

# ST MARY'S SCHOOL (MILTON)

## ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2023

#### School Directory

**Ministry Number:** 3831

**Principal:** Diane Hayes

**School Address:** 7 Chaucer Street, Milton

**School Postal Address:** 7 Chaucer Street, Milton

**School Phone:** 03-417 8585

**School Email:** [office@saint-marys.school.nz](mailto:office@saint-marys.school.nz)

#### Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Peter Tiffany	Presiding Member/Proprietors Representation	Appointed	April 2025
Annie Soper	Presiding Member/Proprietors Representative	Appointed	April 2025
Diane Hayes	Principal ex Officio	ex Officio	
Dan Marshall	Parent Representative	Re-elected	April 2025
Joanna Davies	Parent Representative	Elected	April 2025
Michael Jago	Parent Representative	Elected	April 2025
Brad Williams	Parent Representative	Elected	April 2025
Duncan Woodhead	Parent Representative	Re-elected	April 2025
Gaynor Hayes	Proprietors Representative	Appointed	April 2025
Fr Jacob Thevasahay	Proprietors Representative	Appointed	April 2025
Tina Reardon	Staff Representative	Elected	April 2025

**Accountant / Service Provider:** Yardley Lo & Associates Limited  
Dunedin

# ST MARY'S SCHOOL (MILTON)

Annual Financial Statements - For the year ended 31 December 2023

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# St Mary's School (Milton)

## Statement of Responsibility

For the year ended 31 December 2023

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2023 fairly reflects the financial position and operations of the school.

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

*Peter Tiffany*

Full Name of Presiding Member

*[Signature]*

Signature of Presiding Member

*16/9/2024*

Date:

*Diane Hayes*

Full Name of Principal

*[Signature]*

Signature of Principal

*16/9/2024*

Date:

# St Mary's School (Milton)

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Revenue</b>				
Government Grants	2	644,029	537,016	615,571
Locally Raised Funds	3	11,501	39,300	49,605
Use of Proprietor's Land and Buildings		51,750	1,035,000	51,750
Interest		3,522	1,500	1,146
<b>Total Revenue</b>		<b>710,802</b>	<b>1,612,816</b>	<b>718,072</b>
<b>Expense</b>				
Locally Raised Funds	3	9,606	11,500	18,176
Learning Resources	4	498,041	504,698	491,563
Administration	5	112,060	68,470	115,024
Interest		-	-	1,005
Property	6	138,557	1,085,065	107,386
Loss on Disposal of Property, Plant and Equipment		-	-	127
<b>Total Expense</b>		<b>758,264</b>	<b>1,669,733</b>	<b>733,281</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>(47,462)</b>	<b>(56,917)</b>	<b>(15,209)</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>(47,462)</b>	<b>(56,917)</b>	<b>(15,209)</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.

# St Mary's School (Milton)

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Equity at 1 January</b>		116,379	116,379	129,129
Total comprehensive revenue and expense for the year		(47,462)	(56,917)	(15,209)
Contribution - Furniture and Equipment Grant		11,310	-	2,459
<b>Equity at 31 December</b>		80,227	59,462	116,379
Accumulated comprehensive revenue and expense		80,227	59,462	116,379
<b>Equity at 31 December</b>		80,227	59,462	116,379

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.

# St Mary's School (Milton)

## Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	72,539	67,206	94,123
Accounts Receivable	8	31,088	27,223	27,223
Prepayments		-	2,634	2,634
		<u>103,627</u>	<u>97,063</u>	<u>123,980</u>
<b>Current Liabilities</b>				
GST Payable		2,215	784	784
Accounts Payable	10	55,416	81,340	81,340
Revenue Received in Advance	11	1,385	-	-
Provision for Cyclical Maintenance	12	17,741	3,567	3,567
Painting Contract Liability	13	3,693	5,305	5,305
Finance Lease Liability	14	2,695	2,695	2,695
Funds held in Trust	15	-	611	611
		<u>83,145</u>	<u>94,302</u>	<u>94,302</u>
<b>Working Capital Surplus/(Deficit)</b>		20,482	2,761	29,678
<b>Non-current Assets</b>				
Property, Plant and Equipment	9	90,902	72,157	102,157
		<u>90,902</u>	<u>72,157</u>	<u>102,157</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	12	27,638	8,244	8,244
Painting Contract Liability	13	-	3,693	3,693
Finance Lease Liability	14	3,519	3,519	3,519
		<u>31,157</u>	<u>15,456</u>	<u>15,456</u>
<b>Net Assets</b>		<u>80,227</u>	<u>59,462</u>	<u>116,379</u>
<b>Equity</b>		<u>80,227</u>	<u>59,462</u>	<u>116,379</u>

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

# St Mary's School (Milton)

## Statement of Cash Flows

For the year ended 31 December 2023

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		163,306	167,768	146,759
Locally Raised Funds		11,314	39,300	49,605
Goods and Services Tax (net)		1,431	-	(1,798)
Payments to Employees		(86,124)	(130,850)	(77,606)
Payments to Suppliers		(108,942)	(104,635)	(87,411)
Interest Paid		-	-	(1,005)
Interest Received		3,541	1,500	1,134
Net cash from/(to) Operating Activities		(15,474)	(26,917)	29,678
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment		-	-	130
Purchase of Property Plant & Equipment		(11,504)	-	(25,980)
Net cash from/(to) Investing Activities		(11,504)	-	(25,850)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		11,310	-	2,459
Finance Lease Payments		-	-	(2,770)
Painting Contract Payments		(5,305)	-	(569)
Funds Administered on Behalf of Other Parties		(611)	-	611
Net cash from/(to) Financing Activities		5,394	-	(269)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(21,584)</b>	<b>(26,917)</b>	<b>3,559</b>
Cash and cash equivalents at the beginning of the year	7	94,123	94,123	90,564
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>72,539</b>	<b>67,206</b>	<b>94,123</b>

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense and other notional items have been excluded.

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

# St Mary's School (Milton)

## Notes to the Financial Statements

### For the year ended 31 December 2023

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

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

##### b) Basis of Preparation

###### **Reporting Period**

The financial statements have been prepared for the period 1 January 2023 to 31 December 2023 and in accordance with the requirements of the Education and Training Act 2020.

###### **Basis of Preparation**

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

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

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

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

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

###### **Measurement Base**

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

###### **Presentation Currency**

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

###### **Specific Accounting Policies**

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

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

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

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

###### *Cyclical maintenance*

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 12.

###### *Useful lives of property, plant and equipment*

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



### ***Critical Judgements in applying accounting policies***

Management has exercised the following critical judgements in applying accounting policies:

#### ***Classification of leases***

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 20.

#### ***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 Proprietor. 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. 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) Property, Plant and Equipment**

Land and buildings owned by the Proprietor 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 Proprietor 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:

Furniture and equipment	4-14 years
Information and communication technology	4-10 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

#### **i) Impairment of property, plant, and equipment**

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 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 (i.e. what valuation techniques have been employed, comparison to recent market transaction etc.)].

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 surplus or deficit.

The reversal of an impairment loss is recognised in 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.

#### **j) 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.

#### **k) 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 and annual leave earned, by non teaching staff, but not yet taken at balance date.

##### *Long-term employee entitlements*

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

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

#### **l) Provision for Cyclical Maintenance**

The property from which the School operates is owned by the Proprietor, and is vested in the Ministry. 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.

