

# NORTH LOBURN SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2022

#### School Directory

**Ministry Number:** 3447

**Principal:** Katrina Shepherd

**School Address:** 813 Loburn Whiterock Road, Loburn North

**School Postal Address:** 813 Loburn Whiterock Road, RD 2, Rangiora 7472

**School Phone:** (03) 3128852

**School Email:** [office@northloburn.school.nz](mailto:office@northloburn.school.nz)

#### Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Andrew Wells	Presiding Member	Elected	Sep-25
Peter Richmond	Principal	Ex Officio	Jul-22
Judy Elridge	Acting Principal	Ex Officio	Dec-22
Katrina Shepherd	Acting Principal	Ex Officio	
Paul Robinson	Parent Representative	Elected	Sep-25
Bradley MacKenzie	Parent Representative	Elected	Sep-25
Travis Churchill	Parent Representative	Elected	Mar-24
Penny Vincent	Parent Representative	Elected	Mar-24
Anna Webb	Staff Representative	Elected	Sep-25
Paul Simpson	Presiding Member		Resigned Sep 22
Tina Mackintosh	Parent Representative		Resigned Sep 22
Duncan Mackintosh	Parent Representative		Resigned Sep 22
Rachel Woodcock	Parent Representative		Resigned Sep 22
Anne Hughes	Staff Representative		Resigned Jul 22

**Accountant / Service Provider:** Maggie Turnhout

# NORTH LOBURN SCHOOL

Annual Report - For the year ended 31 December 2022

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# North Loburn 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.

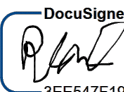
The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

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.

Penny Vincent

Full Name of Presiding Member

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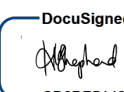
Signature of Presiding Member

31 May 2023

Date:

Trina Shepherd

Full Name of Principal

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Signature of Principal

31 May 2023

Date:

# North Loburn School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>				
Government Grants	2	1,188,662	1,069,967	1,122,566
Locally Raised Funds	3	112,517	78,740	84,239
Interest Income		1,323	250	388
<b>Total Revenue</b>		<b>1,302,502</b>	<b>1,148,957</b>	<b>1,207,193</b>
<b>Expenses</b>				
Locally Raised Funds	3	18,252	9,050	12,526
Learning Resources	4	828,652	801,685	850,323
Administration	5	151,714	66,908	77,032
Finance		607	600	264
Property	6	239,302	214,211	216,827
Other Expenses	7	63,652	63,000	63,652
Loss on Disposal of Property, Plant and Equipment		312	-	173
		<b>1,302,491</b>	<b>1,155,454</b>	<b>1,220,797</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>11</b>	<b>(6,497)</b>	<b>(13,604)</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>11</b>	<b>(6,497)</b>	<b>(13,604)</b>

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

# North Loburn School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Equity at 1 January</b>		289,326	289,326	299,143
Total comprehensive revenue and expense for the year		11	(6,497)	(13,604)
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		1,806	-	3,787
<b>Equity at 31 December</b>		291,143	282,829	289,326
Accumulated comprehensive revenue and expense		291,143	282,829	289,326
<b>Equity at 31 December</b>		291,143	282,829	289,326

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.

# North Loburn School

## Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	133,783	133,659	111,748
Accounts Receivable	9	40,991	40,168	40,168
GST Receivable		3,915	1,749	1,748
Prepayments		4,133	-	-
Inventories	10	2,394	2,536	2,536
Investments	11	25,000	25,000	25,000
		210,216	203,112	181,200
<b>Current Liabilities</b>				
Accounts Payable	13	59,352	59,729	59,729
Revenue Received in Advance	14	552	811	811
Provision for Cyclical Maintenance	15	2,256	7,346	2,257
Painting Contract Liability	16	2,633	2,633	2,633
Finance Lease Liability	17	3,985	2,794	1,681
Funds held for Capital Works Projects	18	65,862	56,080	56,080
		134,640	129,393	123,191
<b>Working Capital Surplus/(Deficit)</b>		75,576	73,719	58,009
<b>Non-current Assets</b>				
Property, Plant and Equipment	12	237,855	226,862	251,863
		237,855	226,862	251,863
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	15	15,466	13,008	13,008
Painting Contract Liability	16	2,287	4,744	4,744
Finance Lease Liability	17	4,535	-	2,794
		22,288	17,752	20,546
<b>Net Assets</b>		291,143	282,829	289,326
<b>Equity</b>		291,143	282,829	289,326

