



# LEAMINGTON SCHOOL ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

## School Directory

**Ministry Number:** 1789

**Principal:** Mike Malcolm

**School Address:** Lamb Street, Leamington, Cambridge

**School Postal Address:** Lamb Street, Leamington, Cambridge 3432

**School Phone:** 07 827 5747

**School Email:** [mikem@leamington.school.nz](mailto:mikem@leamington.school.nz)

**Accountant / Service Provider:** Canterbury Education Services (CES)

# Leamington School

## Members of the Board

For the year ended 31 December 2022

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expires</b>
Karyn Porton	Presiding Member	Elected September 2022	June 2025
Mike Malcolm	Principal	ex Officio - January 2008	
Kiel Adlam	Parent Representative	Co-opted September 2022	June 2025
Tarsha Makgill	Parent Representative	Elected September 2022	June 2025
David Connors	Parent Representative	Elected September 2022	June 2025
Amy Featonby	Parent Representative	Elected September 2022	June 2025
Alex Ball	Parent Representative	Elected September 2022	June 2025
Bex Le Gros	Staff Representative	Elected September 2022	June 2025
Jon Edney	Parent Representative	Elected May 2019	September 2022
Roz Urbahn	Parent Representative	Elected May 2019	September 2022
Christy Meads	Staff Representative	Elected May 2019	September 2022

# LEAMINGTON SCHOOL

Annual Report - For the year ended 31 December 2022

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# Leamington School

## Statement of Responsibility

For the year ended 31 December 2022

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

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

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

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

Karyn Angela Porton  
Full Name of Presiding Member

  
Signature of Presiding Member

24 May 2023  
Date:

Michael Lyons Malcolm  
Full Name of Principal

  
Signature of Principal

24 May 2023  
Date:

# Leamington School

## 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	4,838,399	4,314,442	4,771,756
Locally Raised Funds	3	415,267	354,164	449,813
Interest Income		6,300	-	563
<b>Total Revenue</b>		<b>5,259,966</b>	<b>4,668,606</b>	<b>5,222,132</b>
<b>Expenses</b>				
Locally Raised Funds	3	347,652	319,510	314,847
Learning Resources	4	3,473,443	3,103,845	3,533,652
Administration	5	314,182	250,020	259,369
Finance		2,920	15,000	3,218
Property	6	1,035,281	1,064,999	903,556
Loss on Disposal of Property, Plant and Equipment		-	-	16,806
		<b>5,173,478</b>	<b>4,753,374</b>	<b>5,031,448</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>86,488</b>	<b>(84,768)</b>	<b>190,684</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>86,488</b>	<b>(84,768)</b>	<b>190,684</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.

# Leamington School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Equity at 1 January</b>		936,001	936,001	719,933
Total comprehensive revenue and expense for the year		86,488	(84,768)	190,684
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	25,384
<b>Equity at 31 December</b>		1,022,489	851,233	936,001
Accumulated comprehensive revenue and expense		1,022,489	851,233	936,001
<b>Equity at 31 December</b>		1,022,489	851,233	936,001

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.

# Leamington School

## Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	312,462	360,001	654,935
Accounts Receivable	8	334,425	291,376	346,701
GST Receivable		-	28,807	28,807
Prepayments		669	2,293	2,293
Inventories	9	44,056	52,397	52,397
Investments	10	181,212	-	-
Funds Receivable for Capital Works Projects	16	119,586	-	29,526
		<u>992,410</u>	<u>734,874</u>	<u>1,114,659</u>
<b>Current Liabilities</b>				
GST Payable		5,377	-	-
Accounts Payable	12	277,707	321,932	321,932
Revenue Received in Advance	13	55,148	9,646	9,646
Provision for Cyclical Maintenance	14	55,744	18,691	42,265
Finance Lease Liability	15	15,133	12,494	31,089
Funds held for Capital Works Projects	16	38,742	-	301,550
		<u>447,851</u>	<u>362,763</u>	<u>706,482</u>
<b>Working Capital Surplus/(Deficit)</b>		544,559	372,111	408,177
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	561,048	560,002	603,566
		<u>561,048</u>	<u>560,002</u>	<u>603,566</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	70,185	60,775	62,579
Finance Lease Liability	15	12,933	20,105	13,163
		<u>83,118</u>	<u>80,880</u>	<u>75,742</u>
<b>Net Assets</b>		<u>1,022,489</u>	<u>851,233</u>	<u>936,001</u>
<b>Equity</b>		<u>1,022,489</u>	<u>851,233</u>	<u>936,001</u>