#### **m) Financial Instruments**

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets 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, 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.

#### **n) 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.

#### **o) Budget Figures**

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

#### **p) Services received in-kind**

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

## 2. Government Grants

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Government Grants - Ministry of Education	231,426	163,268	227,867
Teachers' Salaries Grants	407,239	369,248	387,704
Other Government Grants	5,364	4,500	-
	<u>644,029</u>	<u>537,016</u>	<u>615,571</u>

The school has opted in to the donations scheme for this year. Total amount received was \$9,401. (2022: \$9,600)

## 3. Locally Raised Funds

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

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
<b>Revenue</b>			
Donations & Bequests	1,339	2,000	13,816
Curriculum related Activities - Purchase of goods and services	(10)	1,000	-
Fees for Extra Curricular Activities	3,428	10,300	14,462
Trading	1,669	1,000	-
Fundraising & Community Grants	1,969	11,500	18,113
Other Revenue	3,106	13,500	3,214
	<u>11,501</u>	<u>39,300</u>	<u>49,605</u>
<b>Expense</b>			
Extra Curricular Activities Costs	8,902	11,200	17,470
Trading	704	300	706
	<u>9,606</u>	<u>11,500</u>	<u>18,176</u>
<i>Surplus for the year Locally Raised Funds</i>	<u>1,895</u>	<u>27,800</u>	<u>31,429</u>

## 4. Learning Resources

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Curricular	11,594	13,700	11,874
Equipment Repairs	858	1,200	913
Information and Communication Technology	3,300	8,000	4,138
Library Resources	837	1,700	625
Employee Benefits - Salaries	457,343	445,098	449,020
Staff Development	1,346	5,000	1,731
Depreciation	22,763	30,000	23,262
	<u>498,041</u>	<u>504,698</u>	<u>491,563</u>

## 5. Administration

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Audit Fees	4,734	4,500	4,596
Board Expenses	-	200	-
Communication	3,275	3,150	2,984
Consumables	5,731	1,000	382
Operating Leases	5,930	5,800	3,003
Other	55,304	8,820	55,966
Employee Benefits - Salaries	28,926	33,000	37,982
Insurance	4,620	6,000	2,754
Service Providers, Contractors and Consultancy	3,540	6,000	7,357
	112,060	68,470	115,024

## 6. Property

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Caretaking and Cleaning Consumables	3,219	4,500	3,515
Cyclical Maintenance	33,568	1,000	10,865
Grounds	5,740	2,700	3,401
Heat, Light and Water	10,427	11,000	10,809
Rates	2,370	2,365	2,363
Repairs and Maintenance	11,553	6,300	4,733
Use of Land and Buildings	51,750	1,035,000	51,750
Security	-	200	-
Employee Benefits - Salaries	19,930	22,000	19,950
	138,557	1,085,065	107,386

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

## 7. Cash and Cash Equivalents

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Bank Accounts	21,221	17,801	44,718
Short-term Bank Deposits	51,318	49,405	49,405
Cash and cash equivalents for Statement of Cash Flows	72,539	67,206	94,123

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

## 8. Accounts Receivable

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Receivables	187	-	-
Receivables from the Ministry of Education	2,689	-	-
Interest Receivable	-	19	19
Teacher Salaries Grant Receivable	28,212	27,204	27,204
	<u>31,088</u>	<u>27,223</u>	<u>27,223</u>
Receivables from Exchange Transactions	187	19	19
Receivables from Non-Exchange Transactions	30,901	27,204	27,204
	<u>31,088</u>	<u>27,223</u>	<u>27,223</u>

## 9. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Furniture and Equipment	72,957	4,686	-	-	(13,654)	63,989
Information and Communication Technology	19,321	6,705	-	-	(5,111)	20,915
Leased Assets	4,380	-	-	-	(3,309)	1,071
Library Resources	5,499	117	-	-	(689)	4,927
<b>Balance at 31 December 2023</b>	<u>102,157</u>	<u>11,508</u>	<u>-</u>	<u>-</u>	<u>(22,763)</u>	<u>90,902</u>

The net carrying value of furniture and equipment held under a finance lease is \$1,071 (2022: \$4,380)

### Restrictions

With the exception of the contractual restrictions related to the above noted finance leases, there are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2023 Cost or Valuation	2023 Accumulated Depreciation	2023 Net Book Value	2022 Cost or Valuation	2022 Accumulated Depreciation	2022 Net Book Value
	\$	\$	\$	\$	\$	\$
Furniture and Equipment	265,765	(201,776)	63,989	261,079	(188,122)	72,957
Information and Communication Technology	151,248	(130,333)	20,915	144,540	(125,219)	19,321
Leased Assets	11,079	(10,008)	1,071	11,079	(6,699)	4,380
Library Resources	25,816	(20,889)	4,927	25,699	(20,200)	5,499
<b>Balance at 31 December 2023</b>	<u>453,908</u>	<u>(363,006)</u>	<u>90,902</u>	<u>442,397</u>	<u>(340,240)</u>	<u>102,157</u>

## 10. Accounts Payable

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Creditors	4,928	20,020	20,020
Accruals	4,705	8,160	8,160
Banking Staffing Overuse	8,318	19,815	19,815
Employee Entitlements - Salaries	36,076	31,956	31,956
Employee Entitlements - Leave Accrual	1,389	1,389	1,389
	<u>55,416</u>	<u>81,340</u>	<u>81,340</u>
Payables for Exchange Transactions	55,416	81,340	81,340
	<u>55,416</u>	<u>81,340</u>	<u>81,340</u>

The carrying value of payables approximates their fair value.

## 11. Revenue Received in Advance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	1,385	-	-
	<u>1,385</u>	<u>-</u>	<u>-</u>

## 12. Provision for Cyclical Maintenance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Provision at the Start of the Year	11,811	11,811	6,742
Increase to the Provision During the Year	11,786	3,500	11,433
Use of the Provision During the Year	(980)	(3,500)	(6,364)
Other Adjustments	22,762	-	-
Provision at the End of the Year	<u>45,379</u>	<u>11,811</u>	<u>11,811</u>
Cyclical Maintenance - Current	17,741	3,567	3,567
Cyclical Maintenance - Non current	27,638	8,244	8,244
	<u>45,379</u>	<u>11,811</u>	<u>11,811</u>

Per the cyclical maintenance schedule, the school is next expected to undertake painting works during 2024. This plan is based on the schools 10 Year Property plan & programmed painting maintenance contract per note 13, painting contract liability.

### 13. Painting Contract Liability

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Due within one year	3,693	5,305	5,305
Due after one year	-	3,693	3,693
	<u>3,693</u>	<u>8,998</u>	<u>8,998</u>

In 2020, the Board signed an agreement with Programmed Maintenance Services Ltd (the contractor) for an agreed programme of work covering a six year period. The programme provides for an interior and exterior repaint of the Ministry owned buildings in 2020, with regular maintenance in subsequent years. 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.

