

# TE HORO SCHOOL (OTAKI)

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

**Ministry Number:** 3038

**Principal:** Allie McHugo

**School Address:** 124 School Road, Te Horo

**School Postal Address:** 124 School Road RD 2, Otaki, 5582

**School Phone:** 06 364 3071

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

Accountant / Service Provider:

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

# TE HORO SCHOOL (OTAKI)

Annual Report - For the year ended 31 December 2022

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## **Te Horo School (Otaki)**

### **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.

**Te Horo School (Otaki)**  
**Statement of Comprehensive Revenue and Expense**  
 For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>				
Government Grants	2	1,868,066	1,773,485	1,844,895
Locally Raised Funds	3	77,877	56,105	78,557
Interest Income		3,533	450	882
Other Revenue		410	-	-
		<u>1,949,886</u>	<u>1,830,040</u>	<u>1,924,334</u>
<b>Expenses</b>				
Locally Raised Funds	3	19,089	5,775	15,401
Learning Resources	4	1,385,695	1,243,352	1,358,204
Administration	5	126,685	144,611	141,139
Finance		1,994	2,200	2,191
Property	6	442,706	451,849	361,201
Loss on Disposal of Property, Plant and Equipment	11	6,388	-	3,158
		<u>1,982,557</u>	<u>1,847,787</u>	<u>1,881,294</u>
<b>Net Surplus / (Deficit) for the year</b>		<b>(32,671)</b>	<b>(17,747)</b>	<b>43,040</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b><u>(32,671)</u></b>	<b><u>(17,747)</u></b>	<b><u>43,040</u></b>

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



Te Horo School (Otaki)  
**Statement of Changes in Net Assets/Equity**  
For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		367,991	671,483	294,420
Total comprehensive revenue and expense for the year		(32,671)	(17,747)	43,040
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	30,531
<b>Equity at 31 December</b>		<b>335,320</b>	<b>653,736</b>	<b>367,991</b>
Accumulated comprehensive revenue and expense		335,320	653,736	367,991
<b>Equity at 31 December</b>		<b>335,320</b>	<b>653,736</b>	<b>367,991</b>

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 Horo School (Otaki)**  
**Statement of Financial Position**  
As at 31 December 2022

		2022	2022	2021
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	7	179,676	202,045	228,242
Accounts Receivable	8	119,872	77,303	130,831
GST Receivable		-	9,598	-
Prepayments		7,699	11,896	3,222
Inventories	9	683	-	799
Investments	10	71,193	413,570	70,312
		<u>379,123</u>	<u>714,412</u>	<u>433,406</u>
<b>Current Liabilities</b>				
GST Payable		138	-	12,895
Accounts Payable	12	142,508	113,062	153,463
Revenue Received In Advance	13	2,013	22,266	13
Provision for Cyclical Maintenance	14	67,694	20,000	57,273
Finance Lease Liability	15	6,419	11,084	5,344
Funds held for Capital Works Projects	16	14,277	-	21,380
		<u>233,049</u>	<u>166,412</u>	<u>250,368</u>
<b>Working Capital Surplus/(Deficit)</b>		<b>146,074</b>	<b>548,000</b>	<b>183,038</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	215,162	134,315	216,718
		<u>215,162</u>	<u>134,315</u>	<u>216,718</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	17,396	-	22,473
Finance Lease Liability	15	8,520	28,579	9,292
		<u>25,916</u>	<u>28,579</u>	<u>31,765</u>
<b>Net Assets</b>		<u><u>335,320</u></u>	<u><u>653,736</u></u>	<u><u>367,991</u></u>
<b>Equity</b>		<u><u>335,320</u></u>	<u><u>653,736</u></u>	<u><u>367,991</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 Horo School (Otaki)**  
**Statement of Cash Flows**  
For the year ended 31 December 2022

		2022	2022	2021
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
<b>Cash flows from Operating Activities</b>				
Government Grants		450,127	363,496	389,301
Locally Raised Funds		77,121	51,405	78,577
Goods and Services Tax (net)		(12,757)	-	8,658
Payments to Employees		(306,595)	(165,307)	(216,400)
Payments to Suppliers		(220,593)	(104,196)	(225,343)
Interest Paid		(1,994)	(2,200)	(2,191)
Interest Received		2,840	450	536
<b>Net cash from/(to) Operating Activities</b>		<b>(11,851)</b>	<b>143,648</b>	<b>33,138</b>
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(27,551)	(19,450)	(19,428)
Purchase of Investments		(880)	-	(70,312)
<b>Net cash from/(to) Investing Activities</b>		<b>(28,431)</b>	<b>(19,450)</b>	<b>(89,740)</b>
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	30,531
Finance Lease Payments		(3,768)	(6,219)	(3,274)
Funds Administered on Behalf of Third Parties		(4,516)	-	24,885
<b>Net cash from/(to) Financing Activities</b>		<b>(8,284)</b>	<b>(6,219)</b>	<b>52,142</b>
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(48,566)</b>	<b>117,979</b>	<b>(4,460)</b>
Cash and cash equivalents at the beginning of the year	7	228,242	84,066	232,702
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>179,676</b>	<b>202,045</b>	<b>228,242</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.

## Te Horo School (Otaki) Notes to the Financial Statements For the year ended 31 December 2022

### 1. Statement of Accounting Policies

#### a) Reporting Entity

Te Horo School (Otaki) (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 14.



