

TE KURA O WAIKARE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number: 1666

Principal: Cheryl Meek

School Address: Waikare Valley Road, Waikare

School Postal Address: Waikare Valley Road RD 3, Kawakawa, 0283

School Phone: 09 403 7385

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Accountant / Service Provider:

Education  *Services.*
Dedicated to your school

TE KURA O WAIKARE

Annual Report - For the year ended 31 December 2022

Index

Page	Statement
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	Financial Statements
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1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 21	Notes to the Financial Statements

	Other Information
--	--------------------------

	Members of the Board
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	Kiwisport / Statement of Compliance with Employment Policy
--	--

	Analysis of Variance
--	----------------------

Te Kura o Waikare

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.

Hope Hancy

Full Name of Presiding Member



Signature of Presiding Member

17/07/2023

Date:

Cheryl Meek

Full Name of Principal



Signature of Principal

17/07/2023

Date:

Te Kura o Waikare

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

		2022	2022	2021
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	1,551,696	1,121,206	1,345,472
Locally Raised Funds	3	25,690	19,000	19,598
Interest Income		13,221	2,000	3,191
Gain on Sale of Property, Plant and Equipment		7,424	-	657
		<u>1,598,031</u>	<u>1,142,206</u>	<u>1,368,918</u>
Expenses				
Locally Raised Funds	3	21,024	13,500	13,260
Learning Resources	4	947,564	674,357	875,903
Administration	5	215,188	107,014	151,002
Finance		1,490	1,500	1,853
Property	6	226,457	221,853	132,356
Other Expenses	7	159,564	149,400	80,956
Loss on Disposal of Property, Plant and Equipment	12	462	-	7,602
		<u>1,571,749</u>	<u>1,167,624</u>	<u>1,262,932</u>
Net Surplus / (Deficit) for the year		26,282	(25,418)	105,986
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>26,282</u>	<u>(25,418)</u>	<u>105,986</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 Kura o Waikare

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		858,115	694,024	741,565
Total comprehensive revenue and expense for the year		26,282	(25,418)	105,986
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	10,564
BoT Contribution to MoE Project		(24,628)	-	-
MoE Assets		10,469	-	-
Equity at 31 December		870,238	668,606	858,115
Accumulated comprehensive revenue and expense		870,238	668,606	858,115
Equity at 31 December		870,238	668,606	858,115

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 Kura o Waikare
Statement of Financial Position
As at 31 December 2022

		2022	2022	2021
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	8	356,606	365,636	389,061
Accounts Receivable	9	77,560	92,199	54,892
GST Receivable		18,571	-	15,787
Prepayments		5,337	7,238	6,283
Inventories	10	4,972	2,106	9,903
Investments	11	550,886	130,886	400,886
Funds Receivable for Capital Works Projects	17	-	-	27,169
		1,013,932	598,065	903,981
Current Liabilities				
GST Payable		-	945	-
Accounts Payable	13	136,736	63,280	71,078
Revenue Received in Advance	14	-	100	-
Provision for Cyclical Maintenance	15	100,754	66,182	64,783
Finance Lease Liability	16	6,792	6,613	6,047
Funds held for Capital Works Projects	17	68,031	-	92,149
		312,313	137,120	234,057
Working Capital Surplus/(Deficit)		701,619	460,945	669,924
Non-current Assets				
Property, Plant and Equipment	12	220,499	233,034	239,281
		220,499	233,034	239,281
Non-current Liabilities				
Provision for Cyclical Maintenance	15	42,100	8,136	39,900
Finance Lease Liability	16	9,780	17,237	11,190
		51,880	25,373	51,090
Net Assets		870,238	668,606	858,115
Equity		870,238	668,606	858,115

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



Te Kura o Waikare

Statement of Cash Flows

For the year ended 31 December 2022

		2022	2022	2021
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
Cash flows from Operating Activities				
Government Grants		565,109	503,035	529,662
Locally Raised Funds		28,368	19,000	17,770
Goods and Services Tax (net)		(2,784)	-	(16,732)
Payments to Employees		(163,719)	(117,936)	(176,055)
Payments to Suppliers		(286,111)	(465,477)	(182,173)
Interest Paid		(1,490)	(1,500)	(1,853)
Interest Received		8,361	2,000	3,286
Net cash from/(to) Operating Activities		147,734	(60,878)	173,905
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		21,602	-	657
Purchase of Property Plant & Equipment (and Intangibles)		(35,054)	(22,250)	(20,740)
Purchase of Investments		(150,000)	-	(270,000)
Net cash from/(to) Investing Activities		(163,452)	(22,250)	(290,083)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	10,564
Owners Contributions		(14,159)	-	-
Finance Lease Payments		(4,977)	(7,008)	(4,617)
Funds Administered on Behalf of Third Parties		2,399	(20,000)	23,520
Net cash from/(to) Financing Activities		(16,737)	(27,008)	29,467
Net increase/(decrease) in cash and cash equivalents		(32,455)	(110,136)	(86,711)
Cash and cash equivalents at the beginning of the year	8	389,061	475,772	475,772
Cash and cash equivalents at the end of the year	8	356,606	365,636	389,061

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 Kura o Waikare

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

Te Kura o Waikare (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 16. Future operating lease commitments are disclosed in note 22b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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



Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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



Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	40 years
Buildings	40 years
Furniture and Equipment	5-18 years
Information and Communication Technology	4 years
Motor Vehicles	5 years
Library Resources	8 years
Leased assets held under a Finance Lease	Term of Lease

k) Intangible Assets

Software costs

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

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

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

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

Non cash generating assets

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

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

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

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

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

m) Accounts Payable

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



n) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

o) Revenue Received in Advance

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

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

p) Funds Held in Trust

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

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

q) Funds held for Capital works

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

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

r) Shared Funds

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



s) Provision for Cyclical Maintenance

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

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

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

t) Financial Instruments

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

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

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

u) Borrowings

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

v) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

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

x) Services received in-kind

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



2. Government Grants

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Government Grants - Ministry of Education	681,228	503,035	544,770
Teachers' Salaries Grants	736,399	492,036	697,143
Use of Land and Buildings Grants	116,211	126,135	103,559
Other Government Grants	17,858	-	-
	<u>1,551,696</u>	<u>1,121,206</u>	<u>1,345,472</u>

The school has opted in to the donations scheme for this year. Total amount received was \$13,500.