### 14. Finance Lease Liability

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

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
No Later than One Year	3,566	3,566	3,566
Later than One Year and no Later than Five Years	2,993	2,993	2,993
Future Finance Charges	(345)	(345)	(345)
	<u>6,214</u>	<u>6,214</u>	<u>6,214</u>
<b>Represented by</b>			
Finance lease liability - Current	2,695	2,695	2,695
Finance lease liability - Non current	3,519	3,519	3,519
	<u>6,214</u>	<u>6,214</u>	<u>6,214</u>



## 15. Funds held in Trust

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
Funds Held in Trust on Behalf of Third Parties - Current	\$ -	\$ 611	\$ 611
	-	611	611

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expense of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

## 16. 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.

The Proprietor of the School (name of proprietor) is a related party of the School Board because the proprietor appoints representatives to the School Board, giving the proprietor significant influence over the School Board. Any services or contributions between the School Board and Proprietor have been disclosed appropriately. If the proprietor collects fund on behalf of the school (or vice versa), the amounts are disclosed.

The Proprietor provides land and buildings free of charge for use by the School Board as noted in Note 1(c). The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as 'Use of Land and Buildings'.

## 17. Remuneration

### Key management personnel compensation

Key management personnel of the School include all Board members, Principal, Deputy Principal.

	2023 Actual \$	2022 Actual \$
<i>Board Members</i> Remuneration	-	-
<i>Leadership Team</i> Remuneration Full-time equivalent members	318,359 2	212,548 2
Total key management personnel remuneration	318,359	212,548

There are 10 members of the Board excluding the Principal. The Board has held 6 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:

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	120 - 130	120-130
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	2023 FTE Number	2022 FTE Number
100 - 110	0.00	0.00
	0.00	0.00

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

## 18. Compensation and Other Benefits Upon Leaving

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

	2023 Actual	2022 Actual
Total Number of People	-	-

## 19. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: 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 continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts of specific individuals. As such, this is expected to resolve the liability for school boards.

### Pay equity settlement wash-up amounts

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

## 20. Commitments

### (a) Capital Commitments

At 31 December 2023, the Board had no capital commitments (2022: Nil).

### (b) Operating Commitments

As at 31 December 2023, the Board has not entered into any contracts. (2022:Nil)

## 21. Financial Instruments

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

### Financial assets measured at amortised cost

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	72,539	67,206	94,123
Receivables	31,088	27,223	27,223
Total financial assets measured at amortised cost	<u>103,627</u>	<u>94,429</u>	<u>121,346</u>

### Financial liabilities measured at amortised cost

Payables	55,416	81,340	81,340
Finance Leases	6,214	6,214	6,214
Painting Contract Liability	3,693	8,998	8,998
Total financial liabilities measured at amortised cost	<u>65,323</u>	<u>96,552</u>	<u>96,552</u>

## **22. Events After Balance Date**

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

## **23. Comparatives**

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

## **24. Breach of Section 135 of the Education and Training Act 2020**

The Board has failed to comply with section 135 of the Education and Training Act 2020. The school submitted draft financial statements in auditable form on 12 April 2024, which is after the deadline of 90 days after the end of the financial year.

## **25. Breach of section 137 of the Education and Training Act 2020**

The Board has failed to comply with section 137 of the Education and Training Act 2020. The school failed to provide audited annual financial statements to the Secretary by 31 May 2024.

## ANALYSIS OF VARIANCE REPORTING

## WRITING - 2023

SCHOOL NAME ST MARY'S SCHOOL

SCHOOL NUMBER – 3831

### Strategic Aim: CURRICULUM & STUDENT ACHIEVEMENT

#### Strategic Goal 2:

All students are able to access the NZ Curriculum through the provision of high- quality learning programmes, as evidenced by progress and achievement.

**Strategic Goal 3:** Students with special learning needs are supported in their learning so that they can progress in relation to the NZC and fully participate in and contribute to the school and their community

#### Annual Aim:

-Annual targets will be identified, based on analysed data, to effect and sustain improvement in Writing. The number of students achieving at or above in Writing will increase.

-The progress of identified students and groups of students including Maori, will be tracked and regularly reviewed.

- Students make progress, achieve, take ownership of their learning and experience success against goals developed in Individual Education Plans.

-Teachers will encourage children to take responsibility for their own learning by supporting students to set their own learning goals and know what to do to achieve them with criteria based learning & encourage children to take ownership for their learning.

-Teachers develop communication between home & school to support student learning & well-being.

**TARGET 1:** To continue to maintain momentum and place emphasis in writing so that by the end of the year, **90%** of the students will be working at or above their appropriate year level.

#### TARGET 2:

By the end of the year, an identified cohort of 2 students will **make gains and will be achieving at** the appropriate year level

By the end of the year, an identified cohort of 7 students will **retain/maintain their AT status**

By the end of the year, one identified student will **make gains & be achieving above** the appropriate year level expected for their age

By the end of the year, an identified cohort of 2 students will have **made gains** towards being AT the appropriate year level expected for their age

**BASELINE DATA:** We are a Catholic Primary School, drawing from a wide range of families. We are constantly striving to have all our children learn to write well. Analysis of school-wide writing data - (Overall Teacher Judgement) in **November 2022** identified that 85% of the children were working at or above the expected stage for their year level - **with 59% achieving at and 26% achieving above**. To maintain and strive to improve this achievement result, **Target 1** involved all of the children - ie - (Y1 to Y6 ) - because in order to maintain momentum across the school, writing must be taught well, intervention must occur as soon as problems are detected and additional teaching must take precedence. Data also identified that there was a group of **children** who were achieving **BELOW** the expected level for their year group, some of whom should be at and some of whom should make gains towards the expected level. There was one individual who was at but may be above, a group who should make gains and a group who needed to maintain their - at status. **Target 2** supported this cohort of children.

#### Actions (what did we do?)

End of Year data was analysed to inform progress and planning for 2023. Assessment data was reviewed with staff and particular learning needs of target children were determined.

Targeted children were monitored closely in the classroom – progress was monitored and discussed at staff meetings. The principal formed a class and worked with a group of Y2/3 children on a specific programme to enhance independence and achievement.

Teachers followed the school plan and children learned to write using a variety of genre – particularly with the use of the Sheena Cameron and the Words Alive programmes.

Achievement in writing expectations at St Mary's are high as teacher's have become more experienced in delivering the programme and moderating work.

We have implemented a structured spelling programme – (Ideal Learning Platform) which has assisted the children with spelling and is proving to be a fantastic adjunct to the children's needs.

#### Outcomes (what happened?)

**The analysis of the end of year data revealed the following:**

**Target 1 – ACHIEVED**

**90% of our children are progressing and achieving in line with expected levels in WRITING with 45 % achieving AT, and 45% achieving ABOVE expected levels.**

**Target 2 - Of the 12 targeted children: 9 have obtained targets with 1 of these children exceeding expectation. Of the 3 additional children – all have all moved and have almost obtained the targets set.**

#### Evaluation

(Where to next?)

We have detected those students who should improve with additional assistance and careful monitoring.

We will target these students to ensure that writing achievement at St Mary's School continues to be high.