A.G.



*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 15. Future operating lease commitments are disclosed in note 21b.

*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.

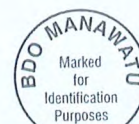
Improvements (funded by the Board) to buildings owned by the Crown or directly by the board are recorded at cost, less accumulated depreciation and impairment losses.

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.



*d.g.*



**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	40 years
Furniture and Equipment	5 - 40 years
Information and Communication Technology	3 - 5 years
Library Resources	8 years
Leased assets held under a Finance Lease	Term of Lease

**k) Intangible Assets**

*Software costs*

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

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

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

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

*Non cash generating assets*

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

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

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

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

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

**m) Accounts Payable**

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

*A.G.*



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

**t) Financial Instruments**

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

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

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

**u) Borrowings**

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

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

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

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

Commitments and contingencies are disclosed exclusive of GST.

**w) Budget Figures**

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

**x) Services received in-kind**

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

**2. Government Grants**

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	462,551	373,496	412,877
Teachers' Salaries Grants	1,069,411	1,055,342	1,125,141
Use of Land and Buildings Grants	331,787	344,647	306,877
Other Government Grants	4,317	-	-
	<b>1,868,066</b>	<b>1,773,485</b>	<b>1,844,895</b>

**3. Locally Raised Funds**

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>			
Donations & Bequests	45,309	24,680	42,806
Fees for Extra Curricular Activities	9,076	3,225	12,902
Trading	5,286	4,700	4,901
Fundraising & Community Grants	8,734	20,700	12,943
Other Revenue	9,472	2,800	5,005
	<b>77,877</b>	<b>56,105</b>	<b>78,557</b>
<b>Expenses</b>			
Extra Curricular Activities Costs	13,020	1,075	6,433
Trading	5,605	4,700	5,034
Fundraising & Community Grant Costs	464	-	3,777
Other Locally Raised Funds Expenditure	-	-	157
	<b>19,089</b>	<b>5,775</b>	<b>15,401</b>
<i>Surplus for the year Locally raised funds</i>	<b>58,788</b>	<b>50,330</b>	<b>63,156</b>

**4. Learning Resources**

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	33,359	47,325	43,577
Library Resources	307	1,250	111
Employee Benefits - Salaries	1,310,503	1,144,777	1,264,333
Staff Development	2,915	7,500	7,241
Depreciation	31,812	35,000	36,502
Information & Communication Technology	6,799	7,500	6,440
	<b>1,385,695</b>	<b>1,243,352</b>	<b>1,358,204</b>



*S.G.*



5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	4,888	4,888	4,646
Board Fees	2,875	4,100	4,050
Board Expenses	5,812	11,170	6,701
Intervention Costs & Expenses	15,628	30,000	27,874
Communication	2,058	2,350	2,423
Consumables	6,040	6,600	6,639
Other	15,219	13,040	15,362
Employee Benefits - Salaries	65,858	65,872	65,754
Insurance	2,374	450	2,408
Service Providers, Contractors and Consultancy	5,933	6,141	5,282
	<u>126,685</u>	<u>144,611</u>	<u>141,139</u>

6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	11,906	11,600	9,518
Cyclical Maintenance Provision	5,344	10,576	(37,396)
Grounds	4,342	2,700	5,133
Heat, Light and Water	9,713	8,500	7,278
Rates	1,290	950	937
Repairs and Maintenance	16,712	12,600	8,467
Use of Land and Buildings	331,787	344,647	306,877
Security	2,373	2,000	1,304
Employee Benefits - Salaries	16,158	10,000	11,214
Contractor & Consultancy	43,081	48,276	47,869
	<u>442,706</u>	<u>451,849</u>	<u>361,201</u>

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

7. Cash and Cash Equivalents

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Bank Accounts	179,676	202,045	228,242
Cash and cash equivalents for Statement of Cash Flows	<u>179,676</u>	<u>202,045</u>	<u>228,242</u>

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

Of the \$179,676 Cash and Cash Equivalents \$14,277 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2023 on Crown owned school buildings.



*AG*

**8. Accounts Receivable**

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	11,084	-	265
Interest Receivable	1,047	-	354
Teacher Salaries Grant Receivable	107,741	77,303	130,212
	<u>119,872</u>	<u>77,303</u>	<u>130,831</u>
Receivables from Exchange Transactions	12,131	-	619
Receivables from Non-Exchange Transactions	107,741	77,303	130,212
	<u>119,872</u>	<u>77,303</u>	<u>130,831</u>

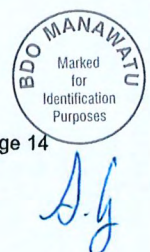
**9. Inventories**

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Stationery	683	-	799
	<u>683</u>	<u>-</u>	<u>799</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	71,193	413,570	70,312
Total Investments	<u>71,193</u>	<u>413,570</u>	<u>70,312</u>





### 11. Property, Plant and Equipment

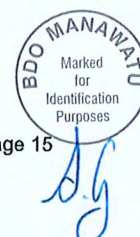
	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Building Improvements	41,418	-	(6,388)	-	(2,220)	32,810
Furniture and Equipment	145,219	13,983	-	-	(16,888)	142,314
Information and Communication Technology	11,248	14,838	-	-	(5,274)	20,813
Leased Assets	13,560	6,638	-	-	(6,626)	13,571
Library Resources	5,273	1,185	-	-	(804)	5,654
<b>Balance at 31 December 2022</b>	<b>216,718</b>	<b>36,644</b>	<b>(6,388)</b>	<b>-</b>	<b>(31,812)</b>	<b>215,162</b>