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

# North Loburn School

## Statement of Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		325,796	264,654	325,244
Locally Raised Funds		112,463	78,740	84,651
Goods and Services Tax (net)		(2,166)	-	(2,726)
Payments to Employees		(178,259)	(131,414)	(167,918)
Payments to Suppliers		(239,265)	(188,038)	(203,263)
Interest Paid		(607)	(600)	(264)
Interest Received		1,323	250	388
Net cash from/(to) Operating Activities		19,285	23,592	36,111
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(678)	-	(4,530)
Net cash from/(to) Investing Activities		(678)	-	(4,530)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	3,787
Finance Lease Payments		(1,265)	(1,681)	(1,032)
Painting contract payments		(5,089)	-	(17,378)
Funds Administered on Behalf of Third Parties		9,782	-	14,599
Net cash from/(to) Financing Activities		3,428	(1,681)	(24)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>22,035</b>	<b>21,911</b>	<b>31,556</b>
Cash and cash equivalents at the beginning of the year	8	111,748	111,748	80,192
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>133,783</b>	<b>133,659</b>	<b>111,748</b>

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

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

# North Loburn School

## Notes to the Financial Statements

### For the year ended 31 December 2022

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

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

##### b) Basis of Preparation

###### *Reporting Period*

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

###### *Basis of Preparation*

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

###### *Financial Reporting Standards Applied*

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

###### *PBE Accounting Standards Reduced Disclosure Regime*

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

###### *Measurement Base*

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

###### *Presentation Currency*

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

###### *Specific Accounting Policies*

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

###### *Critical Accounting Estimates And Assumptions*

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

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

###### *Cyclical maintenance*

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 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 17. Future operating lease commitments are disclosed in

**Recognition of grants**

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

**c) Revenue Recognition****Government Grants**

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

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

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

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

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

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

**Other Grants where conditions exist**

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

**Donations, Gifts and Bequests**

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

**Interest Revenue**

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

**d) Operating Lease Payments**

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

**e) Finance Lease Payments**

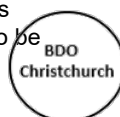
Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

**f) Cash and Cash Equivalents**

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

**g) Accounts Receivable**

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



**h) Inventories**

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

**i) Investments**

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

**j) Property, Plant and Equipment**

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

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

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

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

**Finance Leases**

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

**Depreciation**

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

The estimated useful lives of the assets are:

Building improvements	12-40 years
Board Owned Buildings	50 years
Furniture and equipment	5-20 years
Information and communication technology	3-5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

**k) 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**

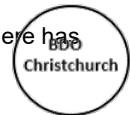
Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service 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 details of the valuer's approach to determining market value.

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.

#### **l) 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.

#### **m) 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.

#### **n) Revenue Received in Advance**

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

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

#### **o) 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 Revenue and Expense.

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

#### **p) Provision for Cyclical Maintenance**

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

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

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

#### **q) 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.

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.

#### **r) 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.

#### **s) Budget Figures**

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



**t) Services received in-kind**

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

## 2. Government Grants

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	390,697	270,630	323,229
Teachers' Salaries Grants	616,196	637,805	637,805
Use of Land and Buildings Grants	181,769	161,532	161,532
	<u>1,188,662</u>	<u>1,069,967</u>	<u>1,122,566</u>

## 3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>			
Donations & Bequests	20,381	17,500	18,190
Curriculum related Activities - Purchase of goods and services	32,417	34,400	39,148
Fees for Extra Curricular Activities	4,459	3,500	3,174
Trading	6,863	3,000	4,438
Fundraising & Community Grants	6,677	-	-
Other Revenue	23,200	3,700	3,329
Rent Received	18,520	16,640	15,960
	<u>112,517</u>	<u>78,740</u>	<u>84,239</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	4,645	3,500	3,935
Trading	7,303	3,000	5,066
Fundraising and Community Grant Costs	974	50	1,142
Rental Costs	5,330	2,500	2,383
	<u>18,252</u>	<u>9,050</u>	<u>12,526</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>94,265</u>	<u>69,690</u>	<u>71,713</u>

## 4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	45,370	29,930	43,655
Information and Communication Technology	3,775	3,000	2,447
Library Resources	-	400	31
Employee Benefits - Salaries	751,785	738,355	768,449
Staff Development	4,785	5,000	11,131
Depreciation	22,937	25,000	24,610
	<u>828,652</u>	<u>801,685</u>	<u>850,323</u>