3. Locally Raised Funds

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

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations & Bequests	506	-	100
Fees for Extra Curricular Activities	7,900	-	1,000
Trading	5,404	6,000	5,956
Fundraising & Community Grants	130	-	42
Other Revenue	11,750	13,000	12,500
	<u>25,690</u>	<u>19,000</u>	<u>19,598</u>
Expenses			
Trading	11,944	6,000	9,009
Other Locally Raised Funds Expenditure	9,080	7,500	4,251
	<u>21,024</u>	<u>13,500</u>	<u>13,260</u>
<i>Surplus for the year Locally raised funds</i>	<u>4,666</u>	<u>5,500</u>	<u>6,338</u>

4. Learning Resources

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Curricular	52,997	63,900	35,684
Equipment Repairs	6,976	-	-
Information and Communication Technology	5,306	4,800	4,543
Employee Benefits - Salaries	817,341	550,508	778,152
Staff Development	7,988	5,150	6,019
Depreciation	56,956	49,999	51,505
	<u>947,564</u>	<u>674,357</u>	<u>875,903</u>



5. Administration

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	3,700	4,300	4,100
Board Fees	3,500	4,000	2,745
Board Expenses	4,015	6,950	1,407
Communication	1,305	2,400	1,153
Consumables	4,333	4,400	4,111
Other	6,230	16,000	10,619
Employee Benefits - Salaries	79,574	59,464	65,598
Insurance	4,734	4,000	859
Service Providers, Contractors and Consultancy	6,648	5,500	5,772
Healthy School Lunch Programme	101,149	-	54,638
	<u>215,188</u>	<u>107,014</u>	<u>151,002</u>

6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	6,123	3,000	5,498
Cyclical Maintenance Provision	38,171	20,218	(199)
Grounds	49,667	57,500	7,244
Heat, Light and Water	9,275	9,500	13,007
Repairs and Maintenance	7,010	5,000	3,247
Use of Land and Buildings	116,211	126,135	103,559
Security	-	500	-
	<u>226,457</u>	<u>221,853</u>	<u>132,356</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	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Loss on Uncollectable Accounts Receivable	1,755	-	-
Transport	157,809	149,400	80,956
	<u>159,564</u>	<u>149,400</u>	<u>80,956</u>

8. Cash and Cash Equivalents

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	356,606	237,836	389,061
Short-term Bank Deposits	-	127,800	-
Cash and cash equivalents for Statement of Cash Flows	<u>356,606</u>	<u>365,636</u>	<u>389,061</u>

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

Of the \$356,606 Cash and Cash Equivalents \$68,031 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	3,944	4,094	4,541
Banking Staffing Underuse	9,310	42,341	-
Interest Receivable	5,989	1,224	1,129
Teacher Salaries Grant Receivable	58,317	44,540	49,222
	<u>77,560</u>	<u>92,199</u>	<u>54,892</u>
Receivables from Exchange Transactions	9,933	5,318	5,670
Receivables from Non-Exchange Transactions	67,627	86,881	49,222
	<u>77,560</u>	<u>92,199</u>	<u>54,892</u>

10. Inventories

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Stationery	327	-	89
Uniform	4,645	2,106	9,814
	<u>4,972</u>	<u>2,106</u>	<u>9,903</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	550,886	130,886	400,886
Total Investments	<u>550,886</u>	<u>130,886</u>	<u>400,886</u>



12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Land	26,000	-	-	-	-	26,000
Buildings	48,835	-	-	-	(2,046)	46,789
Building Improvements	22,347	-	-	-	(2,047)	20,300
Furniture and Equipment	19,289	27,844	-	-	(5,919)	41,214
Information and Communication Technology	32,578	18,641	(462)	-	(14,264)	36,493
Motor Vehicles	74,083	-	(14,178)	-	(25,160)	34,745
Leased Assets	16,149	6,329	-	-	(7,520)	14,958
Balance at 31 December 2022	239,281	52,814	(14,640)	-	(56,956)	220,499

The net carrying value of equipment held under a finance lease is \$14,958 (2021: \$16,149)

Restrictions

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

	2022	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Land	26,000	-	26,000	26,000	-	26,000
Buildings	81,861	(35,072)	46,789	81,861	(33,026)	48,835
Building Improvements	40,470	(20,170)	20,300	40,470	(18,123)	22,347
Furniture and Equipment	95,459	(54,245)	41,214	67,615	(48,326)	19,289
Information and Communication Technology	77,934	(41,441)	36,493	61,000	(28,422)	32,578
Motor Vehicles	126,135	(91,390)	34,745	158,000	(83,917)	74,083
Leased Assets	26,488	(11,530)	14,958	27,867	(11,718)	16,149
Library Resources	26,424	(26,424)	-	26,424	(26,424)	-
Balance at 31 December	500,771	(280,272)	220,499	489,237	(249,956)	239,281

13. Accounts Payable

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	74,358	14,917	16,793
Accruals	3,700	3,420	3,600
Employee Entitlements - Salaries	58,317	44,540	49,222
Employee Entitlements - Leave Accrual	361	403	1,463
	136,736	63,280	71,078
Payables for Exchange Transactions	136,736	63,280	71,078
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	136,736	63,280	71,078

The carrying value of payables approximates their fair value.



