners in the Junior Team receive explicit directed teaching in order to</p> <ul style="list-style-type: none"> • acquire necessary foundational English Literacy skills, including phonics and phonemic awareness • Learn to read and write in desired timeframes (as indicated by the Literacy Learning Progressions and English Language Learning Progressions) • Additional supplementary Tier 2 opportunities to learn to read and write when their learning pace and trajectory is not as anticipated • ensure Māori and Pasifika learners experience success in their early years at school <p>Deep Learning Pedagogy and Practice underpins the implementation and delivery of Te Kāpehu Riccarton School's localised curriculum</p> <p>All learners are given the support to learn about and acquire the 6Cs for lifelong and ongoing development, in ways most appropriate for them</p> <p>All learners are given access to thinking tools to learn ways to apply critical thinking across all their learning</p> <p>All learners receive deep learning opportunities that stretch them, regardless of whether they are learners on IEPs through to those who are gifted and or talented</p> <p>Te Kāpehu Riccarton School has a robust way of sharing academic curriculum progress across the NZ Curriculum with learners and whānau</p>	

Tātaritanga raraunga

Strategic Goal 2



Learners are seen first and foremost as whole and capable.

A holistic, Te Ao Māori perspective overlays all Pastoral and PB4L systems, supported by understanding and insight into traumatology

Deep Learning design and implementation is underpinned by Te Ao Māori holistic conceptualisation of all learners, especially Māori learners

Universal Design for Learning Principles are upheld across all pastoral systems, PB4L, learning design and curriculum programmes

Learners, whether un/vaccinated experience equitable and affirming curriculum opportunities that uphold their mana and wellbeing (and are non-discriminatory based on vaccine status)

Strategic Goal 3



The wellbeing and learning of students is supported throughout the build process. Alternative spaces / locations to learn, access to noise cancelling headphones, calming breaks and activities - amongst other strategies - are available for students who would benefit from these

Decanting is well-coordinated and prioritises learning time throughout the move into the new learning spaces

Teams / Teachers are well prepared to move into the new learning spaces. Teachers are able to maximise learning opportunities by planning and delivering programmes that draw on the flexibility and potential of the new learning spaces = environment enhances learning

Target:

Achievement Targets

Target 1

For 55% of the whole school to be AT or ABOVE the desired curriculum levels in Maths by the end of the year

Target 2

To move 25% of all learners below and 25% of all learners well below the desired curriculum levels in Maths, to AT or ABOVE.

Target 3

For 55% of males to be AT or ABOVE the desired curriculum levels in Writing by the end of the year.

Target 4

Tātaritanga raraunga

	To reduce the disparity between Māori and Pasifika learners (when compared to NZ European) by 10 percentage points for Reading, Writing and Maths.
Baseline Data:	<p>2022 Baseline Beginning of the Year Achievement Data N.B. Total school roll as at 14 February 2022 = 259 Data was analysed from all that was available for a total of 232 learners at BOY 2022 (i.e. no data was available for newly enrolled learners)</p> <p>The following areas of concern were identified as priorities for 2022:</p> <ul style="list-style-type: none"> • 47% of the school are AT or ABOVE the desired curriculum levels in Maths. • 46% of males, compared to 63% of females are AT or ABOVE the desired curriculum levels in Writing. • NZ European learners are performing 23% (Writing), 29% (Reading), and 34% (Maths) better than Māori and Pasifika learners.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Target 1 For 55% of the whole school to be AT or ABOVE the desired curriculum levels in Maths by the end of the year</p> <p>Introduced Numicon to our Mathematics and Statistics programmes, in order to have a consistent, non-streamed, maths vocabulary explicit, hands on / manipulatives based programme to support all learners, especially Māori and Pasifika</p> <p>Coordinated the introduction of Numicon in a Teacher Only Day in January 2022</p> <p>Ran Numicon focus sessions across the year for teachers and support staff using the programme (at least one Staff Meeting and one Team Meeting each term)</p> <p>Coordinated observations & feedback of Maths teaching and learning sessions - at least one per teacher</p> <p>DP1 and Maths Leads analysed whole school Maths data - mid year and end of year</p> <p>Updated Hero Goals to align with NZC and Numicon</p> <p>DP1 Curriculum Lead provided ongoing mentoring and support to Maths Leads throughout the year</p>	<p>Target 1 Met (and exceeded by 5 percentage points), with 60% of the whole school AT or ABOVE in Maths at the end of the year.</p>	<p>The Numicon programme provided all teachers across the school with teacher manuals, Long Term Plans, classroom equipment / maths objects / manipulatives to provide hands on learning tools for children, online support for teachers, and guided vocabulary focuses for each lesson to support learner understanding.</p> <p>The programme was implemented schoolwide, ensuring all learners experience a well balanced and consistent programme across teams and the school.</p> <p>The manuals and opportunities to attend PLD developed shared understanding and increased teacher knowledge and skills in the teaching of Mathematics and Statistics.</p>	<p>Apply for MOE funded PLD in Numicon to support Stage two of numicon implementation.</p> <p>Maths leads to complete all online Mathematics and Statistics webinars regarding the NZC Mathematics and Statistics Curriculum refresh.</p> <p>Maths Leads to complete all necessary tasks, signalled by the NZC Curriculum refresh timeline.</p> <p>Maths Leads to review and draft a rewrite of the Te Kāpehu Mathematics and Statistics curriculum guidelines for teaching and learning, ready for moving towards the full implementation of the refreshed Mathematics and Statistics Curriculum over time.</p> <p>DP1, in conjunction with Maths Leads and Team Leaders will further support teachers to understand the why and the how of delivering a non-streamed Mathematics and Statistics curriculum programme.</p>
<p>Target 2 To move 25% of all learners below and 25% of all learners well below the</p>	<p>Target 2 Met for Below Learners (exceeded by 16%), with 41% now AT or ABOVE in Maths at the end of the year.</p>	<p>As above</p>	<p>As above</p>