## 5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	5,513	5,500	6,367
Board Fees	2,635	3,200	2,835
Board Expenses	2,290	2,000	3,011
Intervention Costs & Expenses	57,477	-	-
Communication	3,104	2,600	1,816
Consumables	2,078	1,850	1,480
Operating Lease	7,172	6,000	9,465
Other	29,758	11,158	12,354
Employee Benefits - Salaries	35,745	28,000	33,437
Insurance	2,842	3,600	2,867
Service Providers, Contractors and Consultancy	3,100	3,000	3,400
	<u>151,714</u>	<u>66,908</u>	<u>77,032</u>

## 6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	1,659	2,000	2,246
Consultancy and Contract Services	20,563	21,000	21,606
Cyclical Maintenance Provision	5,089	5,089	5,089
Grounds	6,439	3,500	4,576
Heat, Light and Water	7,173	5,450	6,902
Repairs and Maintenance	7,761	4,800	3,888
Use of Land and Buildings	181,769	161,532	161,532
Security	2,128	2,000	1,810
Employee Benefits - Salaries	6,721	8,840	9,178
	<u>239,302</u>	<u>214,211</u>	<u>216,827</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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
Transport	63,652	63,000	63,652
	<u>63,652</u>	<u>63,000</u>	<u>63,652</u>

## 8. Cash and Cash Equivalents

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Bank Accounts	133,783	133,659	111,748
Cash and cash equivalents for Statement of Cash Flows	<u>133,783</u>	<u>133,659</u>	<u>111,748</u>

Of the \$133,783 Cash and Cash Equivalents, \$65,862 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2023 on Crown owned school buildings.

## 9. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	309	514	514
Teacher Salaries Grant Receivable	40,682	39,654	39,654
	<u>40,991</u>	<u>40,168</u>	<u>40,168</u>
Receivables from Exchange Transactions	309	514	514
Receivables from Non-Exchange Transactions	40,682	39,654	39,654
	<u>40,991</u>	<u>40,168</u>	<u>40,168</u>

## 10. Inventories

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Stationery	2,394	2,536	2,536
	<u>2,394</u>	<u>2,536</u>	<u>2,536</u>

## 11. Investments

The School's investment activities are classified as follows:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Asset			
Short-term Bank Deposits	25,000	25,000	25,000
Total Investments	<u>25,000</u>	<u>25,000</u>	<u>25,000</u>

## 12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Land	27,000	-	-	-	-	27,000
Buildings	59,003	-	-	-	(1,784)	57,219
Building Improvements	116,733	-	-	-	(4,351)	112,382
Furniture and Equipment	26,960	1,806	(163)	-	(6,105)	22,498
Information and Communication Technology	14,461	-	-	-	(7,066)	7,395
Leased Assets	4,287	6,758	-	-	(3,138)	7,907
Library Resources	3,418	680	(151)	-	(493)	3,454
<b>Balance at 31 December 2022</b>	<b>251,862</b>	<b>9,244</b>	<b>(314)</b>	<b>-</b>	<b>(22,937)</b>	<b>237,855</b>

### Restrictions

There are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2022 Cost or Valuation	2022 Accumulated Depreciation	2022 Net Book Value	2021 Cost or Valuation	2021 Accumulated Depreciation	2021 Net Book Value
	\$	\$	\$	\$	\$	\$
Land	27,000	-	27,000	27,000	-	27,000
Buildings	90,582	(33,363)	57,219	90,582	(31,579)	59,003
Building Improvements	211,165	(98,783)	112,382	211,165	(94,432)	116,733
Furniture and Equipment	183,779	(161,281)	22,498	183,196	(156,236)	26,960
Information and Communication Technology	129,239	(121,844)	7,395	142,628	(128,167)	14,461
Leased Assets	12,026	(4,119)	7,907	5,268	(981)	4,287
Library Resources	9,076	(5,622)	3,454	8,781	(5,363)	3,418
<b>Balance at 31 December</b>	<b>662,867</b>	<b>(425,012)</b>	<b>237,855</b>	<b>668,620</b>	<b>(416,758)</b>	<b>251,862</b>

## 13. Accounts Payable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	11,903	7,391	7,391
Accruals	5,263	5,000	5,000
Banking Staffing Overuse	-	5,976	5,976
Employee Entitlements - Salaries	40,682	39,654	39,654
Employee Entitlements - Leave Accrual	1,504	1,708	1,708
	<b>59,352</b>	<b>59,729</b>	<b>59,729</b>
Payables for Exchange Transactions	59,352	59,729	59,729
	<b>59,352</b>	<b>59,729</b>	<b>59,729</b>

The carrying value of payables approximates their fair value.



