

TE KOHANGA SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

School Directory

Ministry Number: 1533

Principal: Robyn Driver

School Address: 976 Tuakau Bridge-Port Waikato Road

School Postal Address: 14 Kohanga Store Road RD 3, Tuakau, 2693

School Phone: 09 232 8881

School Email: admin@tekohanga.school.nz

Accountant / Service Provider:

Education  Services.
Dedicated to your school

TE KOHANGA SCHOOL

Annual Report - For the year ended 31 December 2021

Index

Page	Statement
	Financial Statements
1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 19	Notes to the Financial Statements
	Other Information
	Members of the Board
	Kiwisport
	Analysis of Variance

Te Kohanga School

Statement of Responsibility

For the year ended 31 December 2021

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 2021 fairly reflects the financial position and operations of the school.

The School's 2021 financial statements are authorised for issue by the Board.

Cornie Anderson

Full Name of Presiding Member

Robyn Driver

Full Name of Principal

CA

Signature of Presiding Member

RDriver

Signature of Principal

31/05/22

Date:

31.05.2022

Date:

Te Kohanga School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2021

		2021	2021	2020
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	485,206	439,823	479,108
Locally Raised Funds	3	25,374	30,300	16,343
Interest Income		400	1,500	972
		510,980	471,623	496,423
Expenses				
Locally Raised Funds	3	4,862	6,000	6,291
Learning Resources	4	330,023	260,111	269,782
Administration	5	65,219	52,950	49,620
Finance		251	170	261
Property	6	117,600	141,380	141,472
Depreciation	11	12,446	12,037	13,762
Loss on Uncollectable Accounts Receivable		-	-	68
		530,401	472,648	481,256
Net Surplus / (Deficit) for the year		(19,421)	(1,025)	15,167
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(19,421)	(1,025)	15,167

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

Te Kohanga School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Equity at 1 January		204,888	182,477	189,063
Total comprehensive revenue and expense for the year		(19,421)	(1,025)	15,167
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	658
Contribution - Te Mana Tuhono Grant		9,450	-	-
Equity at 31 December		194,917	181,452	204,888
Retained Earnings		194,917	181,452	204,888
Equity at 31 December		194,917	181,452	204,888

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

Te Kohanga School
Statement of Financial Position
As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Assets				
Cash and Cash Equivalents	7	206,339	156,810	166,073
Accounts Receivable	8	22,107	11,472	16,879
GST Receivable		1,087	2,914	926
Prepayments		2,372	1,260	1,868
Inventories	9	1,392	1,776	1,702
Investments	10	10,131	37,133	37,245
Funds owed for Capital Works Projects	17	-	-	2,025
		<u>243,428</u>	<u>211,365</u>	<u>226,718</u>
Current Liabilities				
Accounts Payable	12	37,310	21,719	30,057
Revenue Received in Advance	13	-	154	43
Provision for Cyclical Maintenance	14	-	-	-
Finance Lease Liability	15	3,459	3,187	3,347
Funds held on behalf of Kaahui Ako Cluster	16	15,005	-	-
Funds held for Capital Works Projects	17	-	-	-
		<u>55,774</u>	<u>25,060</u>	<u>33,447</u>
Working Capital Surplus/(Deficit)		187,654	186,305	193,271
Non-current Assets				
Property, Plant and Equipment	11	42,273	32,307	40,673
		<u>42,273</u>	<u>32,307</u>	<u>40,673</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	31,654	28,914	23,298
Finance Lease Liability	15	3,356	8,246	5,758
		<u>35,010</u>	<u>37,160</u>	<u>29,056</u>
Net Assets		<u><u>194,917</u></u>	<u><u>181,452</u></u>	<u><u>204,888</u></u>
Equity		<u><u>194,917</u></u>	<u><u>181,452</u></u>	<u><u>204,888</u></u>