Criteria-based learning will continue to be developed in each

#### Reasons for the variance (why did it happen?)

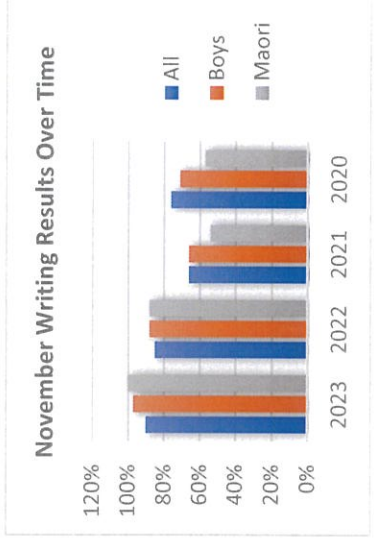
With a lot of hard work from teachers and students, we obtained our overall target. We have almost obtained the second target. We are into our third year of implementation of the Ideal Spelling

We have formulated expectations of children's writing at various year levels and have begun to work on formulating criteria-based writing according to genre & will have this completed in 2024. We have also used Astle indicators to inform assessment practices. Writing is integrated throughout theme and cross curricula teaching programmes as well as employing a DAT (Deliberate Act of Teaching) to ensure that coverage is met. Teachers deliver a variety of educational experiences to enrich and improve children's understanding of the world, thus providing them with the opportunity to develop specific writing skills & enhance vocabulary & understanding.

Children have benefited from a variety of supports- ie – additional Ideal Spelling teaching and teacher aide support. (A programme of support will continue next year).

Teachers continue to assess writing and moderate together to form a mutual understanding and whilst doing so, they deepen their own knowledge of the writing process.

Evidence from analysis and moderation, provides us with information on progress and achievement and forms the basis for making judgements. Children at St M want to write – they are motivated & interested learners.



Programme. This is certainly assisting most students by teaching spelling rules and punctuation which students apply. Once this programme is firmly established in the school, we feel that students will be able to encode words and punctuate writing far more ably.

genre of writing and students will know the steps to achieve. Teachers will work with students on specific DATs. Moderation of writing will be continued with St Mary's Staff. We will continue to access PLD in Literacy with the Learning Support Teacher.

A specific group of students have a variety of learning difficulties so, the writing programme for these students in 2024 will be simplified and well-scaffolded to ensure success.

## Annual Target: Improving Student Achievement in Writing

<p><b>STRATEGIC PLAN:</b> Goal 3 – Ensure that all students have fair and equitable access to the NZ Curriculum through the provision of inclusive and supportive, high-quality, top-tier learning programmes that inspire high aspirations and promote excellence.</p>	<p><b>STRATEGIC INITIATIVE:</b> Resource and develop our physical and academic environments - promoting high expectations and learning that is personalized.</p>	<p><b>Target 1:</b> To continue to maintain momentum and place emphasis in writing so that by the end of the year, 90% of the students will continue to be working at or above their appropriate year level. <b>Target 2:</b> By the end of the year, an identified cohort of 13 students will make gains and be working towards, at or above the appropriate curriculum level.</p>																																			
<p><b>BASELINE DATA:</b> We are a Catholic Primary School, drawing from a wide range of families. We are constantly striving to have all our children learn to write well. Analysis of school-wide writing data in <b>November 2023</b> identified that writing progress and achievement was high – with <b>90%</b> of the children working at or above the expected stage for their year level - with <b>45% achieving at and 45% achieving above</b>. To maintain and strive to improve this achievement result for 2024, we have targeted 13 children. 9 boys and 4 girls are included in this total and we have also set a school-wide target to include all children.</p>	<p>At the end of 2023 there were:</p> <table border="1" data-bbox="438 705 694 1608"> <thead> <tr> <th></th> <th>Low</th> <th>Mid</th> <th>High</th> <th>TOTAL</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>3</td> <td></td> <td></td> <td>3</td> </tr> <tr> <td>Year 2</td> <td>3</td> <td>1</td> <td></td> <td>4</td> </tr> <tr> <td>Year 3</td> <td>1</td> <td></td> <td></td> <td>1</td> </tr> <tr> <td>Year 4</td> <td>2</td> <td>1</td> <td></td> <td>3</td> </tr> <tr> <td>Year 5</td> <td>2</td> <td></td> <td></td> <td>2</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>13</td> </tr> </tbody> </table> <p>Our priority students in relation to this target are those who were identified in our EOY 2023 data as needing additional assistance to either make progress or maintain status. These 12 students are taken from the 50 current students in Years 1-6. These students consist of 24% of the current students in Years 1-6. The students have been categorized according to their achievement at the end of 2023 in relation to the 3 sublevels that comprise the WITHIN band of achievement. Low = bottom of the sublevels (i.e 3 sublevels below achieving ABOVE Expectation) Mid = middle of the sublevels (i.e 2 sublevels below achieving ABOVE Expectation) High = top of the sublevels (i.e 1 sublevel below achieving ABOVE Expectation)</p>		Low	Mid	High	TOTAL	Year 1	3			3	Year 2	3	1		4	Year 3	1			1	Year 4	2	1		3	Year 5	2			2					13	<p><b>TARGET GROUP FOR 2024 –</b> We have targeted the following: - 3 children to make gains working towards, 5 children to maintain at, 1 child to maintain above, 2 children to achieve from below to at and 2 children to achieve from at to above.</p> <p><b>We have also targeted all children: as to maintain momentum across the school, writing must be taught well, intervention must occur as soon as problems are detected, and additional teaching must take precedence.</b></p>
	Low	Mid	High	TOTAL																																	
Year 1	3			3																																	
Year 2	3	1		4																																	
Year 3	1			1																																	
Year 4	2	1		3																																	
Year 5	2			2																																	
				13																																	
<p><b>Assessment Tools:</b> Asttle, OTJ</p>	<p><b>Monitoring &amp; Progress Indicators?</b></p> <p>Teachers work together to confirm consistent whole-school achievement. This will be fluid as per the needs of the children – grouped/regrouped. Children have differing skill levels - teachers provide targeted instruction and support. Continually reviewed as part of staff meeting agenda. Long Term Plan reviewed. Timetabled and adhered to. Theme plans include regular different forms of writing. Regular staff meetings booked for shared professional learning. Staff engaged in a PLD programme. Teachers develop guidelines ideas &amp; expectations, about what direct instruction will look like across the school. Each genre has a set of criteria so that children know what to do to achieve. A range of methods are utilised within the classroom programme. Teachers monitor progress classroom/staff meetings. Teacher use see-saw, &amp; newsletter to showcase children's writing. Children can write for a variety of audiences, modelling books &amp; observations. A school-wide, consistent approach to marking. Reported July &amp; November. Data analysed; Targets set.</p>	<p><b>Who is involved responsible?</b> Teachers/Principal Teachers/Pr/BOT Teachers/Pr Teachers Teachers/Pr DP/Tutor Teacher Teachers Teachers Teachers/Students Pr/Tutor Teacher/ Tchr Teachers/Pr Teachers/Pr</p>																																			
<p><b>What will the school do to meet the Target? (Actions)</b></p> <ol style="list-style-type: none"> <li>Priority learners identified &amp; targets set – as evidenced by 2023 data</li> <li>Writing groups formed according to needs</li> <li>Teacher and/or teacher aide support provided for targeted students.</li> <li>Dedicate specific time for daily writing practice &amp; as well, integrate writing across disciplines</li> <li>Develop teacher knowledge of the implications of explicit instruction in writing.</li> <li>PLD for teachers/T Aides – Teachers visit other teachers/schools to view writing programmes – observe and/or model explicit instruction, Sheena Cameron PLD</li> <li>Teachers develop specific criteria for each genre of writing model regularly</li> <li>Use a variety of assessment methods – rubrics, self-assessment, peer assessment, to provide a comprehensive view of students' writing abilities</li> <li>Engage parents by sharing students' writing</li> <li>School wide analysis – March, July &amp; November – teachers moderate together.</li> <li>Report regularly on progress towards achieving target</li> <li>Analyse end of year data to inform progress &amp; planning for the following year.</li> </ol>	<p><b>Resources - to meet targets?</b> Asttle Assessment data Staff Mtg Minutes Theme plans/Timetable Long Term Plans The Writing Revolution – The Writing Rope – LSC Teachers Other schools Asttle, Exemplars, ARBS, LLP, Sheena Cameron Assessment methods Staff Meeting Minutes See saw, Newsletters PLD Budget Children's work samples Triennial Effectiveness Review Plan</p>	<p><b>Date Completed</b></p>																																			

SCHOOL NAME ST MARY'S SCHOOL

SCHOOL NUMBER - 3831

**Strategic Aim:****CURRICULUM AND STUDENT ACHIEVEMENT**

**Strategic Goal 2:** All students are able to access the NZ Curriculum through the provision of high quality learning programmes, as evidenced by progress and achievement in relation to expected levels in Reading.

