

# REPOROA SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2022

#### School Directory

**Ministry Number:** 1923

**Principal:** Richelle McDonald

**School Address:** 34 Massey Road

**School Postal Address:** P O Box 2, Reporoa, 3060

**School Phone:** 07 333 8350

**School Email:** office@rep.school.nz

**Accountant / Service Provider:**

**Education**  **Services.**  
*Dedicated to your school*

# REPOROA SCHOOL

Annual Report - For the year ended 31 December 2022

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# Reporoa School

## Statement of Responsibility

For the year ended 31 December 2022

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

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

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

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

Kate Bowron

Full Name of Presiding Member



Signature of Presiding Member

30/05/2023

Date:

Richelle McDonald

Full Name of Principal



Signature of Principal

30/05/2023

Date:

**Reporoa School**

**Statement of Comprehensive Revenue and Expense**

For the year ended 31 December 2022

		2022	2022	2021
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Revenue</b>				
Government Grants	2	1,408,520	1,024,770	1,266,144
Locally Raised Funds	3	129,928	234,800	58,336
Interest Income		2,943	-	704
		<u>1,541,391</u>	<u>1,259,570</u>	<u>1,325,184</u>
<b>Expenses</b>				
Locally Raised Funds	3	26,628	26,700	34,607
Learning Resources	4	941,405	807,017	908,721
Administration	5	226,362	75,198	182,491
Finance		832	200	227
Property	6	215,779	350,100	192,932
Loss on Disposal of Property, Plant and Equipment	11	-	-	691
		<u>1,411,006</u>	<u>1,259,215</u>	<u>1,319,669</u>
<b>Net Surplus / (Deficit) for the year</b>		130,385	355	5,515
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u><u>130,385</u></u>	<u><u>355</u></u>	<u><u>5,515</u></u>

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

**Reporoa School**

**Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Equity at 1 January</b>		721,770	713,497	713,500
Total comprehensive revenue and expense for the year		130,385	355	5,515
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		1,875	-	2,755
<b>Equity at 31 December</b>		854,030	713,852	721,770
Accumulated comprehensive revenue and expense		854,030	713,852	721,770
<b>Equity at 31 December</b>		854,030	713,852	721,770

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.

**Reporoa School**  
**Statement of Financial Position**  
As at 31 December 2022

		2022	2022	2021
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	341,615	294,446	282,876
Accounts Receivable	8	80,852	66,850	58,850
GST Receivable		-	20,205	3,612
Prepayments		15,273	8,735	12,682
Inventories	9	-	27	13
Investments	10	-	79,027	79,410
		437,740	469,290	437,443
<b>Current Liabilities</b>				
GST Payable		1,803	-	-
Accounts Payable	12	91,907	78,712	93,959
Borrowings	13	-	1,706	-
Revenue Received in Advance	14	2,815	10,687	10,892
Provision for Cyclical Maintenance		-	-	-
Finance Lease Liability	16	7,182	13,089	8,469
Funds held in Trust	17	3,339	6,276	3,786
Funds held for Capital Works Projects	18	31,771	-	7,251
		138,817	110,470	124,357
<b>Working Capital Surplus/(Deficit)</b>		298,923	358,820	313,086
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	581,809	386,796	435,760
		581,809	386,796	435,760
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	15	22,252	22,250	16,512
Finance Lease Liability	16	4,450	9,514	10,564
		26,702	31,764	27,076
<b>Net Assets</b>		854,030	713,852	721,770
<b>Equity</b>		854,030	713,852	721,770