14. Revenue Received in Advance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Other Received In Advance	-	100	-
	-	100	-

15. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	104,683	54,100	104,882
Increase to the Provision During the Year	18,046	20,218	19,817
Other Adjustments	20,125	-	(20,016)
Provision at the End of the Year	142,854	74,318	104,683
Cyclical Maintenance - Current	100,754	66,182	64,783
Cyclical Maintenance - Non current	42,100	8,136	39,900
	142,854	74,318	104,683

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

16. Finance Lease Liability

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	7,940	6,613	7,278
Later than One Year and no Later than Five Years	10,526	17,237	12,436
Future Finance Charges	(1,894)	-	(2,477)
	16,572	23,850	17,237
Represented by			
Finance lease liability - Current	6,792	6,613	6,047
Finance lease liability - Non current	9,780	17,237	11,190
	16,572	23,850	17,237



17. Funds Held (Owed) for Capital Works Projects

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

2022	Project No.	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
		\$	\$	\$		\$
Water Tank/Plumbing	212046	(165)	165	-	-	-
SIP Project Court Surface, Pool Shade	225587	(27,004)	5,000	(2,624)	24,628	-
Library Upgrade	228602	23,200	-	(4,165)	-	19,035
AMS Int Refurb, Window Joinery ILE	228601	32,017	-	(19,953)	-	12,064
Electrical Upgrades, Pool	228599	9,140	-	-	-	9,140
Block 9, Pool Roofing Works	228598	16,500	-	-	-	16,500
Water Tanks Reline	228600	11,292	-	-	-	11,292
Asbestos Removal	237038	-	21,792	(21,792)	-	-
Totals		64,980	26,957	(48,534)	24,628	68,031

Represented by:

Funds Held on Behalf of the Ministry of Education	68,031
Funds Receivable from the Ministry of Education	-

2021	Project No.	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
		\$	\$	\$		\$
Water Tank/Plumbing	212046	(165)	-	-	-	(165)
SIP Project Court Surface, Pool Shade	225587	42,277	-	(69,281)	-	(27,004)
Library Upgrade	228602	-	27,978	(4,778)	-	23,200
AMS Int Refurb, Window Joinery ILE	228601	-	37,615	(5,598)	-	32,017
Electrical Upgrades, Pool	228599	-	9,450	(310)	-	9,140
Block 9, Pool Roofing Works	228598	-	17,100	(600)	-	16,500
Water Tanks Reline	228600	-	11,700	(408)	-	11,292
Totals		42,112	103,843	(80,975)	-	64,980

Represented by:

Funds Held on Behalf of the Ministry of Education	92,149
Funds Receivable from the Ministry of Education	(27,169)

18. Related Party Transactions

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

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



19. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	3,500	2,745
<i>Leadership Team</i>		
Remuneration	242,283	310,602
Full-time equivalent members	2.00	2.78
Total key management personnel remuneration	<u>245,783</u>	<u>313,347</u>

There are 7 members of the Board excluding the Principal. The Board had held 11 full meetings of the Board in the year. The Board also has Finance (7 members) and Property (7 members) that met 11 and 11 times respectively. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	120 - 130
Benefits and Other Emoluments	4 - 5	3 - 4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 - 110	1.00	-
	<u>1.00</u>	<u>0.00</u>

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

20. Compensation and Other Benefits Upon Leaving

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

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



21. Contingencies

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

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The school is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2022.

The Ministry is in the Process of determining the amount of the final wash up payment for the year ended 31 December 2022. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The school has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2023.

Holidays Act Compliance – schools payroll

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

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

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

22. Commitments

(a) Capital Commitments

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

\$280,195 contract for the Library Upgrade as agent for the Ministry of Education. This project is fully funded by the Ministry and \$27,978 has been received of which \$8,943 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$376,713 contract for the AMS Int Refurb, Window Joinery ILE as agent for the Ministry of Education. This project is fully funded by the Ministry and \$37,615 has been received of which \$25,551 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$10,500 contract for the Electrical Upgrades, Pool as agent for the Ministry of Education. This project is fully funded by the Ministry and \$9,450 has been received of which \$310 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$19,000 contract for the Block 9, Pool Roofing Works as agent for the Ministry of Education. This project is fully funded by the Ministry and \$17,100 has been received of which \$600 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$13,000 contract for the Water Tanks Reline as agent for the Ministry of Education. This project is fully funded by the Ministry and \$11,700 has been received of which \$408 has been spent on the project to balance date. This project has been approved by the Ministry.



(Capital commitments as at 31 December 2021:

\$12,418 contract for the Water Tank/Plumbing as agent for the Ministry of Education. This project is fully funded by the Ministry and \$12,235 has been received of which \$12,400 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$50,000 contract for the SIP Project Court Surface, Pool Shade as agent for the Ministry of Education. This project is fully funded by the Ministry and \$45,000 has been received of which \$72,004 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$280,195 contract for the Library Upgrade as agent for the Ministry of Education. This project is fully funded by the Ministry and \$27,978 has been received of which \$4,778 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$376,713 contract for the AMS Int Refurb, Window Joinery ILE as agent for the Ministry of Education. This project is fully funded by the Ministry and \$37,615 has been received of which \$5,598 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$10,500 contract for the Electrical Upgrades, Pool as agent for the Ministry of Education. This project is fully funded by the Ministry and \$9,450 has been received of which \$310 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$19,000 contract for the Block 9, Pool Roofing Works as agent for the Ministry of Education. This project is fully funded by the Ministry and \$17,100 has been received of which \$600 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$13,000 contract for the Water Tanks Reline as agent for the Ministry of Education. This project is fully funded by the Ministry and \$11,700 has been received of which \$408 has been spent on the project to balance date. This project has been approved by the Ministry.)

(b) Operating Commitments

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

(a) operating lease of photocopiers;

No later than One Year

Later than One Year and No Later than Five Years

Later than Five Years

2022 Actual \$	2021 Actual \$
-	286
-	-
-	-
-	286

The total lease payments incurred during the period were \$0 (2021: \$0).



23. Financial Instruments

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

Financial assets measured at amortised cost

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	356,606	365,636	389,061
Receivables	77,560	92,199	54,892
Investments - Term Deposits	550,886	130,886	400,886

Total Financial assets measured at amortised cost

985,052	588,721	844,839
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Financial liabilities measured at amortised cost

Payables	136,736	63,280	71,078
Finance Leases	16,572	23,850	17,237

Total Financial Liabilities Measured at Amortised Cost

153,308	87,130	88,315
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24. Events After Balance Date

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

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

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

25. Comparatives

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



Te Kura o Waikare

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Hope Hancy	Presiding Member	Elected	Jun 2025
Cheryl Meek	Principal	ex Officio	
Vanessa Reti	Parent Representative	Elected	Dec 2022
Rebecca Parkes	Parent Representative	Elected	Jun 2025
Kris Hancy	Parent Representative	Appointed	Jun 2025
Phillipa Reti	Parent Representative	Appointed	Sep 2022
Maybelle Hepi	Parent Representative	Elected	Jun 2025
Karen Ryder	Staff Representative	Appointed	Sep 2022
Tania Nohotima	Staff Representative	Appointed	Jun 2025
Ata Leato	Student Representative	Appointed	Jun 2025
Kara George (Kaumatua)	Other	Co-opted	Jun 2025

Te Kura o Waikare

Kiwisport

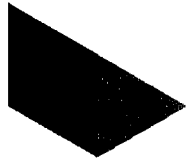
Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received total Kiwisport funding of \$1,317 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2022 the Te Kura o Waikare Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.