The net carrying value of equipment held under a finance lease is \$13,571 (2021: \$13,560)

#### 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	46,766	(13,956)	32,810	53,896	(12,478)	41,418
Furniture and Equipment	355,004	(212,690)	142,314	341,816	(196,597)	145,219
Information and Communication Technology	42,743	(21,930)	20,813	48,440	(37,192)	11,248
Leased Assets	22,695	(9,124)	13,571	23,065	(9,505)	13,560
Library Resources	10,433	(4,779)	5,654	9,248	(3,975)	5,273
<b>Balance at 31 December</b>	<b>477,641</b>	<b>(262,479)</b>	<b>215,162</b>	<b>476,465</b>	<b>(259,747)</b>	<b>216,718</b>



**12. Accounts Payable**

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Creditors	12,860	-	15,603
Accruals	3,888	-	4,746
Banking Staffing Overuse	15,030	-	-
Employee Entitlements - Salaries	107,741	113,062	130,212
Employee Entitlements - Leave Accrual	2,989	-	2,902
	<u>142,508</u>	<u>113,062</u>	<u>153,463</u>
Payables for Exchange Transactions	142,508	113,062	153,463
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>142,508</u>	<u>113,062</u>	<u>153,463</u>

The carrying value of payables approximates their fair value.

**13. Revenue Received in Advance**

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Income Received in Advance	2,000	22,266	-
Aotearoa Grant	13	-	13
	<u>2,013</u>	<u>22,266</u>	<u>13</u>

**14. Provision for Cyclical Maintenance**

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	79,746	9,424	117,142
Increase to the Provision During the Year	10,119	10,576	10,596
Other Adjustments	(4,775)	-	(47,992)
Provision at the End of the Year	<u>85,090</u>	<u>20,000</u>	<u>79,746</u>
Cyclical Maintenance - Current	67,694	20,000	57,273
Cyclical Maintenance - Non current	17,396	-	22,473
	<u>85,090</u>	<u>20,000</u>	<u>79,746</u>

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



### 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:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	7,892	11,084	7,072
Later than One Year and no Later than Five Years	9,321	28,579	10,880
Future Finance Charges	(2,274)	-	(3,316)
	<u>14,939</u>	<u>39,663</u>	<u>14,636</u>
<b>Represented by</b>			
Finance lease liability - Current	6,419	11,084	5,344
Finance lease liability - Non current	8,520	28,579	9,292
	<u>14,939</u>	<u>39,663</u>	<u>14,636</u>

### 16. 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 \$
SIP/LSC Staffrm & LSC Office		220060	21,380	212,630	(219,733)	-	14,277
Totals			<u>21,380</u>	<u>212,630</u>	<u>(219,733)</u>	<u>-</u>	<u>14,277</u>

**Represented by:**

Funds Held on Behalf of the Ministry of Education 14,277  
Funds Receivable from the Ministry of Education -

	2021	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Fire alarm Income		215418	(3,217)	22,642	(19,425)	-	-
SIP/LSC Staffrm & LSC Office		220060	-	21,630	(250)	-	21,380
Totals			<u>(3,217)</u>	<u>44,272</u>	<u>(19,675)</u>	<u>-</u>	<u>21,380</u>

**Represented by:**

Funds Held on Behalf of the Ministry of Education 21,380  
Funds Receivable from the Ministry of Education -



**17. 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.

**18. 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	2,875	4,050
<i>Leadership Team</i>		
Remuneration	433,822	321,866
Full-time equivalent members	3.89	2.93
<b>Total key management personnel remuneration</b>	<b>436,697</b>	<b>325,916</b>

There are 5 members of the Board excluding the Principal. The Board had held 9 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

*Principal 1*

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

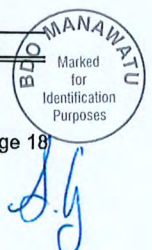
	2022 Actual \$000	2021 Actual \$000
<b>Salaries and Other Short-term Employee Benefits:</b>		
Salary and Other Payments	-	120 - 130
Benefits and Other Emoluments	-	3 - 4
Termination Benefits	-	40 - 50
<b>Principal 2</b>		
The total value of remuneration paid or payable to the Principal was in the following bands:		
Salary and Other Payments	90 - 100	-
Benefits and Other Emoluments	2 - 3	-
Termination Benefits	-	-
<b>Principal 3</b>		
The total value of remuneration paid or payable to the Principal was in the following bands:		
Salary and Other Payments	30 - 40	-
Benefits and Other Emoluments	1 - 2	-
Termination Benefits	-	-

*Other Employees*

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

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

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





**19. Compensation and Other Benefits Upon Leaving**

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

	2022 Actual	2021 Actual
Total	-	\$46,408
Number of People	-	1

**20. Contingencies**

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

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

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

**Holidays Act Compliance – schools payroll**

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

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

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



## 21. Commitments

### (a) Capital Commitments

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

\$249,427 contract for the SIP/LSC Staffrm & LSC Office as agent for the Ministry of Education. This project is fully funded by the Ministry and \$234,261 has been received of which \$219,984 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$40,453 contract for the Block B, L Ventilation Improvements as agent for the Ministry of Education. This project is fully funded by the Ministry and \$0 has been received of which \$0 has been spent on the project to balance date. This project has been approved by the Ministry.)