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

**Reporoa School**  
**Statement of Cash Flows**  
For the year ended 31 December 2022

		<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Note</b>	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
		<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
		<b>\$</b>	<b>\$</b>	<b>\$</b>
<b>Cash flows from Operating Activities</b>				
Government Grants		390,234	286,123	350,502
Locally Raised Funds		122,763	193,000	57,341
Goods and Services Tax (net)		5,415	-	16,593
Payments to Employees		(170,760)	608,087	(136,649)
Payments to Suppliers		(196,291)	(1,095,846)	(172,993)
Interest Paid		(832)	(200)	(227)
Interest Received		2,616	-	613
Net cash from/(to) Operating Activities		153,145	(8,836)	115,180
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(192,069)	(4,000)	(20,209)
Purchase of Investments		-	-	(383)
Proceeds from Sale of Investments		79,410	-	-
Net cash from/(to) Investing Activities		(112,659)	(4,000)	(20,592)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		1,875	-	2,755
Finance Lease Payments		(7,695)	(15,437)	(11,513)
Loans Received		-	-	(1,706)
Funds Administered on Behalf of Third Parties		24,073	-	(123,967)
Net cash from/(to) Financing Activities		18,253	(15,437)	(134,431)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>58,739</b>	<b>(28,273)</b>	<b>(39,843)</b>
Cash and cash equivalents at the beginning of the year	7	282,876	322,719	322,719
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>341,615</b>	<b>294,446</b>	<b>282,876</b>

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

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

# Reporoa School

## Notes to the Financial Statements

### For the year ended 31 December 2022

#### 1. Statement of Accounting Policies

##### **a) Reporting Entity**

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

##### **b) Basis of Preparation**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

###### ***Cyclical maintenance***

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 15.



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

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

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

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

##### *Classification of leases*

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 16. Future operating lease commitments are disclosed in note 23b.

##### *Recognition of grants*

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

### **c) Revenue Recognition**

#### **Government Grants**

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

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

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

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

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

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

#### **Other Grants where conditions exist**

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

#### **Donations, Gifts and Bequests**

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

### **Interest Revenue**

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

### **d) Operating Lease Payments**

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

### **e) Finance Lease Payments**

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

### **f) Cash and Cash Equivalents**

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

### **g) Accounts Receivable**

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

### **h) Inventories**

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

### **i) Investments**

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

### **j) Property, Plant and Equipment**

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

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

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

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

### **Finance Leases**

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

### **Depreciation**

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

The estimated useful lives of the assets are:

Building Improvements	20-40 Years
Furniture and Equipment	5-15 Years
Information and Communication Technology	5-15 Years
Library Resources	8 Years DV
Leased assets held under a Finance Lease	Term of Lease

### **k) Intangible Assets**

#### *Software costs*

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

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

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

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

#### *Non cash generating assets*

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

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

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

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

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

### **m) Accounts Payable**

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

## **n) Employee Entitlements**

### *Short-term employee entitlements*

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

### *Long-term employee entitlements*

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

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

## **o) Revenue Received in Advance**

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

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

## **p) Funds Held in Trust**

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

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

## **q) Funds held for Capital works**

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

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

## **r) Shared Funds**

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

## **s) Provision for Cyclical Maintenance**

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

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

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

**t) Financial Instruments**

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

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

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

**u) Borrowings**

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

**v) Goods and Services Tax (GST)**

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

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

Commitments and contingencies are disclosed exclusive of GST.

**w) Budget Figures**

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

**x) Services received in-kind**

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

## 2. Government Grants

	2022	2022 Budget	2021
	Actual	(Unaudited)	Actual
	\$	\$	\$
Government Grants - Ministry of Education	510,562	286,123	459,394
Teachers' Salaries Grants	760,434	608,087	700,962
Use of Land and Buildings Grants	126,996	130,560	105,788
Other Government Grants	10,528	-	-
	<b>1,408,520</b>	<b>1,024,770</b>	<b>1,266,144</b>

The school has opted in to the donations scheme for this year. Total amount received was \$19,350.