#### 14. Revenue Received in Advance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Other revenue in Advance	552	811	811
	<u>552</u>	<u>811</u>	<u>811</u>

#### 15. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	15,265	15,265	12,809
Increase to the Provision During the Year	5,089	5,089	5,089
Use of the Provision During the Year	(2,632)	-	(2,633)
Provision at the End of the Year	<u>17,722</u>	<u>20,354</u>	<u>15,265</u>
Cyclical Maintenance - Current	2,256	7,346	2,257
Cyclical Maintenance - Non current	15,466	13,008	13,008
	<u>17,722</u>	<u>20,354</u>	<u>15,265</u>

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the school painting contract.

#### 16. Painting Contract Liability

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Due within one year	2,633	2,633	2,633
Due after one year	2,287	4,744	4,744
	<u>4,920</u>	<u>7,377</u>	<u>7,377</u>

In 2018 the Board signed an agreement with Scheduled Maintenance Services Ltd (the contractor) for an agreed programme of work covering a seven year period. The programme provides for an exterior repaint of the Ministry owned buildings in 2018, with regular maintenance in subsequent years. The agreement has an annual commitment of \$5,089. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

## 17. 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	4,584	2,794	2,008
Later than One Year and no Later than Five Years	4,841	-	3,009
Future Finance Charges	(905)	-	(542)
	<u>8,520</u>	<u>2,794</u>	<u>4,475</u>
<b>Represented by</b>			
Finance lease liability - Current	3,985	2,794	1,681
Finance lease liability - Non current	4,535	-	2,794
	<u>8,520</u>	<u>2,794</u>	<u>4,475</u>

## 18. 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 8.

2022	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
3 Bay Shed	14,599	-	(14,599)	-	-
Resource Spaces	41,481	-	(41,481)	-	-
LSC Office	-	67,568	(1,706)	-	65,862
Astro Turf & Landscaping	-	66,000	(66,000)	-	-
Block 3 Classroom Upgrade	-	62,737	(62,737)	-	-
Block 2 Upgrade/Resource Breakout	-	43,031	(43,031)	-	-
Totals	<u>56,080</u>	<u>239,336</u>	<u>(229,554)</u>	<u>-</u>	<u>65,862</u>

### Represented by:

Funds Held on Behalf of the Ministry of Education	65,862
Funds Receivable from the Ministry of Education	-

2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
3 Bay Shed	-	14,598	-	-	14,599
Resource Spaces	41,481	-	-	-	41,481
Totals	<u>41,481</u>	<u>14,598</u>	<u>-</u>	<u>-</u>	<u>56,080</u>

### Represented by:

Funds Held on Behalf of the Ministry of Education	56,080
Funds Receivable from the Ministry of Education	-

## 19. 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.

## 20. Remuneration

### Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	2,635	2,835
<i>Leadership Team</i>		
Remuneration	234,276	197,101
Full-time equivalent members	2	2
Total key management personnel remuneration	236,911	199,936

There are 6 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### Principal 1

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	80 - 90	80 - 90
Benefits and Other Emoluments	0 - 5	0 - 5
Termination Benefits	-	-

### Principal 2

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	50 - 60	80 - 90
Benefits and Other Emoluments	0 - 5	0 - 5
Termination Benefits	-	-

### Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 - 110	-	1
110 - 120	-	-
	-	<u>1</u>

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

## 21. Compensation and Other Benefits Upon Leaving

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

	2022 Actual \$000	2021 Actual \$000
Total	40 - 50	-
Number of People	3	-

## 22. Contingencies

There are no contingent liabilities and no contingent assets 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.

## 23. Commitments

### (a) Capital Commitments

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

(a) \$82,500 contract for LSC office to be completed in 2023, which will be fully funded by the Ministry of Education. \$67,568 has been received of which \$1,706 has been spent on the project to date.