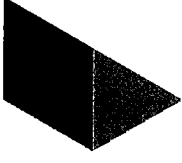
Tauāki Pūrongotanga Rerekētanga



Ingoa o te Kura:	Te Kura o Waikare	Tau o te Kura: 1666
Whāinga Rautaki:	TUKUIHOTANGA	
Te whāinga ā-tau:	Use our guiding maunga (Ngaiotonga, Tirikohua and Pukemahangarua) to firmly entrench Te Kapotai values and attributes. <ul style="list-style-type: none">• Mahi Ngātahi• Kotahitanga• Kaitiakitanga• Whanaungatanga• Manaakitanga• Aroha• Whāia te Mātauranga me te Tika• Tū Tangata As a baseline measure for promoting and reporting about the special character of the kura	
Keo:	<ul style="list-style-type: none">• Build skill and knowledge about cultural integrity for upholding the values of the kura• Create and display the core values in classrooms, meeting spaces, outdoors and in pānui to the whānau and the hapori of Waikare• Identify ways to celebrate the core values for learning that contribute to oranga whānau, hapu, iwi me te hapori of Waikare.	
Te Papa Raraunga:	I te mutunga o te tau 2022, 94 ngā mokopuna ki Te Kura o Waikare: 53 ngā mokopuna nō Te Kapotai 7 ngā mokopuna nō Ngāti Kuta, Patukeha 22 ngā mokopuna nō Ngāti Hine 14 ngā mokopuna nō Ngāti Manu 2 ngā mokopuna nō Ngāti Wai 94 ngā mokopuna nō Ngāpuhi.	

Ngā Mahi <i>I aha mātou?</i>	Ngā Whakataunga <i>I ahatia?</i>	Ngā take mō te rerekētanga <i>He aha i pērā ai?</i>	Arotakenga <i>Me ahu pēhea ināianei?</i>
<p>I whakarite hui whakamana i ngā mokopuna ia wiki</p>	<p>I whakamana mātou ngā kaiako katoa i ngā mokopuna i runga i ngā uarā o te kura: Mahi Ngātahi Whakanuia Te Reo Rangatira Tū Tangata.</p>	<p>I whakataha nga poumarumaru i te \$5000 ki roto i te tahua pūtea ki te hoko taonga whakanui i ngā mokopuna.</p>	<p>Ka haere tonu mātou ki te whakanui i ngā mokopuna ia wiki. Kua kite mātou i ngā hua ki roto i ngā mokopuna ki tēnei mahi whakanui. Kua iti noa ngā raruraru kua puta mai ki waenganui i ngā mokopuna.</p>
<p>I āta wetewete ngā uarā kia mārama ngā kaiako katoa.</p>	<p>Nā te āta wetewete i ngā uarā i kōkiri ngātahi ngā kaiako ki te mārama ki ēnei uarā.</p>	<p>I kite mātou i te rerekētanga o ngā whakaaro o tēna kaiako, o tēna kaiako, koia i āta wetewete ai ngā uarā.</p>	<p>Ka tīmata mātou ki te whakaako i ēnei uarā ki te whānau me te hapori. I āta kōrerohia ngā uarā nei ki ngā hui o te marae.</p>

I timata ētahi mokopuna o Te Kura o Waikare ki kura kē atu, i kite, i rongo ngā kōrero mō tō rātou ātaahua, māia, tū rangatira.	Nā te kaha whakatō, whakatinana i ngā uarā i pērā ai ngā kōrero a ētahi atu.	Ko te hiahia kia kotahi te whakaaro o ngā kaiako ki ēnei uarā.	Ka kawē tonu mātou i ētahi kaupapa waka.
Koinei te kaupapa aronga a ERO	I kite a ERO i te angitūtanga o ngā mokopuna ki roto i ngā uarā o te kura. Kua tuhia ki tō rātou ripoata.	Ka ārahi ngā uara i tō mātou hotaka whanonga	Ka ū tonu ki tēnei.
Ka whakahaerehia Kaupapa Waka mā Kura kē (TKKM o Te Rāwhitiroa, Tikipunga Primary School, Kamo Intermediate School), mā ētahi kamupene (Northland District Health Board, te whānau Mānihera).	Ko ngā highlights a ngā tāngata nā rātou te kaupapa i karanga, ko ngā mokopuna. Koinei te tino aromatawai i ngā uarā nei, ka waiho mā tētahi atu e mihi, e whakanui i ngā mokopuna.	I kite ngā tāngata i te āhuatanga kuraina ki kura noho tuawhenua, i kite hoki rātou i ngā uarā kei roto i ngā mokopuna. Ko te uarā Manaakitanga e tino kite ana i roto i tēnei kaupapa.	Ka kawē tonu mātou i ētahi kaupapa waka mō ngā kura kē kia kite mātou ngā kaiako o te kura i te rangatiratanga a ngā kaihoe e kaha pīkau nei i tēnei kaupapa ki te marea.
Te Whakamahere mō te tau e tū mai nei:			
<ul style="list-style-type: none"> • Share understandings about cultural integrity for upholding the values of the kura. • Promote and display the core values in classrooms, meeting spaces, outdoors and in pānui to the whānau and the hapori of Waikare. • Share information about ways to celebrate the core values for learning that contribute to oranga whānau, hapu, iwi and the hapori of Waikare. • NELP – 1.2, 3.1 			