## 3. Locally Raised Funds

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

	2022	2022 Budget	2021
	Actual	(Unaudited)	Actual
	\$	\$	\$
<b>Revenue</b>			
Donations & Bequests	8,383	20,000	12,836
Fees for Extra Curricular Activities	19,875	1,000	10,915
Trading	-	200	17
Fundraising & Community Grants	67,811	172,000	3,058
Other Revenue	33,859	41,600	31,510
	<b>129,928</b>	<b>234,800</b>	<b>58,336</b>
<b>Expenses</b>			
Extra Curricular Activities Costs	13,772	6,500	20,659
Trading	29	200	77
Fundraising & Community Grant Costs	2,404	-	1,503
Other Locally Raised Funds Expenditure	10,423	20,000	12,368
	<b>26,628</b>	<b>26,700</b>	<b>34,607</b>
<i>Surplus for the year Locally raised funds</i>	<b>103,300</b>	<b>208,100</b>	<b>23,729</b>

## 4. Learning Resources

	2022	2022 Budget	2021
	Actual	(Unaudited)	Actual
	\$	\$	\$
Curricular	34,734	69,500	56,251
Library Resources	1,977	2,500	587
Employee Benefits - Salaries	844,204	678,087	788,325
Staff Development	10,152	12,000	9,361
Depreciation	50,338	44,930	54,197
	<b>941,405</b>	<b>807,017</b>	<b>908,721</b>

## 5. Administration

	2022	2022 Budget	2021
	Actual	(Unaudited)	Actual
	\$	\$	\$
Audit Fee	5,198	5,198	4,392
Board Fees	2,870	4,000	3,160
Board Expenses	16,055	4,500	4,041
Communication	1,721	2,100	2,499
Consumables	1,421	1,600	1,415
Other	10,499	14,400	12,401
Employee Benefits - Salaries	44,502	35,000	29,311
Insurance	2,895	1,200	2,804
Service Providers, Contractors and Consultancy	10,235	7,200	8,612
Healthy School Lunch Programme	130,966	-	113,856
	<b>226,362</b>	<b>75,198</b>	<b>182,491</b>

## 6. Property

	2022	2022 Budget	2021
	Actual	(Unaudited)	Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	1,584	1,800	1,714
Cyclical Maintenance Provision	5,740	5,740	5,742
Grounds	9,301	157,500	12,466
Heat, Light and Water	11,484	10,000	10,916
Repairs and Maintenance	17,109	6,500	21,510
Use of Land and Buildings	126,996	130,560	105,788
Employee Benefits - Salaries	20,485	18,000	28,281
Consultancy And Contract Services	23,080	20,000	6,515
	<b>215,779</b>	<b>350,100</b>	<b>192,932</b>

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

## 7. Cash and Cash Equivalents

	2022	2022 Budget	2021
	Actual	(Unaudited)	Actual
	\$	\$	\$
Bank Accounts	261,369	294,446	282,876
Short-term Bank Deposits	80,246	-	-
Cash and cash equivalents for Statement of Cash Flows	<b>341,615</b>	<b>294,446</b>	<b>282,876</b>

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

Of the \$341,615 Cash and Cash Equivalents \$31,771 is held by the School on behalf of the Ministry of Education. These funds have been provided for the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2023 on Crown owned school buildings.

## 8. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	288	2,052	1,200
Receivables from the Ministry of Education	-	-	5,591
Banking Staffing Underuse	23,884	15,474	-
Interest Receivable	418	-	91
Teacher Salaries Grant Receivable	56,262	49,324	51,968
	<u>80,852</u>	<u>66,850</u>	<u>58,850</u>
Receivables from Exchange Transactions	706	2,052	6,882
Receivables from Non-Exchange Transactions	80,146	64,798	51,968
	<u>80,852</u>	<u>66,850</u>	<u>58,850</u>

## 9. Inventories

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Stationery	-	27	13
	<u>-</u>	<u>27</u>	<u>13</u>

## 10. Investments

The School's investment activities are classified as follows:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Asset			
Short-term Bank Deposits	-	79,027	79,410
Total Investments	<u>-</u>	<u>79,027</u>	<u>79,410</u>



## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Building Improvements	320,466	175,600	-	-	(19,927)	<b>476,139</b>
Furniture and Equipment	64,068	18,085	-	-	(11,946)	<b>70,207</b>
Information and Communication Technology	8,011	600	-	-	(2,349)	<b>6,261</b>
Motor Vehicles	20,796	-	-	-	(6,560)	<b>14,236</b>
Leased Assets	18,505	1,864	-	-	(9,037)	<b>11,332</b>
Library Resources	3,914	239	-	-	(519)	<b>3,634</b>
<b>Balance at 31 December 2022</b>	<b>435,760</b>	<b>196,388</b>	<b>-</b>	<b>-</b>	<b>(50,338)</b>	<b>581,809</b>

The net carrying value of equipment held under a finance lease is \$11,332 (2021: \$18,505)

### Restrictions

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

	2022	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	778,460	(302,321)	<b>476,139</b>	602,860	(282,394)	<b>320,466</b>
Furniture and Equipment	222,371	(152,164)	<b>70,207</b>	204,285	(140,217)	<b>64,068</b>
Information and Communication Technology	36,798	(30,537)	<b>6,261</b>	35,598	(27,587)	<b>8,011</b>
Motor Vehicles	41,758	(27,522)	<b>14,236</b>	41,758	(20,962)	<b>20,796</b>
Leased Assets	38,935	(27,603)	<b>11,332</b>	56,012	(37,507)	<b>18,505</b>
Library Resources	24,582	(20,948)	<b>3,634</b>	24,343	(20,429)	<b>3,914</b>
<b>Balance at 31 December</b>	<b>1,142,904</b>	<b>(561,095)</b>	<b>581,809</b>	<b>964,856</b>	<b>(529,096)</b>	<b>435,760</b>

## 12. Accounts Payable

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	2,159	9,984	10,463
Accruals	3,248	3,642	3,296
Employee Entitlements - Salaries	56,262	49,324	51,968
Employee Entitlements - Leave Accrual	30,238	15,762	28,232
	<b>91,907</b>	<b>78,712</b>	<b>93,959</b>
Payables for Exchange Transactions	91,907	78,712	93,959
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<b>91,907</b>	<b>78,712</b>	<b>93,959</b>

The carrying value of payables approximates their fair value.

### 13. Borrowings

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Loans due in one year	-	1,706	-
Loans due after one year	-	-	-
	-	1,706	-

### 14. Revenue Received in Advance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Income in Advance	1,105	8,977	9,182
School House Bond	1,710	1,710	1,710
	2,815	10,687	10,892

### 15. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	16,512	16,510	10,770
Increase to the Provision During the Year	5,740	5,740	5,742
Provision at the End of the Year	22,252	22,250	16,512
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Non current	22,252	22,250	16,512
	22,252	22,250	16,512

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2028. This plan is based on school data of when the school was last painted and an estimate of future costs.

### 16. Finance Lease Liability

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	7,769	13,089	9,206
Later than One Year and no Later than Five Years	4,707	9,514	11,217
Future Finance Charges	(844)	-	(1,390)
	11,632	22,603	19,033
<b>Represented by</b>			
Finance lease liability - Current	7,182	13,089	8,469
Finance lease liability - Non current	4,450	9,514	10,564
	11,632	22,603	19,033

## 17. Funds held in Trust

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	3,339	6,276	3,786
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<u>3,339</u>	<u>6,276</u>	<u>3,786</u>

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

## 18. Funds Held (Owed) for Capital Works Projects

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

	2022	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Block B Upgrade		211531	7,251	(1,000)	(6,251)	-	-
LSC Conversion Project		224558	-	41,743	(9,972)	-	31,771
Totals			<u>7,251</u>	<u>40,743</u>	<u>(16,223)</u>	<u>-</u>	<u>31,771</u>

### Represented by:

Funds Held on Behalf of the Ministry of Education	31,771
Funds Receivable from the Ministry of Education	-

	2021	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Block B Upgrade		211531	89,705	45,974	(128,428)	-	7,251
SIP B Heat Pumps		223311	24,156	-	(24,156)	-	-
Autex Rms 5,6,7		223307	-	36,607	(50,082)	13,475	-
Totals			<u>113,861</u>	<u>82,581</u>	<u>(202,666)</u>	<u>13,475</u>	<u>7,251</u>