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

Te Kohanga School
Statement of Cash Flows
For the year ended 31 December 2021

		2021	2021	2020
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		123,077	117,875	156,239
Locally Raised Funds		25,219	30,300	19,026
Goods and Services Tax (net)		(161)	-	1,988
Payments to Employees		(74,297)	(71,600)	(78,619)
Payments to Suppliers		(77,698)	(50,053)	(61,850)
Interest Paid		(251)	(170)	(261)
Interest Received		666	1,500	947
Net cash from/(to) Operating Activities		(3,445)	27,852	37,470
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(1,928)	(2,000)	(3,580)
Purchase of Investments		(131)	-	(10,582)
Proceeds from Sale of Investments		27,245	-	10,470
Net cash from/(to) Investing Activities		25,186	(2,000)	(3,692)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	658
Finance Lease Payments		(2,555)	(3,347)	(2,463)
Funds Administered on Behalf of Third Parties		21,080	-	(205)
Net cash from/(to) Financing Activities		18,525	(3,347)	(2,010)
Net increase/(decrease) in cash and cash equivalents		40,266	22,505	31,768
Cash and cash equivalents at the beginning of the year	7	166,073	134,305	134,305
Cash and cash equivalents at the end of the year	7	206,339	156,810	166,073

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

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

Te Kohanga School

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

a) Reporting Entity

Te Kohanga 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 reports have been prepared for the period 1 January 2021 to 31 December 2021 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

These financial statements are presented in New Zealand dollars, rounded to the nearest 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 long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

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. 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.

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.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. These 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

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 recorded as revenue when their receipt is formally acknowledged by the School.

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 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 lunchroom stock 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 to buildings owned by the Crown 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:

Buildings	20 years
Furniture and Equipment	5-10 years
Information and Communication Technology	2.5-5 years
Library Resources	12.5% 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 or licensing of software 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. 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.

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.

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 twelve 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.

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 Revenue and Expense.

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

q) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of the School's control. These amounts are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

r) 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 an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

s) 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 categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

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.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. All of these financial liabilities are categorised as 'financial liabilities measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

t) 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.

Borrowings include but are not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

u) 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.

v) Budget Figures

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

w) 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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Operational Grants	116,163	106,129	112,504
Teachers' Salaries Grants	274,901	224,411	222,439
Use of Land and Buildings Grants	69,057	97,537	98,848
Other MoE Grants	22,092	8,746	41,584
Transport grants	2,993	3,000	3,733
	<u>485,206</u>	<u>439,823</u>	<u>479,108</u>

The school has opted in to the donations scheme for this year. Total amount received was \$5,100.

3. Locally Raised Funds

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue			
Donations & Bequests	1,750	200	217
Fees for Extra Curricular Activities	4,946	1,600	704
Trading	1,680	2,000	1,984
Fundraising & Community Grants	2,847	13,000	452
Other Revenue	14,151	13,500	12,986
	<u>25,374</u>	<u>30,300</u>	<u>16,343</u>
Expenses			
Extra Curricular Activities Costs	147	450	715
Trading	2,167	2,550	3,294
Fundraising & Community Grant Costs	158	-	-
Other Locally Raised Funds Expenditure	2,390	3,000	2,282
	<u>4,862</u>	<u>6,000</u>	<u>6,291</u>
<i>Surplus for the year Locally raised funds</i>	<u>20,512</u>	<u>24,300</u>	<u>10,052</u>

4. Learning Resources

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Curricular	18,009	15,400	13,994
Library Resources	457	600	599
Employee Benefits - Salaries	308,283	241,611	253,354
Staff Development	3,274	2,500	1,835
	<u>330,023</u>	<u>260,111</u>	<u>269,782</u>