(Capital commitments at 31 December 2021: \$18,697)



## (b) Operating Commitments

As at 31 December 2022 the Board has entered into the following contracts:

(a) operating lease of photocopying equipment;

	2022 Actual \$	2021 Actual \$
No later than One Year	4,345	5,124
Later than One Year and No Later than Five Years	-	4,740
	<u>4,345</u>	<u>9,864</u>

The total lease payments incurred during the period were \$5,124 (2021: \$5,508 ).

## 24. 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	133,783	133,659	111,748
Receivables	40,991	40,168	40,168
Investments - Term Deposits	25,000	25,000	25,000
Total Financial assets measured at amortised cost	<u>199,774</u>	<u>198,827</u>	<u>176,916</u>

### Financial liabilities measured at amortised cost

Payables	59,352	59,729	59,729
Finance Leases	8,520	2,794	4,475
Painting Contract Liability	4,920	7,377	7,377
Total Financial Liabilities Measured at Amortised Cost	<u>72,792</u>	<u>69,900</u>	<u>71,581</u>

## 25. Events After Balance Date

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

## 26. Comparatives

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

School Name:	North Loburn School	School Number:	3447
Strategic Aim:	<ul style="list-style-type: none"> <li>• Tihiraki North Loburn School will support and empower all learners to reach their potential</li> <li>• To raise the writing achievement levels for students at Tihiraki North Loburn</li> </ul>		
Annual Aim:	Tihiraki North Loburn School will take part in Evaluation Associates PLD within PaCT to develop the teaching and learning of writing.		
Target:	<b>Target Number (Writing) - in line with current national data and trends</b> Our goal is to <b>increase the number</b> of students in Year 4 – 8 , who are working at or exceeding the curriculum level in writing for their year level. Teachers will identify through discussion and sharing, explicit acts of teaching in writing that they believe can accelerate the progress of our students within this target.		
Baseline Data:	<b>Baseline Data</b> <ul style="list-style-type: none"> <li>• In 2020 we will have 25 students in Years 4-8 who have been identified as working below or well below their expected level. This is the group that we will be targeting.</li> <li>• 4 out of 12 of our current Maori students are performing below the expected level for their age. They will be represented within the target group</li> <li>• In 2022 at the end of Term 3 we had 82.8% of all students at North Loburn School <b>At or Above</b> in writing. This represents 87 students out of 105 students.</li> <li>• In 2022 at the end of Term 3 we had 18 or 17.1% of students at North Loburn School were <b>Below or Well Below</b> in Writing out of 105 students</li> </ul> <b>Data for 2020</b> <ul style="list-style-type: none"> <li>• Of the 25 students who we identified, we worked with 24 in 2020 as one moved on.</li> <li>• Of the students who we targeted, 67% have moved up 1 sublevel (16/24)</li> <li>• 12 % of the students moved up 2 sublevels (3/24)</li> <li>• 21% stayed the same (5/24)</li> <li>• 25% (6/24) also moved within their curriculum levels from well-below to below, or below to achieving at their curriculum level</li> </ul>		

## Data for 2022

- Students who achieved **Above** in writing 7 or 6.7%
- Students who achieved **At** 80 students or 76.2%
- Maori students who achieved **At** 11 students 69%
- Maori students who achieved **Above** 1 or 6.3%
- Male students who achieved **At** 39 or 66.1%
- Male students who achieved **Above** 5 or 8.4%
- Female students who achieved **At** 41 or 89.1%
- Female students who achieved **Above** 2 or 4.2%
- NZE students who achieved **At** 66 or 77.6%
- NZE students who achieved **Above** 6 or 7%

4 or 25% of Maori students are not achieving at expected levels in Writing (Inclusive of male and female)

15 or 25.4% of male students are not achieving at expected levels in Writing

3 or 6.5% of female students are achieving below or well below expected levels in Writing

18 or 17% of students are not achieving **At** or **Above** in Writing

Therefore the target for writing should reflect this data:

**Annual Target:** TBC

Writing	More than 1 year below		1 year below CL		At CL		Above CL		Total
	#	%	#	%	#	%	#	%	
All students	5	5%	13	12%	80	76%	7	7%	105
Māori			4	25%	11	69%	1	6%	16
Pacific					3	100%			3
NZE	5	6%	8	9%	66	78%	6	7%	85
Other			1	100%					1

Girls	1	2%	2	4%	41	89%	2	4%	46
Boys	4	7%	11	19%	39	66%	5	8%	59
Total	5	5%	13	12%	80	76%	7	7%	105