(Capital commitments as at 31 December 2021:

\$246,592 contract for the SIP/LSC Staffrm & LSC Office as agent for the Ministry of Education. This project is fully funded by the Ministry and \$21,630 has been received of which \$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 2022 (Operating commitments at 31 December 2021: nil).

## 22. Financial Instruments

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

### Financial assets measured at amortised cost

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	179,676	202,045	228,242
Receivables	119,872	77,303	130,831
Investments - Term Deposits	71,193	413,570	70,312
<b>Total Financial assets measured at amortised cost</b>	<b>370,741</b>	<b>692,918</b>	<b>429,385</b>

### Financial liabilities measured at amortised cost

Payables	142,508	113,062	153,463
Finance Leases	14,939	39,663	14,636
<b>Total Financial Liabilities Measured at Amortised Cost</b>	<b>157,447</b>	<b>152,725</b>	<b>168,099</b>

## 23. Events After Balance Date

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

## 24. Comparatives

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



**Te Horo School (Otaki)**

**Members of the Board**

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Steven Gadsby	Presiding Member	Elected	May 2025
Michelle Tate	Principal	ex Officio	Jan 2022
Allie McHugo	Principal	ex Officio	
Simon Edmonds	Acting Principal	Appointed	Apr 2022
Nicolette Butler	Parent Representative	Elected	Dec 2022
Tammy Evans	Parent Representative	Elected	Sep 2022
Allen Cottle	Parent Representative	Elected	Dec 2023
Fred Mecoy	Parent Representative	Elected	Sep 2022
Mark Fox	Parent Representative	Elected	May 2025
Bevan Holloway	Parent Representative	Elected	May 2025
Sharyn Ollard	Staff Representative	Appointed	May 2025

## Te Horo School (Otaki)

### Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received total Kiwisport funding of \$3,009 (excluding GST). The funding was spent on sporting endeavours.

## Statement of Compliance with Employment Policy

For the year ended 31st December 2022 the Te Horo School (Otaki) 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.



# Te Horo School Analysis of Variance For the year ended 31 December 2022



ACTIONS SPEAK LOUDER THAN WORDS  
Ma Te Mahi Kinaia Te Koreo

<p><b>BENCHMARK DATA</b> 2021 year group cohort benchmark data indicates the focus areas in 2022 should be Year 4 and Year 8 (see 2021 AOV).</p> <p><b>2022 READING TARGETS</b></p> <ul style="list-style-type: none"><li>• <u>Year 4</u> - at least 20 of 22 students will be working within curriculum level expectations in Reading.</li><li>• Year 4 - 3 of the 5 students identified as needing accelerated progress will be working within curriculum level expectations in Reading. NB: Year 4 - 2 of these 5 students are supported by an IEP</li><li>• <u>Year 8</u> - at least 22 of 24 students will be working within curriculum level expectations in Reading.</li><li>• Year 8 - 3 of the 5 students identified as needing accelerated progress will be working within curriculum level expectations in Reading. NB: Year 8 - 2 of these 5 students are supported by an IEP</li><li>• <u>Year 8</u> - 3 of the 5 students identified as needing accelerated progress, are identified as male, and will be working within curriculum level expectations in Reading.</li><li>• None of the Year 4 and 8 target students identify as Māori.</li></ul>	<p><b>Achievement Target 1</b></p> <p><b>Key findings</b></p> <ul style="list-style-type: none"><li>• Year end to year end 2021 to 2022 those students who are achieving at or above are very similar numbers. 84% last year and 88% this year. Note a number of the students who were above at mid year have dropped due to a number of factors explained below.</li><li>• 4% less students are working below.</li></ul> <p><b>Areas of note</b></p> <ul style="list-style-type: none"><li>• Mid year goal: To accelerate the achievement of those achieving 'at' so that we have more students represented as achieving above. Goal met.</li><li>• As in writing, Covid and flu absences appear to have less impact on student achievement in reading.</li><li>• Data reflects new students who have joined the school who are achieving 'below' and are being supported to work within expectations.</li></ul>
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Whole school	2022 end	2022 mid	2021 end	2021 mid	2020 end	2020 mid
Below	12%	10%	16%	11%	16.4%	17.9%
At	61%	72%	48%	73%	53.2%	72.8%
Above	27%	17%	36%	16%	30.5%	9.2%

### Year Level Data (end year)

2022 end (2021 end)	Year 0 aiming for 1b	Year 1 aiming for 1p	Year 2 aiming for 1a	Year 3 aiming for 2b	Year 4 aiming for 2p/a	Year 5 aiming for 3b	Year 6 aiming for 3p/a	Year 7 aiming for 4b	Year 8 aiming for 4p/a
Below			12% (19%)	15% (13%)	12% (28.5%)	20% (16%)	17% (13%)	12% (7%)	20% (27%)
At	88% (NA)	70% (NA)	62% (63%)	50% (31%)	71% (28.5%)	54% (56%)	58% (30%)	44% (40%)	56% (46%)
Above	12% (NA)	30% (NA)	26% (18%)	35% (56%)	17% (43%)	26% (28%)	25% (55%)	44% (53%)	24% (27%)

12% of students across the school are working below

Of these there are:

- o 9 (decrease from 10) students in Years 1 – 4, of these;
  - Attendance less than 80% - 1 student
  - Receiving or received Reading Recovery (individual or in-class) – 5 students
  - Working alongside RLit - 1 student
  - Has an Individualised Education Programme in place – 4 students
  - Has received external supports (SLT, BLENNZ, Davis Programme, RTLB etc) - 7 students
  - An ORS student in Year 3 is not reflected in this data
  - Classroom based support/intervention programme in place – 9 students in years 2,3 and 4



- o 16 students (increase from 10) in Years 5-8
  - 2 students are new to Te Horo School are were not included in mid term data.
  - 4 students did not meet expectations.
  - One of these children has a large number of half days.
  - Attendance less than 80% - 1 student
  - ORS Funding - 2 students
  - ICS Funding / TA Support (BOT funded) - 9 students
  - Oranga Tamariki Funding - 1 student
  - Receiving or received Reading Recovery – 9 students
  - Receiving or Received Resource Teacher of Literacy Intervention – 4 students
  - Receiving or Received Resource Teacher of Learning and Behaviour Intervention – 4 students
  - Kate Lindsay in 2021
  - Has an Individualised Education Programme in place – 11 students
  - Additional classroom based support/intervention programme in place – all 16 students

**Additional specific supports for those students who are below:**

Year 1 - 4	Year 5 - 8
<ul style="list-style-type: none"> <li>● Better Start Literacy (began week 1, term 3) for years 1-2; team sharing of PLD to foster approaches across junior school</li> <li>● Use of The Code phonics learning across years 2-4 (developing) - focus on spelling/segmenting patterns, reading Heart words</li> <li>● LUCID/RAPID screening earlier in year for target students</li> <li>● Communication with whānau, especially via mid year learning conversations, sharing of progress and home links (eg Seesaw)</li> <li>● Communication re home learning tasks, opportunities (various across team)</li> <li>● Reading Recovery support for students in Year 2.</li> <li>● Continued analysis of reading assessments (eg, running records, BSLA data) to identify gaps and strengths; Team focus on using consistent tools to assess, monitor reading progress and goals</li> <li>● Digital supports (iPad apps, Studyladder, EPIC reading)</li> <li>● Collaborative practice – teaching across classes (esp in years 3-4)</li> <li>● Engagement opportunities: Hell pizza wheels</li> </ul>	<ul style="list-style-type: none"> <li>● 14/15 students have a Stepsweb account and complete 20 mins of Stepsweb daily</li> <li>● Students grouped for reading instruction and daily instruction for those students who are below</li> <li>● RAPID screening taken place for all students in Year 7 - 8 to identify those with high and moderate probability of dyslexia. Professional learning sessions with the learning support co-ordinator for Year 7 &amp; 8 teachers to develop teaching and learning programmes that are supportive and inclusive of students with dyslexia</li> <li>● Purchasing of novels that are dyslexia friendly and incorporating these into novel studies unit</li> <li>● Use of the Te Horo School literacy hub to provide increased ownership of learning</li> <li>● Thorough analysis of STAR and PAT reading comprehension assessments</li> <li>● Introduction of The Code spelling programme</li> <li>● Home learning of spelling words - initially based on the Essential Word</li> </ul>



<ul style="list-style-type: none"> <li>• Gryphon (Therapy dog) reading with students in year 2 each week</li> <li>• Grouping within classes/workshops; mixed ability groupings and target student small group sessions</li> <li>• Review of reading materials for suitability and appeal, especially with focus on Structured Literacy</li> <li>• RTLB support in Room 2 and in addressing diverse needs and increasing learning engagement (Sensory Profiles) across all classes;</li> </ul>	<p>Lists</p> <ul style="list-style-type: none"> <li>• Weekly reading comprehension tasks</li> <li>• Use of cloze activities in class</li> <li>• Surveyed re reading interesting and where possible motivating through topics of interest</li> <li>• Explicit links between reading and writing</li> <li>• Planning writing through UDL - increasing integration of reading, writing and inquiry.</li> <li>• RTLB support addressing diverse needs and increasing learning engagement (Sensory Profiles) across all classes</li> </ul>
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### Variance in relation to achievement targets

**Year 4** - at least 20 of 22 students will be working within curriculum level expectations in Reading.

- Year 4 - 3 of the 5 students identified as needing accelerated progress will be working within curriculum level expectations in Reading.

**Mid Year Review**

One student needing acceleration is now working within curriculum expectations. The other two students are receiving support to achieve this target.

**End Year Review**

Two of the 3 students identified are now working within curriculum expectations. The other student is receiving support to achieve this target.

**Year 8** - at least 22 of 24 students will be working within curriculum level expectations in Reading.

- Year 8 - 3 of the 5 students identified as needing accelerated progress will be working within curriculum level expectations in Reading.
- Year 8 - 3 of the 5 students identified as needing accelerated progress, are identified as male, and will be working within curriculum level expectations in Reading.

**Mid Year Review**

Two students needing acceleration are now working within curriculum expectations. The other student is receiving support to achieve this target.

**End Year Review**

- 20 of 25 students are working within curriculum-level expectations in Reading.
- Of the 3 students that were identified as needing accelerated progress, 2 of these students are now working within curriculum level expectation, one continues to not yet meet this expectation.