5. Administration

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Audit Fee	6,358	6,000	5,780
Board Fees	2,415	2,000	1,590
Board Expenses	2,087	1,900	1,122
Communication	2,470	2,600	1,708
Consumables	2,129	2,500	2,100
Operating Lease	-	-	193
Other	5,210	5,150	5,766
Employee Benefits - Salaries	26,637	29,000	27,436
Insurance	265	-	329
Service Providers, Contractors and Consultancy	3,888	3,800	3,596
Healthy School Lunch Programme	13,760	-	-
	<u>65,219</u>	<u>52,950</u>	<u>49,620</u>

6. Property

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Caretaking and Cleaning Consumables	9,489	1,900	4,324
Cyclical Maintenance Provision	8,356	5,243	5,243
Grounds	4,290	2,900	2,434
Heat, Light and Water	3,999	5,000	4,758
Repairs and Maintenance	4,803	2,800	6,928
Use of Land and Buildings	69,057	97,537	98,848
Security	892	600	807
Employee Benefits - Salaries	16,714	25,400	18,130
	<u>117,600</u>	<u>141,380</u>	<u>141,472</u>

In 2021, the Ministry of Education revised the notional rent rate from 8% to 5% to align it with the Government Capital Charge rate. This is considered to be a reasonable proxy for the market rental yield on the value of land and buildings used by schools. Accordingly in 2021, 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

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Bank Accounts	206,339	156,810	166,073
Cash and cash equivalents for Statement of Cash Flows	<u>206,339</u>	<u>156,810</u>	<u>166,073</u>

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

Of the \$206,339 Cash and Cash Equivalents, \$15,005 is held by the School on behalf of the Kaahui Ako cluster. See note 16 for details of how the funding received for the cluster has been spent in the year.

8. Accounts Receivable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Receivables	515	2,794	-
Interest Receivable	51	292	317
Teacher Salaries Grant Receivable	21,541	8,386	16,562
	<u>22,107</u>	<u>11,472</u>	<u>16,879</u>
Receivables from Exchange Transactions	566	3,086	317
Receivables from Non-Exchange Transactions	21,541	8,386	16,562
	<u>22,107</u>	<u>11,472</u>	<u>16,879</u>

9. Inventories

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Lunchroom	-	-	54
Uniform	1,392	1,776	1,648
	<u>1,392</u>	<u>1,776</u>	<u>1,702</u>

10. Investments

The School's investment activities are classified as follows:

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Asset			
Short-term Bank Deposits	10,131	37,133	37,245
Total Investments	<u>10,131</u>	<u>37,133</u>	<u>37,245</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2021	\$	\$	\$	\$	\$	\$
Buildings	181	-	-	-	(181)	-
Furniture and Equipment	19,769	3,228	-	-	(3,662)	19,335
Information and Communication Technology	8,237	9,450	-	-	(2,857)	14,830
Leased Assets	6,697	1,368	-	-	(5,022)	3,043
Library Resources	5,789	-	-	-	(724)	5,065
Balance at 31 December 2021	40,673	14,046	-	-	(12,446)	42,273

The net carrying value of equipment held under a finance lease is \$3,043 (2020: \$6,697)

	2021	2021	2021	2020	2020	2020
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	42,223	(42,223)	-	42,223	(42,042)	181
Furniture and Equipment	157,128	(137,793)	19,335	163,774	(144,005)	19,769
Information and Communication Technology	48,079	(33,249)	14,830	47,153	(38,916)	8,237
Leased Assets	15,301	(12,258)	3,043	16,968	(10,271)	6,697
Library Resources	50,952	(45,887)	5,065	50,952	(45,163)	5,789
Balance at 31 December	313,683	(271,410)	42,273	321,070	(280,397)	40,673

12. Accounts Payable

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Creditors	7,283	1,945	5,678
Accruals	6,358	7,200	5,780
Employee Entitlements - Salaries	21,541	8,386	16,562
Employee Entitlements - Leave Accrual	2,128	4,188	2,037
	37,310	21,719	30,057
Payables for Exchange Transactions	37,310	21,719	30,057
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	37,310	21,719	30,057