## Actions

*What did we do?*

## Outcomes

*What happened?*

## Reasons for the variance

*Why did it happen?*

## Evaluation

*Where to next?*

<p>Our SENCO also explored the data and has created a comprehensive SENCO register that is used to plan, implement and review support each term.</p> <p>Writing PLD in Terms 3 and 4 with Rose Stanley. This will continue into 2023. Staff are beginning to unpack the PaCT processes for assessment</p> <p>The writing rubric from e-asTTLe is the preferred method of assessment</p> <p>Teachers analysed assessment data from the end of Term 3, 2022. In discussions, they used this data to be able to identify more closely areas of strength and areas to develop among their writers</p> <p>NLS focussed on NZ Histories in Term 4 2022. The Deputy Principal and Principal attend an MOE PD introducing the NZ Histories curriculum. They fed back and shared what they learned with staff. The Whole staff attended a PD around getting started with the NZ histories curriculum.</p> <p>The SENCO teacher remains an important resource. They prioritise collaborative meetings in which partnerships are established to discuss, plan, implement and reflect on how best to meet the needs of the identified learners.</p>	<p>The SENCO continued the regular meetings throughout the year. These conversations continue to be hugely valuable with teachers and will be ongoing.</p> <p>Staff PLD Meetings have been conducted on the PaCT. All staff were able to meet individually with the PLD Facilitator.</p> <p>Staff meetings showed that teachers are spending time considering their student's achievement in relation to the rubric</p> <p>Teachers tried a variety of different approaches, strategies and tools to help scaffold writing to enable children to learn and progress.</p> <p>Teachers began planning units of work relevant to the NZ Histories and were using this planning to guide their teaching and learning in their classrooms.</p> <p>These regular meetings have ensured that the staff and SENCO have been able to share their ideas and to formulate plans going forward, and to evaluate the effectiveness of them. Children receiving support have progressed and in some cases, support has no longer been required.</p>	<p>Our SENCO remains committed to meeting with the staff and the staff continue to find this an important process in our programme.</p> <p>Good progress has been made for staff who now know they will use the PaCT Progressions for assessing Writing</p> <p>The rubric was created from a range of resources, mainly e- sTTLe</p> <p>Teachers were interested in trying approaches to help children progress further.</p> <p>Children were engaged and interested in their personal and local histories. Classrooms had interesting programmes of work that reflected a gain in understanding of some of the objectives from the NZ Histories curriculum.</p> <p>IEP Meetings with the SENCO, Teacher, Parents and sometimes outside agencies, were invaluable to help identified children progress.</p>	<p>To continue the process of exploring our assessment data. Continue to ask questions about the impact of our programmes.</p> <p>Working closely with the WSL Teacher and continuing PLD in Writing throughout 2023</p> <p>As a Team, we will continue to explore the use of PaCT to enhance writing assessment and OTJs</p> <p>Further exploration into how the use of data can validate the success of approaches to teaching that might be working for individuals or groups of children. Change approaches to teaching writing as necessary.</p> <p>To expand on work around developing the NLS NZ Histories. To collaborate in regards to what this curriculum looks like across the school and in which context it should be taught most relevant to the children and community of NLS.</p> <p>Continue to provide time for the SENCO to have these collaborative meetings about identified children. Continue to share and support each other as to how to cater for a variety of learning needs.</p>
Planning for next year			



### Was this target met for the year?

In 2022 the SMS changed to HERO. Data was gathered and OTJ's made at the End of Term 1 and the End of Term 3.

There were a small number of gains in writing from Term 1 to Term 3.

Progress for understanding data and how the PaCT Progressions can support teaching and learning meant that the target was useful for staff to have a go at the process of understanding best practices.

Staff will be led through this in more detail in 2023 and will gain a great understanding of the Writing Progression Framework and how to use PaCT to inform teaching and learning of writing. Staff may want to consider changing their formal assessment and reporting cycle to Term 2 and Term 4 as expected targets are for the 'End of Year'

### 2023 Targets

#### Mathematics annual target

To accelerate the progress of the following groups of students

- Boys who are not achieving at or above their curriculum level expectation in mathematics
- Girls who are achieving at their expected curriculum level in mathematics.