**Strategic Goal 3:** Students with special learning needs are supported in their learning so that they can progress in relation to the NZC and fully participate in and contribute to the school and their community. Students with special abilities are supported in their learning so that they can extend their progress in relation to the NZC.

**Strategic Goal 6:** Our school is an employer of choice where Teachers are supported to improve pedagogy, teaching, learning and assessment practice which will lead to increased student progress and achievement.

**Annual Aim:**

*2.2 – Annual targets will be identified, based on analysed data, to effect and sustain improvement in Reading. The number of students achieving at or above in Reading will increase.*

*Targeted groups will show gains and/or accelerated progress over the year.*

*2.3 – The progress of identified students and groups of students including Maori, will be tracked and regularly reviewed.*

*2.4 – Whanau are engaged in supporting their children's learning.*

*2.5 – Teachers will participate in collaborative partnerships with colleagues to explore ways of enhancing teaching and learning, across the curriculum.*

*2.6 – Children will be encouraged to take responsibility/ownership for their own learning by setting their own learning goals and know what to do to achieve them.*

*6.2 - Teachers engage in Professional Development.*

**Targets:**

**TARGET 1:** Continue to maintain momentum and place emphasis in reading so that by the end of the year, 95% of the students will be working at or above the appropriate stage for their year level. This includes focusing on comprehension, fluency, phrasing, with an emphasis on speed, retell, and encourage acceleration for all children.

**TARGET 2:**

By the end of the current year, 3 identified students who are achieving below will make gains and will be achieving towards the appropriate level.

By the end of the current year, an identified student who is achieving at, will make accelerated progress and will be reading above the expected year level.

By the end of the current year, an identified, cohort of 7 students who are achieving above, will continue to maintain progress.

By the end of the current year, 6 identified students will maintain their at status and will be reading at the expected year level.

**TARGET 3:** By the end of the current year those children supported with Individual Educational programmes, will achieve their individual targets in Reading, progressing them toward the appropriate level.

**BASELINE DATA:** We are a Catholic Primary School – drawing from a wide range of families. We are constantly striving to have all of our children learn to READ well. Analysis of school-wide reading data - (Overall Teacher Judgement) in November 2022 identified that 88% of our children were progressing and achieving in line in READING with 45% achieving above, and 43% achieving at. We wanted to be able to maintain and strive to improve this achievement result, so Target 1 involved all of the children – ie - (Y1 to Y6 ) - because in order to maintain momentum across the school, READING must be taught well, intervention must occur as soon as problems are detected and additional teaching must take precedence. Data from November 2022 also identified that there were students who were achieving below and needed to make gains and be achieving towards the appropriate level, children who were working at to make progress and be achieving above, and children who need to maintain their at or above status. Target 2 supported these children. Data also identified children supported on IEPs. These children have had continuous intervention. Target 3 supported this cohort of children. These children were targeted for 2023.

**Actions (what did we do?)**

Reviewed assessment data with staff and determined the particular learning needs of target children.

Reading groups were formed according to needs and goals were set.

Identified children were assisted with learning through entry into the "Individual Needs Programme". This included targeting of individual and groups of children with Principal, RT: Literacy, RTLB, Learning Support Co-ordinator, Teacher Aide assistance, and Speech Therapist.

Progress was monitored at staff meetings and ideas for acceleration/maintaining were continually discussed.

**Outcomes (what happened?)**

Analysis of the end of year data revealed the following:

**Target 1** – 87 % of our children are progressing and achieving in line with the expected levels in READING with 49% achieving above, and 38 % achieving at expected levels.

**Target 2**  
Of the 3 children who were targeted to make gains – 1 child has made some progress, 2 have made gains – with 1 child progressing from below to at and the other progressing from at to above.  
1 child targeted to move from at to above has done so.

**Reasons for the variance (why did it happen?)**

**Targets-** Those children who are working below expected levels have varying degrees of learning needs which impact on learning outcomes. They have had a significant

**Evaluation (where to next?)**

We will continue to support all children – but will focus on those individuals who need additional support to reach targets to ensure that reading achievement at St Mary's School continues to be high.  
A specific group of children



Because of the emphasis we place on reading, most of the children at St Mary's continue to have excellent decoding and comprehension skills. Our reading focus again this year, has been to **continue to develop comprehension** in reading and we have continued to use the PROBE Reading Kit to teach inferential, comprehension at Year 4 – 6 level. We have also used Nelson Literacy Kits – 3,4,5,6 at Y4-6 level. In addition, classes have sourced texts through the Science Hub to support inquiry topics and to focus on extending vocabulary. Children were taught reading using decodable texts, PM's, Ready to Read texts, Junior Journals and Journals. and the focus has been responding to comprehension questions fully and adding appropriate detail.

We are in our second year of using a structured programme of literacy using the Ideal Foundation of Literacy Skills which follows a systematic and cumulative approach with specific scope and sequence to follow. We purchased published hard copy decodable readers for the children this year.

We also continue to purchase additional library books. In addition to this, we purchased a set of books to use for Structured Literacy Shared Reading with a focus on vocabulary and retelling.

We continued to provide children with a rich variety of learning experiences to enrich understanding and enhance vocabulary using theme, as a vehicle for reading literacy.

Reading/Language programmes were operated concurrently throughout the school so that children can be catered for by moving between multi- level classrooms if appropriate.

The principal has taken a class for reading and writing (drawing from Room 2) and spelling, drawing from Room 2 & 4. This is to make classes smaller and to accelerate progress.

Teachers continually monitored the progress of all children. On-going evidence provided teachers with information on progress and achievement and formed the basis for entry into additional programmes if required.

Results from a variety of methods, were collated, analysed and OTJ's were used to decide about achievement in relation to expected levels.

Reading was assessed and moderated in November 2022, July 2023 and November 2023.

End of Year data will be analysed to inform progress and planning for 2024.

Of the 6 children targeted to maintain at – 4 have done so, the remaining 2 children have exceeded expectation and have achieved above.