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Other	-	154	43
	-	154	43

14. Provision for Cyclical Maintenance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Provision at the Start of the Year	23,298	23,671	18,055
Increase to the Provision During the Year	5,632	5,243	5,243
Adjustment to the Provision	2,724	-	-
Provision at the End of the Year	31,654	28,914	23,298
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Term	31,654	28,914	23,298
	31,654	28,914	23,298

15. Finance Lease Liability

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year	3,589	3,187	3,517
Later than One Year and no Later than Five Years	3,398	8,246	5,814
Future finance charges	(172)	-	(226)
	6,815	11,433	9,105

Represented by

Finance lease liability - Current	3,459	3,187	3,347
Finance lease liability - Term	3,356	8,246	5,758
	6,815	11,433	9,105

16. Funds held on behalf of Kaahui Ako Cluster

Te Kohanga School is the lead school and holds funds on behalf of Te Kaahui Ako o te Puaaha o Waikato, a group of schools funded by the Ministry of Education to work together to improve students learning pathways to help students achieve their full potential.

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Funds Held at Beginning of the Year	-	-	-
Funds Received from Cluster Members	15,590	-	-
Total funds received	15,590	-	-
Funds Spent on Behalf of the Cluster	585	-	-
Funds Held at Year End	15,005	-	-

17. Funds Held (Owed) for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects.

2021	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
Solar Panels	221632	(2,025)	2,025	-	-	-
SIP Pool Equipment Upgrade	223249	-	13,950	(13,950)	-	-
SIP Playground Upgrade	223246	-	28,980	(28,980)	-	-
Totals		(2,025)	44,955	(42,930)	-	-

Represented by:

Funds Held on Behalf of the Ministry of Education
Funds Due from the Ministry of Education

-
-
-

2020	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
New Build		(1,820)	-	1,820	-	-
Solar Panels	221632	-	18,225	(20,250)	-	(2,025)
Totals		(1,820)	18,225	(18,430)	-	(2,025)

18. Related Party Transactions

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

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and 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.

Stacey Matiu is a trustee of the Board and pays the School for use of the School house. The rate is assessed annually to match market rates on advisement of the property manager, however this was delayed during 2021 due to COVID-19 lockdowns.

19. Remuneration

Key management personnel compensation

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

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration	2,415	1,590
<i>Leadership Team</i>		
Remuneration	138,698	129,150
Full-time equivalent members	1.00	1.50
Total key management personnel remuneration	<u>141,113</u>	<u>130,740</u>

There are 5 members of the Board excluding the Principal. The Board had held 6 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings.

Principal 1

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

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	90 - 100
Benefits and Other Emoluments	4 - 5	2 - 3
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2021 FTE Number	2020 FTE Number
100 - 110	-	-
	<u>0.00</u>	<u>0.00</u>

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

20. Compensation and Other Benefits Upon Leaving

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

	2021 Actual	2020 Actual
Total	-	-
Number of People	-	-

21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2021 (Contingent liabilities and assets at 31 December 2020: 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 2021, a contingent liability for the school may exist.

22. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2021.

(Capital commitments as at 31 December 2020:

\$20,584 contract for the Solar Panels as agent for the Ministry of Education. This project is fully funded by the Ministry and \$18,225 has been received of which \$20,250 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 2021 (Operating commitments at 31 December 2020: nil).

23. Financial Instruments

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

Financial assets measured at amortised cost

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash and Cash Equivalents	206,339	156,810	166,073
Receivables	22,107	11,472	16,879
Investments - Term Deposits	10,131	37,133	37,245
Total Financial assets measured at amortised cost	<u>238,577</u>	<u>205,415</u>	<u>220,197</u>

Financial liabilities measured at amortised cost

Payables	37,310	21,719	30,057
Finance Leases	6,815	11,433	9,105
Total Financial Liabilities Measured at Amortised Cost	<u>44,125</u>	<u>33,152</u>	<u>39,162</u>

24. Events After Balance Date

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

25. Comparatives

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

26. COVID 19 Pandemic on going implications

Impact of Covid-19

During 2021 the country moved between alert levels. During February and March 2021 Auckland was placed into alert levels 3 and 2 and other parts of the country moved into alert level 2.