Tātaritanga raraunga

desired curriculum levels in Maths, to AT or ABOVE. Actions as Above for Target 1	Target 2 Not met for Well Below Learners , however 57% moved from being Well Below to Below in Maths at the end of the year.		
Target 3 For 55% of males to be AT or ABOVE the desired curriculum levels in Writing by the end of the year. Team Pātiti teachers: Attended and actively participated in a BSLA PLD release day with, our appointed Facilitator Completed all BSLA online learning modules in a timely fashion Implemented the BSLA in its entirety with their learners, including the carrying out of required assessments and analysis of data Participated in regular Team Meeting agenda BSLA discussions Engaged with our appointed BSLA Facilitator as their coach / mentor, including seeking guidance and feedback from her and acting on it The Team Pātiti Leader and the Junior Literacy Leader: Maintained regular communication with the BSLA Facilitator and the DPI Curriculum Oversaw the implementation of BSLA at Te Kāpehu Riccarton School In conjunction with our Reading Recovery	Target 3 Not Met (by 4 percentage points), with 51% of males AT or ABOVE in Writing at the end of the year.	The benefit of the BSLA programme will likely take a couple more years to be observed in achievement data. In addition, given the major writing focus and actions were limited to the Years 1 and 2 section of the school, no significant actions were taken to address the achievement in writing in the Years 3-8 area of the school, unless indirectly in the inquiry curriculum focus in New Pedagogies for Deep Learning MOE funded PLD.	Seek BSLA training for any new teacher to Team Pātiti in 2023. Team Pātiti Team Leader, DPI and Literacy Leads to determine a resource feasible plan for continued delivery of BSLA to all Year 1 and 2 learners throughout 2023. Determine the Te Kāpehu implementation of this into 2023 and beyond (Reading Recovery). Move to having Team Leaders become the joint leads of all curriculum, given their pivotal role in supporting and overseeing the design, planning, delivery and evaluation of learning in their teams. Revisit and update curriculum guidelines and expectations for writing across the school. Establish consistency in the use of approaches, tools and resources to support the writing development of all learners.