## **Achievement Target 2**

**BENCHMARK DATA** - 2021 year group cohort benchmark data indicates the focus areas in 2022 should be Year 6 and Year 8 (see 2021 AOV).

### **2022 WRITING TARGETS**

- Year 6 - at least 20 of the 22 students will be working within curriculum levels expectations in Writing.
- Year 6 - 4 of the 6 students identified as needing accelerated progress will be working within curriculum level expectations in Writing.  
NB: 2 of these 6 students are supported by an IEP
- Year 8 - at least 17 of 24 students will be working within curriculum level expectations in Writing.
- Year 8 - 4 of the 11 students identified as needing accelerated progress will be working within curriculum level expectations in Writing.  
NB: Year 8 - 2 of these 11 students are supported by an IEP
- 3 of the Year 6 and 8 target students identify as Māori.

### Key findings

- Year end to year end 2021 - 2022 - shows that more students are achieving at or above and a decrease in students achieving below.
- Note a dip from mid -year in students achieving at or below, this is explained further below.

### Areas of note

- Mid year goal: To accelerate the achievement of those achieving at so that we have more students represented as achieving above. Goal met.
- Challenges provided by Covid and flu absences appear to have had less impact on student achievement in writing.
- Data reflects new students who have joined the school in the latter half of the year, who are achieving 'below' and are being supported to work within expectations.

Whole school	2022 end	2022 mid	2021 end	2021 mid	2020 end	2020 mid
Below	18%	15%	24%	2.1%	28.6%	22%
At	64%	76%	56%	77%	56.4%	73%
Above	18%	10%	19%	2%	15.0%	5%

### Year Level Data

2022 end (2021 end)	Year 0 aiming for 1b	Year 1 aiming for 1p	Year 2 aiming for 1a	Year 3 aiming for 2b	Year 4 aiming for 2p/a	Year 5 aiming for 3b	Year 6 aiming for 3p/a	Year 7 aiming for 4b	Year 8 aiming for 4p/a
Below			(26%)	25% (25%)	26% (10%)	23% (28%)	26% (30%)	24% (16%)	36% (50%)
At	94% (NA)	78% (NA)	77% (59%)	50% (56%)	67% (85%)	62% (64%)	62% (40%)	52% (53%)	40% (31%)
Above	6% (NA)	22% (NA)	23% (15%)	25% (19%)	7% (5%)	15% (8%)	12% (30%)	24% (30%)	24% (19%)



18% of students are below

Of these there are:

- o 11 students (increase from 5) in Years 1 – 4, of these;
  - Attendance less than 80% - 1 students
  - Receiving or received Reading Recovery – 3 students
  - Attending Davis Programme - 3 students
  - RLit - 1 student
  - Has an Individualised Education Programme in place – 5 students
  - RTLB current or previous - 3 students
  - Classroom based support/intervention programme in place, including funded or BotI funded Teacher Aide support – 9 students
  
- o 26 students (increase from 23) in Years 5-8, of these
  - The increase of 3 is attributed to:
    - 2 students who are new to Te Horo School
    - 3 students who were expected to make it, however have not
  - Attendance less than 80% - 3 students
  - ICS/TA Support - 10 students
  - ORS - 2 students
  - Oranga Tamariki funded Teacher Aide support - 1 student
  - Receiving or received Reading Recovery – 11 students
  - Receiving or Received Resource Teacher of Literacy Intervention – 4 students
  - Receiving or Received Resource Teacher of Learning and Behaviour Intervention – 4 students - although some have been a focus of a sensory challenge group and also work with Kate Lindsay
  - Has an Individualised Education Programme in place – 16 students

**Additional specific supports for those students who are below:**

Year 1 - 4	Year 5 - 8
<ul style="list-style-type: none"> <li>• Better Start Literacy (began week 1, term 3) for years 1-2; team sharing of PLD to foster approaches across junior school</li> <li>• Room 2 focus on writing alongside RTLB; RTLB support for 1 student in Year 4. RTLB support addressing diverse needs and increasing learning engagement (Sensory Profiles) across all classes.</li> <li>• Use of The Code phonics learning across years 2-4</li> </ul>	<ul style="list-style-type: none"> <li>• Target Students identified earlier in the year and specific teaching strategies identified to try to accelerate students' progress - extending vocabulary, regular 1:1 conferencing, use of exemplars, more frequent free writing, use of EPIC, extra time to complete writing, emphasis on planning, teacher check ins, co construct rubrics, breaking writing into smaller tasks, increased opportunity for choice, specific workshops based on need, daily group work,</li> </ul>

<p>(developing) - spelling patterns, Heart words focus.</p> <ul style="list-style-type: none"> <li>• LUCID/RAPID screening earlier in year for target students</li> <li>• Communication with whānau, especially via mid year learning conversations, sharing of progress and home links (eg, Seesaw)</li> <li>• Communication re home learning tasks, opportunities (various across team)</li> <li>• Reading Recovery support for students in Year 2.</li> <li>• Digital supports (especially in Years 3-4, using chromebooks for writing)</li> <li>• Grouping within classes/workshops; mixed ability groupings and target student small group sessions</li> <li>• Team focus on using consistent tools to assess, monitor writing progress and goals</li> <li>• UDL professional development focus on removing barriers to writing; targeted at individual class needs</li> </ul>	<p>explicit teaching of writing process, flip charts in students books, focus on show not tell</p> <ul style="list-style-type: none"> <li>• Some grouping of students for instruction based on a similar writing level or need.</li> <li>• RAPID screening of all Year 7/8s – meeting with LSC to further unpack this.</li> <li>• More visual prompts and resources on display in classrooms across the school.</li> <li>• Review of spelling and language development programme in Y7&amp;8 - now utilising the CODE.</li> <li>• STEPS Literacy intervention programme accounts set up for 20 students - supervised by teacher aide / teacher</li> <li>• Use of Te Horo School Literacy Hub</li> <li>• Use of Murray Gadd Literacy Professional Development programme - specific grouping and time management</li> <li>• Mastermind competition as enrichment opportunity</li> <li>• Home activities provided for those students who are on an IEP.</li> <li>• RTLB support addressing diverse needs and increasing learning engagement (Sensory Profiles) across all classes</li> </ul>
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**In relation to achievement targets**