Towards the end of June 2021, the Wellington region was placed into alert level 2 for one week.

Towards the end of August 2021, the entire country moved to alert level 4, with a move to alert level 3 and 2 for everyone outside the Auckland region three weeks later. While Auckland has remained in alert level 3 for a prolonged period of time the Northland and Waikato regions have also returned to alert level 3 restrictions during this period.

Impact on operations

Schools have been required to continue adapting to remote and online learning practices when physical attendance is unable to occur in alert level 4 and 3. Schools continue to receive funding from the Te Tāhuhu o te Mātauranga | Ministry to Education, even while closed.

However, the ongoing interruptions resulting from the moves in alert levels have impacted schools in various ways which potentially will negatively affect the operations and services of the school. We describe below the possible effects on the school that we have identified, resulting from the ongoing impacts of the COVID-19 alert level changes.

Reduction in locally raised funds

Under alert levels 4,3, and 2 the school's ability to undertake fund raising events in the community and/ or collect donations or other contributions from parents, may have been compromised. Costs already incurred arranging future events may not be recoverable.

Increased Remote learning additional costs

Under alert levels 4 and 3 ensuring that students have the ability to undertake remote or distance learning often incurs additional costs in the supply of materials and devices to students to enable alternative methods of curriculum delivery.

Te Kohanga School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Corinne Anderson	Presiding Member	Elected	Sep 2022
Robyn Driver	Principal		
Stacey Matiu	Parent Representative	Co-opted	Sep 2022
Kim Stewart	Parent Representative	Elected	Sep 2022
Amy Baker	Parent Representative	Co-opted	Sep 2022
Tammy McMillan	Staff Representative	Elected	Sep 2022

Te Kohanga School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2021, the school received total Kiwisport funding of \$407 (excluding GST). The funding was spent on sporting endeavours.

Analysis of Variance Reporting – Reading 2021 targets



School Name:

Te Kohanga School

School Number:

1533

Strategic Aim:

Strategic Goal 1 – Sustaining a future focussed, local and culturally relevant curriculum.
Strategic Goal 2 – Learners are empowered to make powerful and positive choices about their future.
Strategic Goal 3 - A strengths-based reciprocal relationship exists between school, whānau and the wider community.

Annual Aim:

To accelerate the progress of all students working 'below' or 'towards' their expected curriculum level.

Target:

To accelerate the progress of all students working 'below' or 'towards' their expected curriculum level.
Our first focus will be on making accelerated progress for all Year 2 - Year 6 students working below their curriculum level 8/20 by the end of 2021.
Our second focus is to strengthen practice and progress of our NE and Year 1 students who have very limited ECE and early literacy experience.

Baseline Data:

Number of students who were Working 'Below' the curriculum level at the end of 2020 (data has moved into 2021 year groups)

Tekohanga
 SKILL ID USED: 18945 Reading (3) End

Percentage of Pupils - for 2020 Printed: 17 Feb 2021

	Working Below	Working Towards	Working within	Exceeding	Total Well below	Total Below	Total At	Total Above	Total Pupils
Y1	0%	0%	100%	0%	0%	0%	100%	0%	30% (6)
Y2	100%	0%	0%	0%	0%	100%	0%	0%	20% (4)
Y3	100%	14%	43%	14%	100%	0%	0%	0%	5% (1)
Y4	29%	14%	43%	14%	29%	14%	43%	14%	35% (7)
Y5	2%	1%	50%	50%	0%	0%	50%	50%	10% (2)
Total pupils	15 % (3)	25 % (5)	50 % (10)	10 % (2)	15% (3)	25% (5)	50% (10)	10% (2)	(20)