Whāinga Rautaki:	ORANGA
Te whāinga ā-tau:	To create and maintain positive and safe learning and living environments for students to strive and thrive at kura in preparation for their rapidly changing futures.
Keo:	<ul style="list-style-type: none">• Establish positive and safe procedures for all students and their parents to express their thoughts and to resolve concerns or complaints.• Provide foundational learning for Yr 1 – 4 students through the delivery of a rich and exciting AKO curriculum that identifies their natural talents.• Provide consolidation learning for Yr 5 – 10 students through the delivery of a broad and interesting AKO curriculum that strengthens their natural talents.• Support each student to create Kōpaki Ākonga to store examples of excellent work, assessments and plans for new learning.• Establish our Mana Motuhake through SEED SOVEREIGNTY, where a nursery will be created on site to further develop our own kaiitiaki o ngā rākau.
Te Papa Raraunga:	I te mutunga o te tau 2022, 94 ngā mokopuna ki Te Kura o Waikare: 53 ngā mokopuna nō Te Kapotai 7 ngā mokopuna nō Ngāti Kuta, Patukeha 22 ngā mokopuna nō Ngāti Hine 14 ngā mokopuna nō Ngāti Manu 2 ngā mokopuna nō Ngāti Wai 94 ngā mokopuna nō Ngāpuhi.

<p>Ngā Mahi <i>I aha mātou?</i></p>	<p>Ngā Whakataunga <i>I ahatia?</i></p>	<p>Ngā take mō te rerekētanga <i>He aha i pērā ai?</i></p>	<p>Arotakenga <i>Me ahu pēhea ināianei?</i></p>
<p>I whakairi i te Kaipapa Here Concerns & Complaints ki te whārangi pukamata me te pae tukutuku a te kura. I imēra hoki i tēnei Kaipapa Here ki ngā whānau me ngā kaimahi katoa.</p>	<p>I kite mātou i te rerekētanga o ngā whakaaro o ngā mātua, whānau, hapori, kaimahi hoki mō te huarahi whakatakoto amuamu.</p>	<p>I kaha ētahi whānau te tuku mai i a rātou amuamu ki te tumuaki, kāhore e kawea ana ki mua i te kaiako i te tuatahi erangi i kaha mātou ko ngā kaimahi me ngā poumarumarū te whai i ngā tukanga a te Kaipapa Here. I kaha mātou ki te hoki atu ki ngā Kaipapa Here kua whakairia ki te pae tukutuku, whārangi pukamata me te imēra hoki.</p>	<p>Hei te tau nei ka whakatū wānanga mō ngā whānau kia mārama pū rātou ki te tukanga o ētahi Kaipapa Here – Concerns & Complaints, Attendance and Enrolment.</p>
<p>He kaha ngā poumarumarū ki te arotake i ngā Kaipapa Here ki roto i ngā hui ā mara</p>	<p>Kua waia ngā poumarumarū ki te arotake i ngā Kaipapa Here e ai ki tō mātou 2022 BOT Workplan.</p> <p>I haere hoki ētahi poumarumarū ki Te Wānanga Arataki ka whakahaerehia e Ngā Kura ā Iwi o Aotearoa.</p>	<p>Kua whakapiki i te māia a ngā poumarumarū ki ngā tukanga e whakahaerehia ana e te tumuaki. Kua piki hoki te matatau a ngā poumarumarū ki tēnei āhuatanga o ngā Kaipapa Here me ngā tukanga whakahaere.</p>	<p>Ka ū tonu ngā poumarumarū ki te 2023 BOT Workplan, ā, ka arotake i ngā Kaipapa Here, ā, ka whakamōhio atu hoki ki ngā whānau mō ngā Kaipapa Here mātāmua – Concerns & Complaints, Attendance and Enrolment.</p>

<p>Ka whakahaere kaupapa pūmanawa mātou ngā kaimahi a te kura.</p> <p>He kaupapa angitū te Marau ā Kura ki roto i tēnei kura.</p>	<p>Nā Covid 19 i whati tēnei kaupapa i te wāhanga 1.</p> <p>Mā te whakamahi i te Marau ā Kura, kei ngā waahi rerekē ngā mokopuna mō tō rātou ake huarahi ako, kīhai tētahi i hinga ki raro. He kōunga ake, he māmā ake te whakamahere a ngā kaiako i ēnei kaupapa.</p> <p>Kua waia ngā kaiako kia noho wehe ngā mahere Marau ā Kura ki ngā mahere Te Reo Matatini me te Pāngarau.</p>	<p>I hīkina te kaupapa pūmanawa mō te wāhanga 2 me te 3, nā te hiahia o ngā kaiako ki te aro ki kaupapa kē.</p> <p>Kua kite mātou kua angitū ngā mokopuna katoa ki raro i te Marau ā Kura.</p>	<p>Ka hoki ki te mahi i tēnei kaupapa a te tau hou i runga i te kaha īnoi a ngā mokopuna. He kaupapa pārekareka tēnei ki ngā mokopuna. A te wāhanga 1 & 4, ka mahi i te kaupapa pūmanawa, a te wāhanga 2 & 3 ka aro mātou ki te hauora, ki te toiora o ngā mokopuna.</p> <p>Ka haere tonu me tēnei momo whakamahere i ngā kaupapa e whakahaerehia ana ki roto i te kura.</p>
<p>Kua waihanga mātou i tētahi tauira kōpaki ākonga e ai ki Te Kura o Waikare</p>	<p>Kāhore mātou i whakamahi i te kōpaki ākonga i te tau 2022. I uaua mā ngā kaiako ki te ako me pēhea te whakamahi i te Google Sites me te tauira kōpaki ākonga.</p>	<p>He taimaha te mahi a te kaiako, he tini ngā mahi, aromatawai, mahere, tuhi ripoata, whakaako tamariki.</p> <p>Kua īnoi ki tētahi kaiwhakangungu PLD Relationships First kia piki ake te kōunga o te whakaako a ngā kaiako. Kia mārāma ngā kaiako nā te time management e hiki i te taimahatanga a ngā mahi.</p>	<p>Ka riro ngā tamariki katoa i tētahi kōpaki ākonga a te tau 2023.</p>
<p>Establish our Māori Mana Motuhake through Shared Sovereignty, where a nurse will be created on site to further develop our own kaitiaki ākonga.</p>			