**Year 6** - at least 20 of the 22 students will be working within curriculum levels expectations in Writing.

- Year 6 - 4 of the 6 students identified as needing accelerated progress will be working within curriculum level expectations in Writing.

**Mid-Year Review**

Two students needing acceleration are now working within curriculum expectations. The other two students are receiving support to achieve this target.

**End Year Review**

- 18 out of 24 students are working within curriculum expectations in Writing.
- Of the 4 students identified as needing accelerated progress, 1 student is now meeting curriculum expectation, 3 students continue to work below curriculum expectation.

**Year 8** - at least 17 of 24 students will be working within curriculum level expectations in Writing.

- Year 8 - 4 of the 11 students identified as needing accelerated progress will be working within curriculum level expectations in Writing.

**Mid Year Review**

None of the students needing acceleration are yet working within curriculum expectations. These students continue to receive targeted support to achieve this target.



#### **End Year Review**

- 16 of 25 students are now working within curriculum level expectations in Writing.
- Of the 4 students who were identified as needing accelerated progress, 2 students are meeting expectations, 2 students are not yet meeting expectations.

### **Achievement Target 3**

2021 year group cohort benchmark data indicates the focus areas in 2022 should be Year 5, 6 and Year 8 (see 2021 AOV).

#### **2022 MATHS TARGETS**

- Year 5 - at least 17 of 24 students will be working within curriculum level expectations in Mathematics.
- Year 5 - 2 of the 9 students identified as needing accelerated progress will be working within curriculum level expectations in Mathematics.  
NB: 1 of the 9 students in this target is supported by an IEP.
- Year 6 - at least 18 of 22 students will be working within curriculum level expectations in Mathematics.
- Year 6 - 2 of the 6 students identified as needing accelerated progress will be working within curriculum level expectations in Mathematics.  
NB: 2 of the 6 students in this target are supported by an IEP.
- Year 8 - at least 19 of 24 students will be working within curriculum level expectations in Mathematics.
- Year 8 - 2 of the 7 students identified as needing accelerated progress will be working within curriculum level expectations in Maths.  
NB: 5 of the 7 students in this target are supported by IEPs.
- 2 of the Year 5 and 6 target students identify as Māori.

### Key findings

- Increase in the number of students achieving above expectations.
- Downward trend in students achieving below and at.

### Areas of note

- Mid year goal: To accelerate the achievement of those achieving at so that we have more students represented as achieving above. Goal met.
- 2022 data continues to reflect challenges provided by Covid and flu absences across terms 3 and 4 across school (covid resurgence in latter half of year).
- Data reflects new students who have joined the school in the second half of the year, who are achieving 'below' and are being supported to work within expectations.

Whole school	2022 end	2022 mid	2021 end	2021 mid	2020 end	2020 mid
Below	19%	15%	19%	18.5%	27.3%	22.9%
At	57%	70%	44%	69%	47.7%	71.5%
Above	24%	15%	36%	12.5%	25%	5.6%

### Year Level Data (end year)

2022 end (2021 end)	Year 0 aiming for 1b	Year 1 aiming for 1p	Year 2 aiming for 1a	Year 3 aiming for 2b	Year 4 aiming for 2p/a	Year 5 aiming for 3b	Year 6 aiming for 3p/a	Year 7 aiming for 4b	Year 8 aiming for 4p/a
Below				15% (6%)	21% (19%)	42% (40%)	34% (30%)	20% (10%)	32% (34%)
At	88% (NA%)	74% (NA%)	85% (70%)	80% (44%)	71% (62%)	23% (36%)	25% (15%)	48% (43%)	44% (43%)
Above	12% (NA%)	26% (NA%)	15% (30%)	5% (50%)	8% (19%)	35% (24%)	41% (55%)	32% (47%)	24% (23%)

19% of students are below

Of these there are:

- 8 students (increase from mid year 5) in Years 1 – 4, of these;



- Attendance less than 80% - 1 students
- Has an Individualised Education Programme in place – 2 students
- Has an Individual Behaviour Plan in place - 2 students
- Received external supports (SLT, BLENNZ etc) - 1 student
- Classroom based support/intervention programme in place – 8 students
- An ORS student in Year 3 is not reflected in this data
- o 31 students (increase from mid year 23) in Years 5-8, of these
  - The increase of 8 students is detailed below:
    - 6 students have not made the progress that was expected
    - 3 students are new to Te Horo School
    - Two of those children who did not make expected progress have attendance of less than 80%
  - Attendance less than 80% - 5 students
  - Receiving or received Reading Recovery – 11 students
  - Receiving or Received Resource Teacher of Literacy Intervention – 4 students
  - Receiving or Received Resource Teacher of Learning and Behaviour Intervention – 4 students
  - Has an Individualised Education Programme in place – 16 students
  - Has in class support / BOT funded TA time - 11 students
  - ORS Funding - 2 students
  - Oranga tamariki funding - 1 student