### Represented by:

Funds Held on Behalf of the Ministry of Education	7,251
Funds Receivable from the Ministry of Education	-

## 19. Related Party Transactions

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

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

## 20. Remuneration

### Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	2,870	3,160
<i>Leadership Team</i>		
Remuneration	360,953	358,655
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	<u>363,823</u>	<u>361,815</u>

There are 7 members of the Board excluding the Principal. The Board had held 7 full meetings of the Board in the year. The Board also has Finance (2 members) and Property (2 members) that met 7 times respectively. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### Principal 1

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	140 - 150
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	-	-

### Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 - 110	2.00	2.00
	<u>2.00</u>	<u>2.00</u>

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

## 21. Compensation and Other Benefits Upon Leaving

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

	<b>2022 Actual</b>	<b>2021 Actual</b>
Total	\$13,000	-
Number of People	1	-

## 22. Contingencies

### (a) Contingent Assets

In 2022 the Ministry of Education provided additional funding for both the Support Staff in School's Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The school is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2022. The Ministry is in the Process of determining the amount of the final wash up payment for the year ended 31 December 2022. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The school has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2023.

### (b) Contingent Liabilities

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

### Holidays Act Compliance – schools payroll

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

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

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

## 23. Commitments

### (a) Capital Commitments

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

\$84,375 contract for the LSC Conversion Project as agent for the Ministry of Education. This project is fully funded by the Ministry and \$41,743 has been received of which \$9,972 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments as at 31 December 2021:

\$313,282 contract for the Block B Upgrade as agent for the Ministry of Education. This project is fully funded by the Ministry and \$278,116 has been received of which \$270,865 has been spent on the project to balance date. This project has been approved by the Ministry.)

### (b) Operating Commitments

There are no operating commitments as at 31 December 2022 (Operating commitments at 31 December 2021: nil).

## 24. Financial Instruments

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

### Financial assets measured at amortised cost

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Cash and Cash Equivalents	341,615	294,446	282,876
Receivables	80,852	66,850	58,850
Investments - Term Deposits	-	79,027	79,410
Total Financial assets measured at amortised cost	<u>422,467</u>	<u>440,323</u>	<u>421,136</u>

### Financial liabilities measured at amortised cost

Payables	91,907	78,712	93,959
Borrowings - Loans	-	1,706	-
Finance Leases	11,632	22,603	19,033
Total Financial Liabilities Measured at Amortised Cost	<u>103,539</u>	<u>103,021</u>	<u>112,992</u>

## 25. Events After Balance Date

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

## 26. Comparatives

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

## Independent Auditor's Report

### To the Readers of Reporoa School's Financial Statements

For the Year Ended 31 December 2022

The Auditor-General is the auditor of Reporoa School (the School). The Auditor-General has appointed me, Richard Dey, using the staff and resources of William Buck Audit (NZ) Limited, to carry out the audit of the financial statements of the School on his behalf.

#### Opinion

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 30 May 2023. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

#### Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board.

Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report. We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

### **Responsibilities of the Board for the financial statements**

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

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

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

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

### **Responsibilities of the auditor for the audit of the financial statements**

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

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

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

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

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

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



conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

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

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

Our responsibilities arises from the Public Audit Act 2001.

### **Other information**

The Board of Trustees is responsible for the other information. The other information comprises the information included in the annual report being the Kiwisport Report, Statement of Compliance with Employment Policy, Members of the Board of Trustees and Analysis of Variance, but does not include the financial statements, and our auditor's report thereon.