Ka whakarite i tētahi whare kakano hei tautoko i te whāinga o te tiaki i te whakapapa o ngā rākau taketake, ngā rākau rongoā me ngā rākau huarākau- āporo, pītoa, ārani, rēmana hoki.	I hoko ngā poumarumarū e rua ngā 20FT containers, tuatahi nei; hei akomanga iti mō te whare kakano. Ka rua, hei waahi storage mō te whare kakano.	Kīhai mātou i whakarite i te whare kakano, e tatari ana mātou te kīte ka noho ngā akomanga hou ki hea. E tatari ana kia paparahi te whenua o te whīra, ā, ka tuku i te whenua ki te waahi ka noho te whare kakano, kātahi ka āhei te whakarite i te whare kakano.	Kua hui ki te taha o ngā Property Advisors. Kua tuhi i tētahi Education Brief. Ka tīmata te tutuki i ētahi wāhanga o te 10YPP. Ka riro te kura i ētahi akomanga hou mō te roll growth.
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Te whakamahere mō te tau e tū mai nei:

- Maintain positive, safe procedures for all students and their parents to express their thoughts and to resolve concerns or complaints.
- Provide foundational learning for Year 1 – 4 students through the delivery of a rich and exciting curriculum that identifies their natural talents.
- Provide consolidation learning for Year 5 – 10 students through the delivery of a broad and interesting curriculum that strengthens their natural talents.
- Support each student to create a Kōpaki Ākonga to store examples of excellent work, assessments and plans for new learning.
- Maintain our Mana Motuhake through SEED SOVEREIGNTY, where a nursery will be developed by collecting our own rākau seeds and growing them at our kura nursery.
- NELS – 1.2, 3, 4, 5.1

Whāinga Rautaki:	MĀTAURANGA
Te whāinga ā-tau:	To employ quality teachers and build their capabilities to deliver quality learning and assessment programmes.
Keo:	<ul style="list-style-type: none"> • Develop and deliver local AKO curriculum of quality teaching and learning for meeting the annual priority targets. • Gather, moderate and report quality assessment information for kāhui sharing about Year 1 – 10 student outcomes of wellbeing, learning and achievement. • Provide responsive PLD support to grow teacher capability for meeting the annual priority targets. • Support and resource PLD for every teacher to raise confidence, understanding and use of te reo and tikanga Māori.

Te Papa Raraunga:	<p>I te mutunga o te tau 2022, 94 ngā mokopuna ki Te Kura o Waikare:</p> <p>53 ngā mokopuna nō Te Kapotai</p> <p>7 ngā mokopuna nō Ngāti Kuta, Patukeha</p> <p>22 ngā mokopuna nō Ngāti Hine</p> <p>14 ngā mokopuna nō Ngāti Manu</p> <p>2 ngā mokopuna nō Ngāti Wai</p> <p>94 ngā mokopuna nō Ngāpuhi.</p>
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Ngā Mahi I aha mātou?	Ngā Whakataunga I ahatia?	Ngā take mō te rerekētanga He aha i pērā ai?	Arotakenga Me ahu pēhea ināianei?
Develop and deliver local AKO curriculum of quality teaching and learning for meeting the annual priority targets.	<p>Mā te whakamahi i te Marau ā Kura, kei ngā waahi rerekē ngā mokopuna mō tō rātou ake huarahi ako, kīhai tētahi i hinga ki raro.</p> <p>He kounga ake, he māmā ake te whakamahere a ngā kaiako i ēnei kaupapa.</p> <p>Kua waia ngā kaiako kia noho wehe ngā mahere Marau ā Kura ki ngā mahere Te Reo Matatini me te Pāngarau.</p>	<p>Kua kite mātou kua angitū ngā mokopuna katoa ki raro i te Marau ā Kura.</p> <p>Ka kohikohi whakaaro ngā kaiako a ngā tamarii me tō rātou mōhiotanga kē ki te kaupapa e heke mai ana, kātahi ka huri ki te whakamahere i te kaupapa mō te wāhanga hou.</p>	<p>Ka haere tonu me tēnei momo whakamahere i ngā kaupapa e whakahaerehia ana ki roto i te kura.</p>

Gather, moderate and report quality assessment information for kāhui sharing about Year 1 – 10 student outcomes of wellbeing, learning and achievement.	I whakaritea ētahi wā ki te moderate i ngā aromatawai ki roto i te Assessment Schedule – Tuhituhi, Pānui, Kōrero and Pāngarau.	Kīhai i tutuki te kāhui teina nā te tini o ngā mahi. I te whakaako te kaiako matua o te kāhui teina ki roto i te kāhui tuakana i tutuki te kāhui tuakana i te moderation o Te Reo Matatini me te Pāngarau. Kīhai ahau i mōhio me pēhea te aromatawai i te wellbeing a ngā ākonga. I tātuhia kotahi anahe te whānau me whai āwhina.	Ka whakakore ngā kāhui kia kotahi anahe. Mā te tumuaki e ārahi i te moderation me te rīpoata i ngā akoranga ki ngā whānau. Ka hoki mai te kaiako, nāna te haepapa o te kohikohi raraunga me te hotaka aromatawai. I tērā tau i puta ia i te kura kia aro ia ki tana tohu paerua.
-Provide responsive PLD support to grow teacher capability for meeting the annual priority targets. -Support and resource PLD for every teacher to raise confidence, understanding and use of te reo and tikanga Māori.	I mutu mātou i ngā haora o te whakangungu tuhituhi ki tō Kia Āta Mai taha. I roto i te tau i kite ahau nā COVID i āhua raru ai i te kōunga o ngā mahi whakaako a te kaiako. I uru atu ia kaimahi a te kura ki roto i ngā whakangungu reo a Te Rekamauroa.	I kite au i raru te nuinga o ngā kaiako ki te tutuki i ngā rā ka mutu i te aromatawai, tuhi rīpoata. Ko te whakarite wā te take i raru ai ngā kaiako. I heke te kōunga o ngā mahi whakaako a te kaiako. I tono whakangungu ahau mō te Relationships First kia kite ngā kaiako i te hekenga o te kōunga o a rātou mahi. Mā ngā kaiako, he mōumou wā Te Rekamauroa, mā etahi kaimahi i tutuki erangi i kaha a Te Rekamauroa ki te ngau i te wā a te tangata.	Ka kawe mātou i ēnei mahi whakangungu a tērā tau. - Relationships First - Team Building. - Mā te whakauru i ēnei ki roto i ngā PGCs ka tutuki, ka hikina pea i te kōunga a ngā mahi whakaako a ia kaiako. Ka tirohia ētahi atu huarahi whakapakari reo - Hui Marae - Te Reo kia Rere - Hapori Reo Māori atu i te kura.
Te Whakamahere mō te tau e tū mai nei:			
<ul style="list-style-type: none"> Expand and review the delivery of local AKO curriculum of quality teaching and learning for meeting the annual priority targets. Gather, moderate and report quality assessment information about student outcomes of wellbeing, learning and achievement. Provide responsive PLD support to grow teacher capability for meeting the annual priority targets. Support and resource PLD – Te Whare Tapu o Ngāpuhi, Team Building, Kaiako Pedagogy for every kaiako to raise confidence, understanding and use of te reo and tikanga māori. NELP – 2.2, 2.3, 5.2, 5.3, 6, 7 			