#### Writing annual target:

To accelerate the progress of the following group of student

- Boys who are not achieving at or above their curriculum level expectation in writing

### Summary statement

After analysing the 1 target, the major points that I take away as the leader is the fact that I need to ensure all staff have the knowledge to make judgement calls that are consistent. To do this we need to ensure that staff are given time to review what we currently do, what best practice is, how to best meet the needs of the children in front of them and how we can make changes. The management team could not give a clear picture given the issues the school had endured in 2022.

As part of the work the new Acting Principal will undertake in 2023, actions to achieve the targets will need to be identified with the staff. This is about doing something different to achieve the targets, it will not be business as usual. They are about changing teacher practice in a way that will result in accelerated progress of those students identified in the target groups. As teachers, we need to know what support we can provide, what questions we need to ask and ensure that we are using the latest research and best practice to make a difference.

# **North Loburn School**

## **Kiwisport**

### **31 December 2022**

Kiwisport is a Government funding initiative to support students' participation in organised sports.

During 2022, the School received total Kiwisport funding of \$1,500 (GST excl).

During the year each term the money has been used to support sports skills from North Canterbury Sports to provide Big Ball and Small Ball skills, Fundamental Movement Skills, Teaching Games for Understanding and Athletics Run and Jump and Throw

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

The following questions address key aspects of compliance with a good employer policy:

<b>Reporting on the principles of being a Good Employer</b>	
How have you met your obligations to provide good and safe working conditions?	<i>As outlined in our Employer Responsibility Policy on School Docs, we have taken all reasonable steps to act as a good employer who builds relationships built on trust, confidence and good faith.</i>
What is in your equal employment opportunities programme?  How have you been fulfilling this programme?	<i>As outlined in our Equal Employment Opportunities Policy on School Docs, we ensure that all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes, without bias or discrimination.</i>  <i>We have fulfilled this programme through the employment process of a new DP and Interim Principal in 2022.</i>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>Tihiraki North Loburn School Board of Trustees:</i>  <i>-shows commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development</i> <i>- selects the person most suited to the position in terms of skills, experience, qualifications, and aptitude</i> <i>- recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups</i> <i>- ensures that employment and personnel practices are fair and free of any bias.</i>
How are you recognising, <ul style="list-style-type: none"> <li>- The aims and aspirations of Maori,</li> <li>- The employment requirements of Maori, and</li> <li>- Greater involvement of Maori in the Education service?</li> </ul>	<i>Under the Education and Training Act 2020, a primary objective of Tihiraki North Loburn School board is giving effect to te Tiriti o Waitangi. We do this by:</i>  <i>-working to ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori</i>
How have you enhanced the abilities of individual employees?	<i>The board:</i>  <i>-takes all steps, so far as is reasonably practicable, to meet its <u>primary duty of care</u> obligations to ensure good and safe working conditions for employees and responds to all reasonable concerns and requests made by employees</i>

	<p><i>-considers staff health and wellbeing (hauora) and work-life balance, and will consider applications for flexible working arrangements</i></p> <p><i>-ensures that all employees maintain proper standards of integrity and conduct, and a concern for the safety and wellbeing of students, colleagues, and public interest</i></p> <p><i>-promotes high levels of staff performance through:</i></p> <ul style="list-style-type: none"> <li><i>- performance management and professional development (including budgeting for training and development programmes intended to enhance the abilities of individual employees)</i></li> </ul> <p><i>-acknowledgement of staff achievements</i></p> <p><i>-<u>salary units</u> and <u>classroom release time</u>.</i></p> <p><i>-deals effectively and fairly with any concerns through the <u>concerns and complaints</u> and <u>protected disclosure</u> procedures.</i></p>
How are you recognising the employment requirements of women?	<i>As stated above under the Equal Employment Opportunities policy.</i>
How are you recognising the employment requirements of persons with disabilities?	<i>As stated above under the Equal Employment Opportunities policy.</i>

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

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

## INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of North Loburn School (the School). The Auditor-General has appointed me, Warren Johnstone 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 2 to 19, 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 31<sup>st</sup> 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 Listing, Analysis of Variance, Kiwisport Report and the Good Employer Statement, but does not include the financial statements, and our auditor's report thereon.

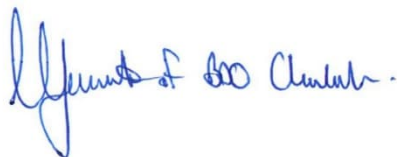
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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.



Warren Johnstone  
BDO Christchurch  
On behalf of the Auditor-General  
Christchurch, New Zealand