Number of students who were Working 'Towards' the curriculum level at the end of 2019 (data has moved into 2020 year groups)

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>PLANNED ACTIONS</p> <p>Teachers to identify all students in their classes who are Working Below and towards their expected curriculum level and identify these students in Student Progress Plans. Deliberate acts the teacher will use to target these students are identified.</p> <p>Extensive monitoring and tracking at least once a term, through an individualised IEP to evaluate the progress of the learners. This is written in collaboration with the student, whānau and any relevant support agencies.</p> <p>Target students from the student progress plans are used as target students for the monthly BOT meetings. These are an anonymous tracking system. This will be reported on as a group rather than individually due to the small numbers</p> <p>Staff PLD on how to engage students through the use of SeeSaw</p>	<p>Huge disruption caused by ongoing lockdowns and high absenteeism. Students achievement did not improve.</p> <p>Unable to capture any end of year data.</p> <p>The high transient nature of our community meant that the data for our target students changed throughout the year. We gained a number of new students throughout each year level all achieving below or well below their expected curriculum level. The Board of Trustees were given an updated Target student list throughout the year. We also lost 10 students so ¼ of our roll in one week – due to four different family circumstances. This had an obvious effect on our end of year data.</p> <p>The four lockdown's had a very negative impact on our community and on the learning of our students. Only one whanau had reliable internet and therefore digital distance learning was not possible. Some of students did not open a book or complete any of our home learning back during lockdown.</p>	<p>COVID lockdowns</p> <p>unable to get end of year data</p>	<p>Beginning Structured Literacy teaching across the school.</p>

<p>to celebrate and share reading progress.</p>			
<p>Greater use of etap/google sheets to track assessment data across the year.</p>			
<p>Planned Collaborative Planning meetings to discuss learning and teaching programmes and students' progress</p>			
<p>Buddy reading programme between room 1 and room 4 to encourage a tuakana-teina relationship.</p>			
<p>Audit and purchase of new readers to fit with the new MOE literacy focus</p>			
<p>Consideration for Reading Together with new parents to the school.</p>			
<p>Extra reading sessions with a focus on skills for reading eg. Syllabification, for students working below expected level in room 1 (year 4-6)</p>			
<p>Daily use of reading Book Bags and Home Reading Journals with the Year 1-3 class.</p>			



Junior staff to observe good literacy practice in another Kaahui School with a particular focus on New Entrant literacy.

Planning for next year:

Assess students on entry to 2022 before setting targets which are likely to be the same as 2021

Analysis of Variance Reporting – Writing 2021 targets



School Name: Te Kohanga School

School Number: 1533

Strategic Aim:

Strategic Goal 1 – Sustaining a future focussed, local and culturally relevant curriculum.
Strategic Goal 2 – Learners are empowered to make powerful and positive choices about their future.
Strategic Goal 3 - A strengths-based reciprocal relationship exists between school, whānau and the wider community.

Annual Aim:

To accelerate the progress of all students working 'below' or 'towards' their expected curriculum level.

Target:

Our focus will be on making accelerated progress for all Year 2 - Year 6 students working below their curriculum level (7/30) by the end of 2020.

Baseline Data:

Tekohanga
Skill id used: 18946 Writing (3)End
Percentage of Pupils - for 2020 Printed: 17 Feb 2021

	Working Below	Working Towards	Working within	Exceeding	Total Well Below	Total Below	Total At	Total Above	Total Pupils
Y1	100% (4)		100% (6)		0%	0%	100% (6)	0%	30% (6)
Y2	100% (1)				100% (4)	0%	0%	0%	20% (4)
Y3	29% (2)	29%	29% (2)	14% (1)	29% (2)	29%	0%	0%	5% (1)
Y4	29% (2)	29%	100% (2)		0%	0%	100% (2)	14% (1)	35% (7)
Y5	35% (7)	10% (2)	50% (10)	5% (1)	35% (7)	10%	50% (10)	5% (1)	10% (2)
Total pupils									