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

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

### **Independence**

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

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



**Richard Dey**  
**William Buck Audit (NZ) Limited**  
On behalf of the Auditor-General  
Tauranga, New Zealand

## Reporoa School

### Members of the Board

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Kate Bowron	Presiding Member	Elected	Jun 2025
Richelle McDonald	Principal	ex Officio	
John Guyton	Parent Representative	Elected	Jun 2025
Kane Polyblank	Parent Representative	Elected	Jun 2025
Megan Smith	Parent Representative	Elected	Jun 2025
Reece Williams	Parent Representative	Elected	Jun 2025
Nikkole Fell	Staff Representative	Elected	Jun 2025

# 2022 Analysis of Variance Reporting



<b>School Name:</b>	Reporoa Primary School	<b>School Number:</b>	1923
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<b>Strategic Aims</b>	<b>1. Learner Focussed: CELEBRATE CONTINUOUS LEARNING THROUGH GROWTH IN LEARNER AGENCY.</b>
<b>Annual Aim:</b>	<p>1a - Increase student agency to empower students to take ownership of their learning using goal setting and next steps</p> <p>1b - Investigate and refine successful collaborative teaching and learning strategies.</p> <p>1c - Improve literacy outcomes using an evidence based approach to teaching literacy that is beneficial for all children, but provides scaffolded support for target students.</p> <p>1d - Strengthen 'Healthy Active Learning' outcomes through PE. Sport and Health.</p> <p>1e - Use STEAM alongside digital fluency and the digital curriculum to enhance future focused learning.</p>
<b>Target:</b>	<p><b>Reading</b> - To raise all students' achievement in Reading by the end of 2022, in particular:</p> <p>a) Accelerate progress for the 25 students not reading at their expected curriculum level.</p> <p>b) Accelerate progress for the 18 boys not reading at their expected curriculum level.</p> <p>c) Accelerate progress for the 20 Maori (16 Maori boys) not reading at their expected curriculum level.</p> <p><b>Writing</b> - To raise all students' achievement in Writing by the end of 2022, in particular:</p> <p>a) Accelerate progress for the 25 students not writing at their expected curriculum level.</p> <p>b) Accelerate progress for the 21 boys not writing at their expected curriculum level.</p> <p>c) Accelerate progress for the 20 Maori (17 Maori boys) not writing at their expected curriculum level.</p> <p><b>Mathematics</b> - To raise all students' achievement in Mathematics by the end of 2022, in particular:</p> <p>a) Accelerate progress for the 17 students not working at their expected curriculum level in mathematics.</p> <p>b) Accelerate progress for the 11 boys not working at their expected curriculum level in mathematics.</p> <p>c) Accelerate progress for the 12 Maori (9 Maori boys) not working at their expected curriculum level in mathematics.</p>
<b>Baseline Data:</b>	<p><b>Reading</b> - 2021 81% of the whole cohort were reading at or above their curriculum level.</p> <p><b>Writing</b> - 2021 82% of the whole cohort were writing at or above their curriculum level.</p> <p><b>Mathematics</b> - 2021 87% of the whole cohort were working on mathematics at or above their curriculum level.</p>