Whāinga Rautaki:	MĀTAURANGA
Te whāinga ā-tau:	Mokopuna own their learning and know themselves as learners – Assessment, reporting and monitoring involves students.
Keo:	Pāngarau Te Reo Matatini
Te Papa Raraunga:	<p>(1) Pāngarau 59 mai i te 88 o ngā ākonga kotahi te taumata ki muri (neke atu rānei), kei ngā tau 3 ki te 10, ka tae atu ki te taumata tika mō te pāngarau, te whenu tau, hei te paunga o te tau 2022.</p> <p>(2) Te Reo Matatini - Tuhituhi 57 mai i te 88 o ngā ākonga e rua ngā taumata ki muri (neke atu rānei), kei ngā tau 3 ki te 10, ka tae atu ki te taumata tika mō te tuhituhi hei te paunga o te tau 2021.</p> <p>(3) Te Reo Matatini - Pānui 45 mai i te 88 o ngā ākonga e rua ngā taumata ki muri (neke atu rānei), kei ngā tau 3 ki te 10, ka tae atu ki te taumata tika mō te pānui hei te paunga o te tau 2021.</p> <p>(4) Te Reo Matatini - Kōrero 49 mai i te 88 o ngā ākonga e rua ngā taumata ki muri (neke atu rānei), kei ngā tau 3 ki te 10, ka tae atu ki te taumata tika mō te kōrero hei te paunga o te tau 2021.</p>

<p>Ngā Mahi I aha mātou?</p>	<p>Ngā Whakataunga I ahatia?</p>	<p>Ngā take mō te rerekētanga He aha i pērā ai?</p>	<p>Arotakenga Me ahu pēhea ināianei?</p>
<p>I kaha te tumuaki ki te tautoko i ngā kaiako ki te aromatawai me te whakarite hui whakaōrite.</p> <p>We had 3 kaiako teach according to their strength and across 3 akomanga.</p> <p>Kaiako Tuhihi Kaiako Pānui Kaiako Pāngarau</p> <p>100 haora PLD mō Te Reo Matatini (Kia Āta Mai) Wāhanga 1 – Wāhanga 3, 2022.</p> <p>I tuku ngā ākonga ki ngā kaupapa maha kia whai wheako rātou hei kaupapa tuhihi.</p> <p>I whakarite hui whakaōrite (moderation) mā ngā kaiako.</p>	<p>Pāngarau: I te mutunga o 2021: 40/88 – Manawa Taki 19/88 – Manawa Āki 28/ 88 – Manawa Ora 1/88 – Manawa Toa I te mutunga o 2022: 7/94 – Manawa Taki 18/94 – Manawa Āki 57/ 94 – Manawa Ora 12/94 – Manawa Toa 9/25 students are chronically absent or late starters</p> <p>Tuhihi: I te mutunga o 2021: 37/88 – Manawa Taki 20/88 – Manawa Āki 31/ 88 – Manawa Ora I te mutunga o 2022: 10/94 – Manawa Taki 23/94 – Manawa Āki 51/ 94 – Manawa Ora 10/94 – Manawa Toa 17/33 students are chronically absent or late starters</p> <p>Pānui: I te mutunga o 2021: 30/88 – Manawa Taki 15/88 – Manawa Āki 34/ 88 – Manawa Ora 8/88 – Manawa Toa I te mutunga o 2022: 11/94 – Manawa Taki 24/94 – Manawa Āki 42/ 94 – Manawa Ora 17/94 – Manawa Toa 16/35 students are chronically absent or late starters</p> <p>Kōrero: I te mutunga o 2021: 27/88 – Manawa Taki 22/88 – Manawa Āki 28/ 88 – Manawa Ora</p>	<p>What we did well:</p> <ul style="list-style-type: none"> -The 3 Akomanga Hurihanga proved to be beneficial and provided consistency of data across 3 classrooms. -Tamariki love akomanga hurihanga and having a variety of kaiako teaching to their strengths. -Having Tau 1, Tau 2 as akomanga motuhake done well to provide a strong foundation in the basics -Having Rehutai as a akomanga motuhake caused a stronger relationship between the kaiako and those students -Staying open all year, no lockdowns -Kaiako worked really hard in the teaching and learning programmes -Kaiako were aware of data and students who needed extra support and where -Kaiako OTJs had become more accurate due to more moderation. -Kaiako became more familiar with the exemplars in Ngā Taumata Tuhihi Draft. -Kaiako became more confident in using their Tairongo to make an OTJ. -Kaiako became more familiar with He Manu Tuhihi resource. <p>What we need to improve on:</p> <ul style="list-style-type: none"> -Our Truancy/ absenteeism procedures need to be adhered to -It is impossible for the tumuaki to teach full time -Kaiako need to be more aware of timelines and why there are timelines -More dialogue around making OTJs -1-1 support for kaiako who consistently making under inflated or over inflated OTJs -Staffing was very difficult this year. -One Kaiako had inconsistent attendance due to a broken achille - One Kaiako went away on study leave 	<ul style="list-style-type: none"> • The assessment schedule is aligned to the Maramataka • Kaiako will continue to be made aware of tamariki at Manawa Taki and Manawa Āki • Kaiako will provide Individualised Learning Plans for Targeted Students • Create an Annual Goal to include Chronic Absenteeism • Create an Annual Goal to include Late Starter Students. • The Poumarumaru will employ in class support Kaiāwhina for 3 classes.