Tātaritanga raraunga

<p>Teacher, and the DP1 Curriculum and DP2 SENCO, determined which learners required additional supports either under BSLA and or Reading Recovery and Quick 60</p> <p>Reported formally and informally on effectiveness and progress of the BSLA as required across the year to Senior Leadership Team (SLT) and BOT</p> <p>Analysed Junior School Literacy (reading and writing) data</p> <p>DP1 Curriculum provided ongoing mentoring and support to both the Team Pātiti and Junior Literacy Leaders throughout the year</p>																																	
<p>Target 4 To reduce the disparity between Māori and Pasifika learners (when compared to NZ European) by 10 percentage points for Reading, Writing and Maths.</p> <p>Actions as for Target 1 above. In addition; ceased any streaming for maths and statistics teaching and learning, had an explicit focus on teaching the vocabulary of Maths</p> <p>Used culturally affirming strategies / approaches for Māori and Pasifika - including Tuakana Teina / peer and collaborative small group learning opportunities</p>	<p>Target 4 Met for 4 of the 6 sub target groups, with disparity in these groups either eradicated, or reduced to under 10 percentage points. Met for all Māori. Met for Pasifika in Writing, but not for Pasifika in Maths and Reading.</p> <table><tr><td></td><td>NZ European</td><td>Māori</td><td>Target</td><td>Pasifika</td><td>Target</td></tr><tr><td></td><td>End</td><td>End</td><td></td><td>End</td><td></td></tr><tr><td>Reading</td><td>70%</td><td>70%</td><td>Met</td><td>56%</td><td>Not met by 4 percentage points</td></tr><tr><td>Writing</td><td>62%</td><td>55%</td><td>Met</td><td>60%</td><td>Met</td></tr><tr><td>Maths</td><td>62%</td><td>53%</td><td>Met</td><td>51%</td><td>Not met by 1 percentage point</td></tr></table>		NZ European	Māori	Target	Pasifika	Target		End	End		End		Reading	70%	70%	Met	56%	Not met by 4 percentage points	Writing	62%	55%	Met	60%	Met	Maths	62%	53%	Met	51%	Not met by 1 percentage point	<p>We all but met each subtarget, and were only out by 1 and 4 percentage points respectively for Pasifika Maths and Writing. Obviously we would like to close this achievement gap even further in 2023, however, given there are English as a second language factors sitting within Pasifika achievement, this is not too bad.</p>	<p>We will need to continue to scrutinise achievement for Pasifika as compared to all other ELLs, to ensure that the disparity in Pasifika data is not more than that experienced by other ethnicities where second language acquisition has some influence on achievement outcomes.</p> <p>We will need to include in our 2023 Mathematics and Statistics MOE funded PLD, a focus on catering for the strengths of our Pasifika learners, from both cultural and language acquisition perspectives, and draw on these strengths to design / plan and deliver teaching and learning programmes.</p> <p>We will need to address the same in our collaborative Team Teaching as Inquiry time for our literacy programmes,</p>
	NZ European	Māori	Target	Pasifika	Target																												
	End	End		End																													
Reading	70%	70%	Met	56%	Not met by 4 percentage points																												
Writing	62%	55%	Met	60%	Met																												
Maths	62%	53%	Met	51%	Not met by 1 percentage point																												

Tātaritanga raraunga

<p>Implemented whole class approach versus streaming for Mathematics and Statistics lessons</p> <p>Focused on the explicit teaching of the language and vocabulary of Mathematics, especially for Māori, Pasifika and English Language Learners (ELLs)</p> <p>Maintained and ongoing focus and commitment to Māori, Pasifika and ELLs experiencing equitable and non-discriminatory success, and checking data for signs this was or was not achieved.</p> <p>Purchased and used hands-on materials to build their conceptual understanding of maths.</p> <p>Introduced the Better Start Literacy (BSLA) UC evidence based programme to ensure Māori and Pasifika learners experience success in their early years at school and develop the necessary foundational English literacy building blocks for future success.</p>			<p>embedded in the wider curriculum in particular.</p>
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Planning for next year:

Provide funding and release where necessary, to assist with the engagement and delivery of the MOE funded Mathematics and Statistics PLD.

Provide funding to release Maths Leads to attend any Mathematics and Statistics NZC refresh PLD.

Provide funding and release for any teacher in Team Pātītī to undertake the UC BSLA microcredentials qualification, in order to ensure all Year 1 and 2 learners are provided with this programme.

Provide funded release time where necessary for all TEam Leaders to meet together to work on big picture TKRS curriculum pathway deep learning design tasks, to ensure balance across our localised curriculum for all ākomga across an 8 year learning journey in our school.

Provide funding / release time for Team Leaders / Curriculum leads to participate in NZC refresh PLD as it becomes available.

Continue to analyse and scrutinise achievement outcomes against National Educational and Learning Priorities (NELPs)



10 May 2023

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022, Te Kāpehu Riccarton School received total Kiwisport funding of \$3878.95 (excluding GST).

The funding has been spent on updating the sports equipment to ensure it's available to students at lunch time and for teachers during Physical Education sessions.

In addition it has been utilised to provide transport to our weekly winter sports programme. This means that all students from yr 5-8 participate in a team sport during term 2 and 3. We have about 45% of our students who are involved in organised sport during winter.

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2022.