**Additional specific supports for those students who are below:**

Year 1 - 4	Year 5 - 8
<ul style="list-style-type: none"> <li>● Target students identified across team, within classes</li> <li>● Communication with whānau of target students, especially via mid year learning conversations</li> <li>● Focus on games/play to support no. knowledge learning</li> <li>● Focus on materials, equipment, hands-on constructivist learning</li> <li>● Team discussions/planning to link strand learning to number coverage, providing meaningful contexts</li> <li>● Years 1-2 major focus on Better Start Literacy alongside Mathematics - core learning</li> <li>● Grouping within classes for workshop sessions, especially strategy learning</li> </ul>	<ul style="list-style-type: none"> <li>● Rich tasks used on a regular basis</li> <li>● Target students identified earlier with key actions to address needs</li> <li>● Y5&amp;6 and Y7&amp;8 collaborative maths programme continues</li> <li>● Use of the Te Horo School maths hub</li> <li>● Targeted maths groups happening from Term 3 onwards in Year 5 - 8</li> <li>● Developing place value alongside basic facts and making the links explicit between the two</li> <li>● Knowledge and strategy practise activities sent home for target students</li> <li>● Prioritised maths learning times</li> <li>● Revisited talk moves as a means promoting rich maths conversation in the classroom</li> <li>● Tightening of assessment practices - applied to tracking of knowledge,</li> </ul>

<ul style="list-style-type: none"> <li>• Seesaw messages to encourage learning at home, sharing of maths learning in class</li> <li>• Years 3-4 weekly homework contains maths aspects (eg, number knowledge games, strand links)</li> <li>• Digital supports (iPad apps, Studyladder, Prodigy, Google Classroom links)</li> <li>• Teacher Aide support during maths sessions</li> <li>• Additional class in term 3 to reduce class numbers in years 1-2.</li> <li>• RTLB support addressing diverse needs and increasing learning engagement (Sensory Profiles) across all classes; SENCo support for higher needs students</li> </ul>	<p>strategy and strand</p> <ul style="list-style-type: none"> <li>• How you can help at home messages for parents</li> <li>• Using teacher aide time as a key support for our target students in mathematics daily</li> <li>• GaTE support for high achieving students, including Correspondence School enrolment for one student.</li> <li>• Enrichment in problem-solving through EPRO8 opportunities</li> <li>• UDL professional development applies to tracking of progress across strand, number knowledge and strategy</li> <li>• RTLB support addressing diverse needs and increasing learning engagement (Sensory Profiles) across all classes</li> </ul>
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**In relation to achievement targets**

**Year 5** - at least 17 of 24 students will be working within curriculum level expectations in Mathematics.

- Year 5 - 2 of the 9 students identified as needing accelerated progress will be working within curriculum level expectations in Mathematics.

**Mid Year Review**

The two students needing acceleration are now working within curriculum expectations.

**End Year Review**

- 15 out of 26 students are meeting curriculum expectations.
- Of the 2 students identified as needing accelerated progress, 1 has met expectation, the other is not yet meeting expectation.

**Year 6** - at least 18 of 22 students will be working within curriculum level expectations in Mathematics.

- Year 6 - 2 of the 6 students identified as needing accelerated progress will be working within curriculum level expectations in Mathematics.

**Mid Year Review**

One student needing acceleration is now working within curriculum expectations. The other student is receiving support to achieve this target.

**End of Year Review**

- 16 out of 24 students are meeting curriculum expectations.
- Of the 2 students identified as needing accelerated progress, neither student is meeting curriculum expectations.

**Year 8** - at least 19 of 24 students will be working within curriculum level expectations in Mathematics.

- Year 8 - 2 of the 7 students identified as needing accelerated progress will be working within curriculum level expectations in Maths.

**Mid Year Review**



One student needing acceleration is now working within curriculum expectations. The other student is receiving support to achieve this target.

**End of Year Review**

- 17 out of 25 students are meeting curriculum expectations.
- Of the 2 students identified as needing accelerated progress, neither student is meeting curriculum expectations.



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## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF TE HORO SCHOOL (OTAKI)'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

The Auditor-General is the auditor of Te Horo School (Otaki) (the School). The Auditor-General has appointed me, Glenn Fan-Robertson, using the staff and resources of BDO Manawatu, 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 Public Sector Public Benefit Entity Standards Reduced Disclosure Regime as applicable to entities that qualify as tier 2.

Our audit was completed on 2 August 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.

**PARTNERS:** Ross Hadwin Billie Stanley

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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.

**PARTNERS:** Ross Hadwin Billie Stanley

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- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arises from the Public Audit Act 2001.

### Other information

The Board is responsible for the other information. The other information comprises the Statement of Responsibility, Members of the Board, Kiwisport Statement, Statement of Compliance with Employment Policy, 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.

Glenn Fan-Robertson  
BDO Manawatu  
On behalf of the Auditor-General  
Palmerston North, New Zealand

**PARTNERS:** Ross Hadwin Billie Stanley

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