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>PLANNED ACTIONS</p> <p>Teachers to identify all students in their classes who are Working Below and towards their expected curriculum level and identify these students in Student Progress Plans. Deliberate acts the teacher will use to target these students are identified.</p> <p>Extensive monitoring and tracking at least once a term, through an individualised IEP to evaluate the progress of the learners. This is written in collaboration with the student whānau and any relevant support agencies.</p> <p>Target students from the student progress plans are used as target students for the monthly BOT meetings. These are an anonymous tracking system.</p> <p>Staff PLD on how to engage students through the use of SeeSaw to celebrate and share writing progress.</p>	<p>Huge disruption caused by ongoing lockdowns and high absenteeism. Students achievement did not improve. Unable to capture any end of year data.</p> <p>The high transient nature of our community meant that the data for our target students changed throughout the year. We gained a number of new students throughout each year level all achieving below or well below their expected curriculum level. The Board of Trustees were given an updated Target student list throughout the year. We also lost 10 students so ¼ of our roll in one week – due to four different family circumstances. This had an obvious effect on our end of year data.</p> <p>We have had 15 new students start this academic year and 13 leave (6 of the leavers also only started in 2020).</p> <p>The two lockdown's had a very negative impact on our community and on the learning of our students. Only one whanau had reliable internet and therefore digital distance learning was not possible. Some of students did not open a book or complete any of our home learning back during lockdown.</p>	<p>COVID lockdowns</p> <p>unable to get end of year data</p>	<p>Beginning Structured Literacy teaching across the school.</p>

Greater use of etap/google sheets to track assessment data across the year.
Planned Collaborative Planning meetings to discuss learning and teaching programmes and students' progress
Buddy reading programme between room 1 and room 4 to encourage a tuakana-teina relationship. Focus on reading from our own writing books
Teacher Aide to run an intervention focussing on Early Words where Year 1-2 have a daily focus on reading and writing HFV
Purchase of the Writing Book for each class to help plan writing units.

Each member of the board of trustees had a group of students that they actively monitored in each meeting. Students were anonymous and a spreadsheet for each child illustrated the progress they had made academically and the interventions that the school staff had implemented. The board was able to ask questions about why students had not made enough progress and what resources could be utilised to help these students. The Board were excited to track the progress each board meeting and were really proud of their students when they hit their targets. They were also able to see how clearly attendance affects the chance of progress for some of our most vulnerable students.

Planning for next year:

Assess students on entry to 2022 before setting targets which are likely to be the same as 2021

Analysis of Variance Reporting

– Maths 2021 targets



School Name:

Te Kohanga School

School Number:

1533

Strategic Aim:

Strategic Goal 1 – Sustaining a future focussed, local and culturally relevant curriculum.
Strategic Goal 2 – Learners are empowered to make powerful and positive choices about their future.
Strategic Goal 3 - A strengths-based reciprocal relationship exists between school, whānau and the wider community.

Annual Aim:

To accelerate the progress of all students working 'below' or 'towards' their expected curriculum level.

Target:

Our focus will be on making accelerated progress for all Year 2 - Year 6 students working below their curriculum level (8/30) by the end of 2019.

Baseline Data:

Baseline Data for all students (as at the end of 2019) Number of students who were Working 'Below' the curriculum level at the end of 2019 (data has moved into 2020 year groups)

Year 2		Year 3		Year 4		Year 5		Year 6	
Ethnicity	Number	Ethnicity	Number	Ethnicity	Number	Ethnicity	Number	Ethnicity	Number
Maori	1	Maori	1	Maori	2	Maori	1	Maori	
Samoaan	1							Asian	1

Number of students who were Working 'Towards' the curriculum level at the end of 2019 (data has moved into 2020 year groups)