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<p>To meet our obligations, Te Kāpehu Riccarton School takes a number of steps, including:</p> <ul style="list-style-type: none"> • Conducting regular risk assessments to identify potential hazards and take steps to mitigate them. • Providing appropriate training and supervision to employees to ensure they can perform their jobs safely. • Providing appropriate personal protective equipment (PPE) when necessary. • Maintaining equipment and machinery to ensure they are safe to use. • Ensuring that the workplace is clean and well-maintained. • Encouraging employees to report any hazards or safety concerns they encounter.
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p>Te Kāpehu Riccarton School's (EEO) program is designed to ensure that all employees and job applicants are treated fairly and without discrimination.</p> <p>Through School Docs we have an EEO policy that emphasises Te Kāpehu Riccarton School's commitment to fairness and equal opportunities.</p> <p>The school has a system for employees to report discrimination or harassment, and we take complaints seriously and investigate them promptly.</p> <p>We do our best to ensure diversity in recruitment while selecting the best candidate for the position. Recruitment practices are fair and inclusive, reaching out to a diverse pool of candidates and avoiding any bias or discrimination.</p> <p>All employees have equal opportunities for advancement.</p>
How do you practise impartial selection of suitably qualified persons for appointment?	<p>Before beginning the recruitment process, we ensure that the job requirements and selection criteria are clearly defined and communicated to all candidates. This helps to ensure that all candidates are assessed against the same standards.</p> <p>We use objective and standardized assessment methods such as structured interviews to evaluate candidates' suitability for the role. These methods are based on the job requirements and selection criteria.</p> <p>We recognise and discuss unconscious bias and how it can affect the selection process, in order to avoid it. For example, we avoid making assumptions based on the candidate's gender, race, age, or other personal characteristics.</p> <p>Following our school appointment policies and procedures, we aim to select a diverse appointment panel to ensure that the selection process is fair and impartial. The panel includes a variety of members who represent different backgrounds and perspectives.</p> <p>We keep detailed records of the selection process, including the criteria used to assess candidates, referee comments and the reasons for any decisions made.</p>

	<p>This helps to ensure that the selection process can be reviewed and audited if necessary.</p> <p>Upon request, we provide feedback to unsuccessful candidates to help them to improve their skills and performance for future job applications.</p>
<p>How are you recognising,</p> <ul style="list-style-type: none"> - The aims and aspirations of Māori, - The employment requirements of Māori, and - Greater involvement of Māori in the Education service? 	<p>We develop policies and programs that reflect Māori aspirations and needs, such as increasing Māori representation in decision-making positions on our board and incorporating Māori language and culture into our curriculum to help ensure our Māori students have access to culturally appropriate teaching and support.</p>
<p>How have you enhanced the abilities of individual employees?</p>	<p>We provide regular training and professional learning and development opportunities to help employees develop new skills and knowledge. This has included staff PLD, workshops, courses, and conferences.</p> <p>We provide mentoring and coaching to employees, especially new employees, to help them develop their skills and knowledge. This is done by pairing them with experienced staff members or external coaches.</p> <p>We provide regular feedback and recognition to employees for their work, including areas where they have excelled and areas where they can improve. This helps to motivate them and improve their performance. Our Professional Growth Cycle runs throughout the year.</p> <p>We encourage collaboration and teamwork among employees to help them learn from each other and work more effectively together. This is done through team-building activities, collaborative projects, self-reflections and assessments.</p> <p>We provide opportunities for employees to take on leadership roles and to advance in their careers. This includes providing opportunities for professional development and career advancement within the school or in external workshops.</p> <p>We foster a positive work environment that supports employee well-being and encourages open communication. This includes providing a safe and healthy work environment, offering flexible work arrangements, and encouraging employee feedback.</p> <p>We provide employees with the resources and tools they need to do their jobs effectively, such as up-to-date technology, instructional materials, and equipment.</p>
<p>How are you recognising the employment requirements of women?</p>	<p>We offer flexible work arrangements, such as part-time work or job sharing, to accommodate the needs of women with caregiving responsibilities.</p> <p>We implement family-friendly policies such as parental leave and flexible meeting schedules to support working parents, especially women.</p> <p>We address unconscious bias by providing training to staff and implementing policies that promote gender equality, such as gender-neutral job descriptions and recruitment processes.</p> <p>We promote work-life balance by encouraging employees to prioritise self-care and mental health.</p>

	We foster a culture of inclusivity by promoting diversity and inclusion, providing opportunities for feedback and collaboration, and encouraging open communication.
How are you recognising the employment requirements of persons with disabilities?	We currently have no persons employed with disabilities.

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy . The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	✓	
Has this policy or programme been made available to staff?	✓	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	✓ For the Principal	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	✓ The Principal	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	✓	
Does your EEO programme/policy set priorities and objectives?	✓	

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF TE KAPEHU RICCARTON SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

The Auditor-General is the auditor of Te Kāpehu Riccarton School (the School). The Auditor-General has appointed me, Michael Rondel, using the staff and resources of BDO Christchurch, 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 3 to 17, that comprise the statement of financial position as at 31 December 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2022; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 30th 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.

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

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

Responsibilities of the Board for the financial statements

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

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

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as

applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Statement of Responsibility, Members of the Board, Analysis of Variance, Kiwisport and the Statement of Compliance with Employment Policies 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.

A handwritten signature in blue ink, which appears to read 'Michael Rondel of BDO Christchurch'.

Michael Rondel,
BDO Christchurch
On behalf of the Auditor-General
Christchurch, New Zealand