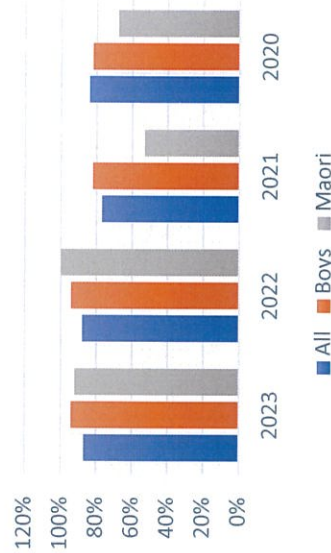
Of the 7 children targeted to maintain above – 6 have done so. The remaining child is reading at a good, solid at.

**Target 3**

5% of the children have special needs, are on IEP's and/or are being supported with various programmes to improve outcomes.

7% of the children have dyslexic or auditory difficulties or neurodiverse tendencies and are on individual programmes, have 1-1 tuition with the teacher and/or Teacher Aide and engagement with the RT: Literacy & the RTLB.

**READING - Over Time**



amount of additional tuition & this will continue.

Children have benefited from a variety of supports ie – Individual Needs programme, RTLB & RT: Literacy, LSC, teacher and teacher aide support.

have a variety of learning difficulties – these children will continue to have access to RT: Lit, RTLB, Speech Therapist, Teacher Aide, Individual Programmes.

The Principal will continue to select children to form an additional Literacy class to provide acceleration programmes and to reduce class sizes.

We will continue to access PLD in Structured Literacy with the Learning Support Teacher.

**Annual Target:** Improving Student Achievement in Reading

<p><b>STRATEGIC PLAN:</b> Goal 3 – Ensure that all students have fair and equitable access to the NZ Curriculum through the provision of inclusive and supportive, high-quality, top-tier learning programmes that inspire high aspirations and promote excellence.</p>	<p><b>STRATEGIC INITIATIVE:</b> Resource and develop our physical and academic environments - promoting high expectations and learning that is personalized.</p>	<p><b>Target 1:</b> To continue to maintain momentum and place emphasis in reading so that by the end of the year, 95% of the students will continue to be working at or above their appropriate year level. <b>Target 2:</b> By the end of the year, an identified cohort of 13 students will make gains and be working towards, at or above the appropriate curriculum level.</p>																																			
<p><b>BASELINE DATA:</b> We are a Catholic Primary School, drawing from a wide range of families. We are constantly striving to have all of our children learn to read well. Analysis of school-wide reading data in <b>November 2023</b> identified that reading progress and achievement was high – with <b>86%</b> of the children working at or above the expected stage for their year level - with <b>40% achieving at and 46% achieving above.</b> To maintain and strive to improve this achievement result for 2024, we have targeted <b>13 children</b> – (12 boys &amp; 1 girl) - included in this total and we have also set a school-wide target to include all children. <b>Assessment:</b> Ideal IRSR Kit running records, OTJ</p>	<p>At the end of 2023 there were:</p> <table border="1" data-bbox="440 703 695 1608"> <thead> <tr> <th></th> <th>Low</th> <th>Mid</th> <th>High</th> <th>TOTAL</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>3</td> <td>1</td> <td>1</td> <td>5</td> </tr> <tr> <td>Year 2</td> <td></td> <td></td> <td>2</td> <td>2</td> </tr> <tr> <td>Year 3</td> <td>3</td> <td>1</td> <td></td> <td>4</td> </tr> <tr> <td>Year 4</td> <td></td> <td>1</td> <td></td> <td>1</td> </tr> <tr> <td>Year 5</td> <td>1</td> <td></td> <td></td> <td>1</td> </tr> <tr> <td></td> <td>6</td> <td>3</td> <td>3</td> <td>13</td> </tr> </tbody> </table> <p>Our priority students in relation to this target are those who were identified in our EOY 2023 data as needing additional assistance to either make progress or maintain status. These 13 students are taken from the 52 current students in Years 1-6. These students consist of <b>23%</b> of the current students in Years 1-6. The students have been categorized according to their achievement at the end of 2023 in relation to the 3 sublevels that comprise the WITHIN band of achievement. Low - bottom of the sublevels (i.e 3 sublevels below achieving ABOVE Expectation) Mid - middle of the sublevels (i.e - 2 sublevels below achieving ABOVE Expectation) High - top of the sublevels (i.e - 1 sublevel below achieving ABOVE Expectation).</p>		Low	Mid	High	TOTAL	Year 1	3	1	1	5	Year 2			2	2	Year 3	3	1		4	Year 4		1		1	Year 5	1			1		6	3	3	13	<p><b>TARGET GROUP FOR 2024 –</b> We have targeted the following: - 3 children to make gains working towards, 2 children to maintain at, 1 child to maintain above, and 7 children to achieve from at to above.  We also wish to continue to maintain momentum and place emphasis on reading so that by the end of the year, <b>95% of the students will be working at or above the appropriate stage for their year level.</b> This includes focusing on comprehension, fluency, phrasing, with an emphasis on speed, retell, and encourage acceleration for all children.</p>
	Low	Mid	High	TOTAL																																	
Year 1	3	1	1	5																																	
Year 2			2	2																																	
Year 3	3	1		4																																	
Year 4		1		1																																	
Year 5	1			1																																	
	6	3	3	13																																	
<p><b>What will the school do to meet the Target? (Actions)</b></p> <ol style="list-style-type: none"> <li>School-wide reading analysed for Term 4 2023. Priority learners identified &amp; targets set. Reading groups formed according to needs.</li> <li>Teacher and/or teacher aide support provided for targeted students. Strategies to address needs determined. Support provided. Acceleration classes provided. Programmes implemented.</li> <li>Dedicate specific time for daily instructional reading.</li> <li>Integrate reading across disciplines.</li> <li>PLD for teachers/teacher aides – Structured Reading, Spelling, Tchr Observation at our and other schools. Continue LSC support with PLD.</li> <li>Encourage home reading.</li> <li>Parent Evening held to show parents how we teach children to read</li> <li>School wide analysis – March, July &amp; November</li> <li>Report regularly on progress towards achieving target</li> <li>Analyse end of year data to inform progress &amp; planning for the following year.</li> </ol>	<p><b>Who is involved – responsible?</b></p> <p>Teachers/Principal</p> <p>Pr/Tchrs</p> <p>Teachers/Pr</p> <p>Teachers</p> <p>TA, Tchrs, Principal</p> <p>Tchrs/Parents</p> <p>DP/Tchrs/Pr</p> <p>Teachers/Pr</p> <p>Teachers/Pr</p> <p>Principal/BOT</p>	<p><b>Monitoring &amp; Progress Indicators?</b></p> <p>Teachers will work together to confirm consistent whole-school achievement. Watch list developed, targets set, reading groups set.</p> <p>An inclusive and supportive learning environment where every child has the opportunity to succeed. Part of staff meeting agenda - reviewed at staff meetings.</p> <p>Recognise that children have differing skill levels and teachers are providing targeted structured instruction and support.</p> <p>Emphasis placed on Theme as a vehicle for reading.</p> <p>Teachers develop guidelines ideas &amp; expectations, about what direct instruction will look like across the school.</p> <p>Teachers liaise with parents to ensure reading is supported at home.</p> <p>Parents are engaged and supportive - fostering effective connections and relationships.</p> <p>A school-wide, consistent approach to assessment</p> <p>See Triennial Effectiveness Review Plan</p> <p>Data analysed; Targets set.</p>	<p><b>Resources - to meet targets?</b></p> <p>Assessment data. RTLB, RT:Lit, Sp Therapist</p> <p>Staff Mtg Minutes</p> <p>Planning</p> <p>Budget</p> <p><b>Budget</b></p> <p>Theme plans, weekly plans</p> <p>Triennial Effectiveness Review Plan</p>	<p><b>Date Completed</b></p>																																	

SCHOOL NAME ST MARY'S SCHOOL

SCHOOL NUMBER - 3831

**Strategic Aim:****CURRICULUM AND STUDENT ACHIEVEMENT**

**Strategic Goal 2:** All students are able to access the NZ Curriculum through the provision of high-quality learning programmes, as evidenced by progress and achievement in relation to expected levels in Mathematics.