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<ul style="list-style-type: none"> <li>Stabilise the staffing in the junior school.</li> <li>Improve and align the whole school reading assessment practice.</li> <li>Continue with the develop Structured Literacy throughout the school with a focus on years 1-3 using centrally funded PLD with Kirsty Tatare.</li> <li>Embed collaboration as a strategy in the junior school as per our review focus – please see action plan.</li> <li>Continue to work with Learning Support Coordinators (LSC), RTLB and LS MOE to address students' needs on the Learning Support Register.</li> <li>Test for learning needs using iCEPT testing (eye tracking, visual (span, count and spatial) and auditory discrimination) in conjunction with ELT and LSC, then implement an iCEPT differentiated programme for students with identified needs, using LSC, teacher aides, ICS, AND promoting teacher support for this.</li> <li>Continue to support &amp; monitor classroom practices for learners in need, such as Steps Web, ELT</li> </ul>	<p><b>Reading-</b> 2022 69% of the whole cohort were reading at or above their curriculum level (decreased by 12%)</p> <p><b>What Happened?</b></p> <p><i><b>We had 34 new students to the school. Of these 34, 17 are target students in reading.</b></i></p> <p>From the 25 target/priority students identified at the beginning of the year, 2 left during the year, 4 (all male, 3 Māori) made accelerated progress, 19 made normal progress.</p> <p><b>Writing –</b> 2022 78% of the whole cohort were writing at or above their curriculum level. (decreased by 4%)</p> <p><b>What Happened?</b></p> <p><i><b>We had 34 new students to the school. Of these 34, 10 are target students in writing.</b></i></p> <p>From the 25 target/priority students identified at the beginning of the year, 1 left during the year, 11 (8 male, 9 Māori) made accelerated progress, 10 made normal progress,</p>	<p>While the whole cohort data did not increase, this is because we have had a large number of students leave and more arrive. The overall roll has remained similar, but we are not comparing the same students.</p> <p>Looking at specific student data we can see that target students from 2021 have moved with a 17% acceleration rate in reading, a 45% acceleration rate in writing, and a 33% acceleration rate in mathematics.</p>	<p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>Schoolwide expectations for teaching structured literacy.</li> <li>Regular observations and feedback for staff to continue improving their structured literacy teaching practice.</li> <li>School wide writing assessment and moderation.</li> <li>Literacy lead is attending accredited Multisensory Structured Language training in April to strengthen in school knowledge and understanding of the science of reading.</li> <li>Increase literacy resources to further support teaching.</li> <li>Team teaching and collaborative practice to provide regular and intense small group intervention.</li> <li>Continue to develop SL through our PLD provider.</li> <li>Unpack the data in teams so all teachers know every learner.</li> <li>Continue targeted structured literacy teaching for at risk senior students.</li> </ul> <p><b>Mathematics:</b></p> <ul style="list-style-type: none"> <li>Maths lead teacher to look into professional development.</li> <li>Target group teaching (intervention) for our Māori boys in particular.</li> <li>Whole school maths observations</li> </ul>

## Tātaritanga raraunga

<p>programmes, Irlens glasses, coloured screens being used, Voice to Text, classroom adjustments</p> <ul style="list-style-type: none"> <li>• Set up structure for Google Classrooms for Yr 2 - Yr 6 so students can store their voice to text writing work effectively, and for the teacher to be able to monitor regularly.</li> <li>• Establish clear goals and a written programme for the 2 ICS children, and continue to support Teacher Aides in their role, with their goals, timetables and resourcing.</li> <li>• Work on reducing the disparity between Maori and Non-Maori in Literacy in 2022 through targeted literacy programmes and through careful selection of resources.</li> </ul>	<p>2 made no progress but had high needs.</p> <p><b>Mathematics</b> - 2022 81% of the whole cohort were working on mathematics at or above their curriculum level. (decreased by 6%)</p> <p><b>What Happened?</b></p> <p><b><i>We had 34 new students to the school. Of these 34, 13 are target students in writing.</i></b></p> <p>From the 17 target/priority students identified at the beginning of the year, 2 left during the year, 5 (3 male, 3 Māori) made accelerated progress, 10 made normal progress.</p>		<p>and feedback sessions to continue and improve pedagogical knowledge and content.</p> <ul style="list-style-type: none"> <li>• Collaborative maths grouping to ensure targeted teaching and learning to meet the needs of individual students.</li> <li>• Mixed grouping problem solving - look at the research in teams to teach mixed ability grouping in maths.</li> <li>• Ensuring we are using a range of ways to represent and answer problems (The use of think boards)</li> <li>• Ensure planning and teaching is explicit to the needs of the students in the group, with regular checkpoints to monitor progress.</li> <li>• Teacher Aide support across the senior school to support 'monitoring of the class' while the teacher works with target groups to provide quality explicit instruction.</li> </ul>
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### Planning for next year:

<https://www.rep.school.nz/charter-strategic-aims-annual-plan/>

## Reporoa School

### Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received total Kiwisport funding of \$1,811 (excluding GST). The funding was spent on sporting endeavours.

## Statement of Compliance with Employment Policy

For the year ended 31st December 2022 the Reporoa School Board:

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