<p>8/88 – Manawa Toa I te mutunga o 2022: 7/94 – Manawa Taki 26/94 – Manawa Āki 47/94 – Manawa Ora 14/94 – Manawa Toa 22/33 students are chronically absent or late starters</p>	<p>Te Whakamahere mō te tau e tū mai nei:</p> <p>(1) Te Reo Matatini - Tuhihihi 17 mai i te 33 o ngā ākonga kei ngā tau 1 ki te 8, kei ngā taumata Manawa Taki / Āki, ka tae atu ki ngā taumata Manawa Ora mō te Tuhihihi hei te paunga o te tau nei.</p> <p>(2) Te Reo Matatini - Pānui 16 mai i te 35 o ngā ākonga kei ngā tau 1 ki te 8, kei ngā taumata Manawa Taki / Āki, ka tae atu ki te taumata Manawa Ora mō te Pānui hei te paunga o te tau nei.</p> <p>(3) Te Reo Matatini - Kōrero 22 mai i te 33 o ngā ākonga kei ngā tau 1 ki te 8, kei ngā taumata Manawa Taki / Āki, ka tae atu ki ngā taumata Manawa Ora mō Te Reo Kōrero hei te paunga o te tau nei.</p> <p>The above targets are for the Chronically Absent and Late Starter Students.</p>
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Whāinga Rautaki:	MANA MOTUHAKE
Te whāinga ā-tau:	To work collaboratively as a collective to grow relational trust and to build partnerships with students, their whānau and community.
Keo:	<ul style="list-style-type: none"> Hapori members will form a kahui to further support the Te Kapotai teaching and learning in the kura. The community will hold a 1 day wānanga per term for Kaiako to learn more about Te Rohe Pōtae o Te Kapotai. Ensure 30% of whānau contribute to Kura Social Media platforms in Te Reo by using weekly kīwaha, whakataukī, karakia, waiata. 30% of whānau have/ will attend events/ hui/ opportunities held by the kura.
Te Papa Raraunga:	I te mutunga o te tau 2022, 94 ngā mokopuna ki Te Kura o Waikare: 53 ngā mokopuna horekau he reo ki te kāinga 32 ngā mokopuna, Kotahi te matua e korero māori ana ki te kāinga 9 ngā mokopuna e korero ana ngā mātua e rua ki te kāinga

Ngā Mahi <i>I aha mātou?</i>	Ngā Whakataunga <i>I ahatia?</i>	Ngā take mō te rerekētanga <i>He aha i pērā ai?</i>	Arotakenga <i>Me ahu pēhea ināianei?</i>
30% of whānau have/ will attend events/ hui/ opportunities held by the kura. I whakarite hui kia tae mai ngā whānau me te hapori ki te kura	Community Consultation Hui (2) Parent/ Teacher Hui (2) Matariki Day 10 Tau Hekenga Praisegiving	30% i tae mai ki te hui ā Hapori tuatahi, 50% whānau i whakahoki surveys 63% median attendance from whānau for both Parent/ Teacher Hui. 60% attendance from whānau and community 20% attendance from whānau and community 80% attendance from whānau and community	Ka whakarite tonu mātou i ētahi Kaupapa kohikohi whānau me te hapori: Hui ā hapori Parent/ Teacher hui Beach Day Te Rere a Tuhoronuku 10 Tau Hekenga Matariki Praisegiving
Hapori members will form a kahui to further support the Te Kapotai teaching and learning in the kura.	I te wāhanga tuatahi, i haramai ētahi ākonga pakeke ki te kura ki te mahitahi me ētahi o ngā tamariki.	Kahore i tutuki i tēnei whāinga	Ka kawē tonu i tēnei whāinga ki te tau hou 2023
The community will hold a 1 day wānanga per term for Kaiako to learn more about Te Rohe Pōtae o Te Kapotai.	He tini tonu ngā Kaupapa i whakaritea e te hapori, i whakaae kia piri hoki ngā kaimahi o te kura ki ēnei kaupapa. - Te Puna Atawhai (after school programme, 1 day per week) - Wānanga Kōtiro - Wānanga Tama	Ko te hiahia kia kotahi te whakaaro o ngā kaiako ki ēnei uarā.	Ka kawē tonu i tēnei whāinga ki te tau hou 2023

Ensure 30% of whānau contribute to Kura Social Media platforms in Te Reo by using weekly kiwaha, whakataukī, karakia, waiata.	I ngoikore rawa te pātuhi mai o ngā whānau ki ngā pōhi pukamata.	20% o ngā whānau i whakahoki korero ki ngā pōhi pukamata. 15% o ēnei whānau i whakahokia ki te reo.	Ka whakakore tēnei whāinga hei te tau hou.
Te Whakamahere mō te tau e tū mai nei:			
<ul style="list-style-type: none"> • The hapori will form a kahui to further support the Te Kapotai teaching and learning in the kura. • The community will hold a 1 day wānanga per term for kaiako to learn more about Te Rohe Pōtae o Te Kapotai. • 50% of whānau have/ will attend events/ hui/ opportunities held by the kura. • NELP – 2.1, 2.4, 2.5 			

**INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF TE KURA O WAIKARE'S
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2022**

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The Auditor-General is the auditor of Te Kura o Waikare (the School). The Auditor-General has appointed me, Steve Bennett, using the staff and resources of Bennett & Associates, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 21, 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 Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 17 July 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 of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.



In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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



- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Analysis of Variance, the Kiwisport Statement, the List of Trustees and Statement of Responsibility but does not include the financial statements, and our auditor's report thereon. Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

Independence

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

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



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