**Strategic Goal 3:** Students with special learning needs are supported in their learning so that they can progress in relation to the NZC and fully participate in and contribute to the school and their community. Students with special abilities are supported in their learning so that they can extend their progress in relation to the NZC.

**Annual Aim:**

*Annual targets will be identified, based on analysed data, to effect and sustain improvement in Mathematics. The number of students achieving at or above expected levels in Mathematics will increase. Targeted groups will show accelerated progress over the year.*

- The progress of identified students and groups of students including Maori, will be tracked and regularly reviewed.
- Teachers will encourage children to take responsibility/ownership for their own learning by supporting students to set their own learning goals and know what to do to achieve them.
- Students make progress, achieve and experience success against goals developed in Individual Education Plans.
- Teachers develop communication between home & school to support student learning & well-being.

**TARGET 1:** To continue to maintain momentum and place emphasis on Mathematics so that by the end of the current year, year, **90%** of the students will be working at or above the appropriate stage for their year level.

**TARGET 2:** By the end of the current year, 2 students will make gains and be **working towards** the expected level. By the end of the current year, 5 students who are working below **will make accelerated progress** and will be achieving at expected levels. By the end of the current year, an identified group of 3 students who are achieving **AT** will continue to **maintain progress** appropriate to their year level. By the end of the current year, an identified group of 4 students who are achieving **ABOVE** will continue to **maintain progress** and achieve above.

**BASELINE DATA:** We are a Catholic Primary School – drawing from a wide range of families. We are constantly striving to have **all** of our children learn to be numerate. Analysis of school-wide Mathematical data - (Overall Teacher Judgement) in **November 2022** identified that **71 %** of our children were progressing and achieving in-line within Mathematics with **26% achieving above, and 45% achieving at**. We wanted to be able to **maintain** and strive to improve this achievement result, therefore **Target 1** involved all of the children – ie - (Y1 to Y6 ) - because in order to maintain momentum across the school, **MATHEMATICS** must be taught well, intervention must occur as soon as problems are detected and additional teaching must take precedence.

Data from November 2022 also identified that there were students who were achieving below and needed to make **gains** and be achieving **towards** the appropriate level, children who were working below to **make progress and be achieving at**, children who were working **at to make progress and be achieving above**, and children who need to maintain their **at or above** status. Target 2 supported these children. Target 3 supported this cohort of children.

**Actions (what did we do?)**

Reviewed assessment data with staff and determined the particular learning needs of target children.

Mathematics groups were formed according to needs and goals were set.

Identified children were assisted with learning - this included targeting of individual and groups of children with Teacher Aide assistance. A Targeted Learning Programme was implemented for children who are struggling with concepts at Stage 4/5. This programme is designed to build confidence and is an adjunct to normal Numeracy programmes. On-going evidence provided teachers with information on progress and achievement and formed the basis for additional support if required.

All children continue to be signed up and given their own account with E-Ako and/or Prototec and Animal Maths (R1). They are able to use this at home and at school.

**Outcomes (what happened?)**

*The analysis of the end of year data revealed the following:*

**Target 1 – Target almost achieved**

**87%** of our children are progressing and achieving in line with expected levels in **MATHEMATICS & STATISTICS** - with **41%** achieving above, and **46%** achieving at expected levels.

**Target 2 – Target Achieved**

Of the 2 children targeted to make gains within their level both have achieved AT. Of the 5 children targeted to achieve from below to at –4 children are AT and 1 child is above.

Of the 3 children targeted to maintain at – 2 children are AT & 1 is above. Of the 4 children targeted to maintain above – all are above.

**Reasons for the variance (why did it happen?)**

We have children with neuro-diverse needs and attendance issues in our school.

**Evaluation (where to next?)**

We will continue to support all children – but will focus on those individuals who need additional support to reach targets – progressing them towards expected levels.

We will continue to extend the children who are achieving above.

We will be utilising e-learning to assist and enhance the children's understanding of mathematical concepts.

The Principal has researched a Mathematics Programme for 2024 – based on Singapore and Hong Kong Mathematics – called Prime Maths. This is a structured programme and will be purchased ready for Term 1 2024.

One child was enrolled with Te Kura to give her additional assistance.

Children have access to maths games, basic facts and pattern apps on individual chrome books or i-pads.

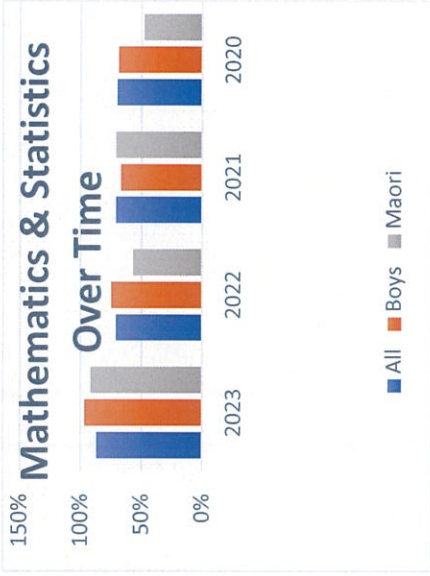
Mathematics programmes were operated concurrently throughout the school so that children were able to be catered for by moving between multi- level classrooms.

Teachers continually monitored the progress of all children and children were discussed at Staff Meetings.

Results from a variety of methods, were collated, analysed and OTJ's were used to make a decision about achievement.

Mathematics and Statistics was assessed and moderated in November 2022, July 2023 and November 2023.

End of Year data has been analysed to inform progress and planning for 2024.



Improving Student Achievement in Mathematics & Statistics

Annual Target:

<p><b>STRATEGIC PLAN:</b> Goal 3 – Ensure that all students have fair and equitable access to the NZ Curriculum through the provision of inclusive and supportive, high-quality, top-tier learning programmes that inspire high aspirations and promote excellence.</p>	<p><b>STRATEGIC INITIATIVE:</b> Resource and develop our physical and academic environments - promoting high expectations and learning that is personalized.</p>	<p>Target 1: To continue to maintain momentum and place emphasis in reading so that by the end of the year, 95% of the students will continue to be working at or above their appropriate year level. Target 2: By the end of the year, an identified cohort of 13 students will make gains and be working towards, at or above the appropriate curriculum level.</p>																																			
<p><b>BASELINE DATA:</b> We are a Catholic Primary School, drawing from a wide range of families. We are constantly striving to have all of our children learn to achieve well in Mathematics and Statistics. Analysis of school-wide mathematical data in <b>November 2023</b> identified that Mathematical progress and achievement was high – with <b>87%</b> of the children working at or above the expected stage for their year level - with <b>46% achieving at and 41 % achieving above.</b> To maintain and strive to improve this achievement result for 2024, we have targeted <b>8 children</b> – ( 3 boys &amp; 5 girls) - included in this total and we have also set a school-wide target to include all children.</p>	<p>At the end of 2023 there were:</p> <table border="1" data-bbox="438 705 694 1601"> <thead> <tr> <th></th> <th>Low</th> <th>Mid</th> <th>High</th> <th>TOTAL</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>2</td> <td>1</td> <td></td> <td>3</td> </tr> <tr> <td>Year 2</td> <td>2</td> <td></td> <td></td> <td>2</td> </tr> <tr> <td>Year 3</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 4</td> <td>1</td> <td></td> <td></td> <td>1</td> </tr> <tr> <td>Year 5</td> <td>1</td> <td>1</td> <td></td> <td>2</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>8</td> </tr> </tbody> </table> <p>Our priority students in relation to this target are those who were identified in our EOY 2023 data as needing additional assistance to either make progress or maintain status. These ?? students are taken from the 52 current students in Years 1-6. These students consist of % of the current students in Years 1-6. The students have been categorized according to their achievement at the end of 2023 in relation to the 3 sublevels that comprise the WITHIN band of achievement. Low - bottom of the sublevels (i.e 3 sublevels below achieving ABOVE Expectation) Mid - middle of the sublevels (i.e - 2 sublevels below achieving ABOVE Expectation) High - top of the sublevels (i.e - 1 sublevel below achieving ABOVE Expectation).</p>		Low	Mid	High	TOTAL	Year 1	2	1		3	Year 2	2			2	Year 3					Year 4	1			1	Year 5	1	1		2					8	<p><b>TARGET GROUP FOR 2024 –</b> We have targeted the following: - 1 child to make gains working towards, 8 children to maintain at.</p> <p>We also wish to continue to maintain momentum and place emphasis on Mathematics and Statistics so that by the end of the year, <b>90% of the students will be working at or above the appropriate stage for their year level.</b> This includes focusing on multiplication, place value and fractions.</p>
	Low	Mid	High	TOTAL																																	
Year 1	2	1		3																																	
Year 2	2			2																																	
Year 3																																					
Year 4	1			1																																	
Year 5	1	1		2																																	
				8																																	
<p><b>Assessment:</b> Prime Placement Testing, Jam &amp; Gloss testing, OTJ</p>	<p><b>Who is involved – responsible?</b> Teachers/Principal Pr/Tchrs Teachers/Pr Teachers/Pr TA, Tchrs, Principal Tchrs/Parents DP/Tchrs/Pr Teachers/Pr Teachers/Pr Principal/BOT</p>	<p><b>Monitoring &amp; Progress Indicators?</b> Teachers will work together to confirm consistent whole-school achievement. Watch list developed, targets set. Children who have differing skill levels are provided with targeted structured instruction and support. Targeted Numeracy groups operating. Prime Mathematics implemented. Outcomes for children are enhanced. Appropriate timetabling. – 5 days per week Emphasis is placed on theme as a vehicle for mathematics where appropriate. Teachers develop guidelines ideas &amp; expectations, about what direct instruction will look like across the school. Learning, reflection &amp; innovation will improve student outcomes. Teachers liaise with parents to ensure basic facts &amp; times tables are supported at home. Parents are engaged and supportive - fostering effective connections and relationships. A school-wide, consistent approach to assessment See Triennial Effectiveness Review Plan Data analysed; Targets set.</p>																																			
<p><b>What will the school do to meet the Target? (Actions)</b></p>		<p><b>Resources - to meet targets?</b> Jam, Gloss, Prime Placement Testing, OTJ Assessment data. RTLB, RT:Lit, Sp Therapist Staff Mtg Minutes Staff Mtg Minutes Budget Budget Budget Budget</p>																																			
<p>1 School-wide mathematics analysed for Term 4 2023. Priority learners identified &amp; targets set.</p>	<p>Teachers/Principal</p>	<p>Teachers will work together to confirm consistent whole-school achievement. Watch list developed, targets set.</p>																																			
<p>2 Prime placement tests administered. Mathematics groups formed according to needs and abilities.</p>	<p>Pr/Tchrs</p>	<p>Children who have differing skill levels are provided with targeted structured instruction and support.</p>																																			
<p>3 Strategies to address needs/abilities are determined. Teacher and/or teacher aide support provided for targeted students. Acceleration classes provided. Programmes implemented.</p>	<p>Teachers/Pr</p>	<p>Targeted Numeracy groups operating. Prime Mathematics implemented. Outcomes for children are enhanced.</p>																																			
<p>4 Dedicate specific time for daily instructional mathematics.</p>	<p>Teachers/Pr</p>	<p>Appropriate timetabling. – 5 days per week</p>																																			
<p>5 Integrate Mathematics across disciplines.</p>	<p>TA, Tchrs, Principal</p>	<p>Emphasis is placed on theme as a vehicle for mathematics where appropriate.</p>																																			
<p>6 PLD for teachers/teacher aides –Prime Mathematics. Tchr observation at our and other schools. LSC support with PLD. Scholastic Rep support with PLD.</p>	<p>Tchrs/Parents</p>	<p>Teachers develop guidelines ideas &amp; expectations, about what direct instruction will look like across the school. Learning, reflection &amp; innovation will improve student outcomes.</p>																																			
<p>7 Encourage homework – learning basic facts and times tables.</p>	<p>DP/Tchrs/Pr</p>	<p>Teachers liaise with parents to ensure basic facts &amp; times tables are supported at home.</p>																																			
<p>8 Parent Evening held to show parents how we teach the Prime Maths programme.</p>	<p>Teachers/Pr</p>	<p>Parents are engaged and supportive - fostering effective connections and relationships.</p>																																			
<p>9 School wide analysis – March, July &amp; November</p>	<p>Teachers/Pr</p>	<p>A school-wide, consistent approach to assessment</p>																																			
<p>10 Report regularly on progress towards achieving target</p>	<p>Principal/BOT</p>	<p>See Triennial Effectiveness Review Plan</p>																																			
<p>9 Analyse end of year data to inform progress &amp; planning for the following year.</p>		<p>Data analysed; Targets set.</p>																																			





Tel: +64 3 218 2959  
Toll Free: 0800 182 959  
invercargill@bdo.co.nz  
www.bdo.nz

BDO INVERCARGILL  
136 Spey Street  
P O Box 1206  
Invercargill 9840, New Zealand

## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF ST MARY'S SCHOOL (MILTON)'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

The Auditor-General is the auditor of St Mary's School (Milton) (the School). The Auditor-General has appointed me, Aaron Higham, using the staff and resources of BDO Invercargill, 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 18, that comprise the statement of financial position as at 31 December 2023, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2023; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector - Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 16 September 2024. This is the date at which our opinion is expressed.

The basis for our opinion is explained below, and we draw your attention to other matters. 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 arise from section 134 of the Education and Training Act 2020.

### **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.





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- 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 obtained at the date of our report is the Statement of Responsibility, Members of the Board, Statement of Variance, Evaluation and analysis of the School's students' progress and achievement, How we have given effect to Te Tiriti o Waitangi, Statement of Compliance with employment policy and Statement of Kiwisport funding, 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 (including International Independence Standards) (New Zealand) (PES 1) issued by the New Zealand Auditing and Assurance Standards Board.

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

Aaron Higham  
BDO Invercargill  
On behalf of the Auditor-General  
Invercargill, New Zealand