Year 2		Year 3		Year 4		Year 5		Year 6	
Ethnicity	Number	Ethnicity	Number	Ethnicity	Number	Ethnicity	Number	Ethnicity	Number
Maori		Maori		Maori	1	Maori		Maori	

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>PLANNED ACTIONS</p> <p>Teachers to identify all students in their classes who are Working Below and towards their expected curriculum level and identify these students in Student Progress Plans. Deliberate acts the teacher will use to target these students are identified.</p> <p>Extensive monitoring and tracking at least once a term, through an individualised IEP to evaluate the progress of the learners. This is written in collaboration with the student, whānau and any relevant support agencies.</p> <p>Research the use of mathematics assessment for Junior Students. Is JAM still the most used and useful to measure attainment and next steps.</p> <p>Formalised tracking of student progress and achievement through asTTle maths.</p>	<p>Huge disruption caused by ongoing lockdowns and high absenteeism. Students achievement did not improve. Unable to capture any end of year data.</p> <p>Overall school results show continued improvement in our senior students but ongoing issues with our junior students arriving well below the expected level for a 5 year old starting school.</p> <p>5 out of the 7 targeted students made accelerated progress. 2 remain at well below their expected curriculum level.</p> <p>The overall % of students working within or above their expected curriculum level rose by 1% to 67% (EOY 2020).</p> <p>The high transient nature of our community meant that the data for our target students changed throughout the year. We gained a number of new students throughout each year level all achieving below or well below their expected curriculum level. The Board of Trustees were given an updated Target student list throughout the year. We also lost 10 students so ¼ of our roll in one week – due to four different family circumstances. This had an obvious effect on our end of</p>	<p>Ongoing COVID lockdowns</p> <p>Unable to gather end of year data</p> <p><i>In 2020 the school began the DMIC maths programme through Massey University. While we attended two TOD and had lecturers come in to school to visit – this year has not led to great change. As a result, we are starting the PLD and change of theory again next year.</i></p>	<p><i>In 2020 the school began the DMIC maths programme through Massey University. While we attended two TOD and had lecturers come in to school to visit – this year has not led to great change. As a result, we are starting the PLD and change of theory again next year.</i></p>

<p>Staff encouraged to complete their Google Certifications so that they are learning alongside their students.</p>	<p>year data. We have had 15 new students start this academic year and 13 leave (6 of the leavers also only started in 2020).</p>		
<p>Planned Collaborative Planning meetings to discuss learning and teaching programmes and students progress</p>	<p>The two lockdown's had a very negative impact on our community and on the learning of our students. Only one whanau had reliable internet and therefore digital distance learning was not possible. Some of students did not open a book or complete any of our home learning back during lockdown.</p>		
<p>Learning Walks focused on the teaching of reading and best practice.</p>	<p>Each member of the board of trustees had a group of students that they actively monitored in each meeting. Students were anonymous and a spreadsheet for each child illustrated the progress they had made academically and the interventions that the school staff had implemented. The board was able to ask questions about why students had not made enough progress and what resources could be utilised to help these students. The Board were excited to track the progress each board meeting and were really proud of their students when they hit their targets. They were also able to see how clearly attendance affects the chance of progress for some of our most vulnerable students.</p>		
<p>Audit and purchase of new mathematics resources to support use of materials and strand.</p>			

Planning for next year:



Assess students on entry to 2022 before setting targets which are likely to be the same as 2021

22INDEPENDENT AUDITOR'S REPORT**TO THE READERS OF TE KOHANGA SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2021**

The Auditor-General is the auditor of Te Kohanga School (the School). The Auditor-General has appointed me, Bernard Lamusse, using the staff and resources of PKF Hamilton Audit Ltd, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 19, that comprise the statement of financial position as at 31 December 2021, 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 2021; 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 1 June 2022. 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 Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material

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

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 20 to 34, 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.



Bernard Lamusse
Director
PKF Hamilton Audit Ltd
On behalf of the Auditor-General
Hamilton, New Zealand