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

# Leamington School

## Statement of Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		1,340,893	1,153,678	1,216,721
Locally Raised Funds		474,157	420,130	515,783
Goods and Services Tax (net)		34,184	19,459	19,459
Payments to Employees		(834,920)	(374,794)	(653,699)
Payments to Suppliers		(714,840)	(818,199)	(729,210)
Interest Paid		(2,920)	(15,000)	(3,218)
Interest Received		4,118	-	563
Net cash from/(to) Operating Activities		300,672	385,274	366,399
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	793
Purchase of Property Plant & Equipment (and Intangibles)		(114,632)	(180,486)	(177,696)
Purchase of Investments		(181,212)	-	-
Proceeds from Sale of Investments		-	46,858	46,858
Net cash from/(to) Investing Activities		(295,844)	(133,628)	(130,045)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	25,384
Finance Lease Payments		5,567	1,220	(9,718)
Funds Administered on Behalf of Third Parties		(352,868)	-	242,739
Net cash from/(to) Financing Activities		(347,301)	1,220	258,405
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(342,473)</b>	<b>252,866</b>	<b>494,759</b>
Cash and cash equivalents at the beginning of the year	7	654,935	107,135	160,176
<b>Cash and cash equivalents at the end of the year</b>	7	<b>312,462</b>	<b>360,001</b>	<b>654,935</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.

# Leamington School

## Notes to the Financial Statements

### For the year ended 31 December 2022

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

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

##### b) Basis of Preparation

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### **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.

#### **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) 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.

### **e) 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.

### **f) 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.

**g) 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.

**h) 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.

**i) Property, Plant and Equipment**

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

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

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

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

**Finance Leases**

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

**Depreciation**

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

The estimated useful lives of the assets are:

Building improvements	25-33 years
Furniture and equipment	5 years
Information and communication technology	2.5–5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

#### **j) 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 [details of the valuer's approach to determining market value (i.e. what valuation techniques have been employed, comparison to recent market transaction etc.)].

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

#### **k) 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.

#### **l) 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.

#### **m) Revenue Received in Advance**

Revenue received in advance relates to fees received from domestic students where there are unfulfilled obligations for the School to provide services in the future.

#### **n) 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 Revenue and Expense.

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

**o) 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 15 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.

**p) 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.

The School's financial liabilities comprise accounts payable and finance lease 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.

**q) 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.

**r) Budget Figures**

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

**s) 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	1,357,999	880,952	1,226,543
Teachers' Salaries Grants	2,665,687	2,600,528	2,835,566
Use of Land and Buildings Grants	789,430	831,462	664,144
Other Government Grants	25,283	1,500	45,503
	<u>4,838,399</u>	<u>4,314,442</u>	<u>4,771,756</u>

The school has opted in to the donations scheme for this year. Total amount received was \$81,600.

## 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	11,084	6,600	59,378
Fees for Extra Curricular Activities	152,573	128,794	104,247
Trading	51,798	40,650	49,982
Fundraising & Community Grants	12,356	950	61,228
Other Revenue	187,456	177,170	174,978
	<u>415,267</u>	<u>354,164</u>	<u>449,813</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	151,926	142,080	79,779
Trading	29,167	34,460	51,281
Fundraising and Community Grant Costs	(585)	1,470	7,528
Other Locally Raised Funds Expenditure	167,144	141,500	176,259
	<u>347,652</u>	<u>319,510</u>	<u>314,847</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>67,615</u>	<u>34,654</u>	<u>134,966</u>

## 4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	68,634	133,087	69,268
Information and Communication Technology	1,227	19,000	3,893
Library Resources	2,868	1,800	2,209
Employee Benefits - Salaries	3,253,323	2,775,173	3,277,458
Staff Development	11,994	44,785	31,777
Depreciation	135,397	130,000	149,047
	<u>3,473,443</u>	<u>3,103,845</u>	<u>3,533,652</u>

## 5. Administration

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Audit Fee	5,894	5,722	5,698
Board Fees	4,730	6,000	5,729
Board Expenses	8,685	3,095	2,420
Communication	5,288	7,900	5,309
Consumables	5,876	6,400	5,025
Operating Lease	21,258	17,700	17,748
Other	33,681	45,960	48,146
Employee Benefits - Salaries	223,050	149,743	155,187
Insurance	-	2,000	8,864
Service Providers, Contractors and Consultancy	5,720	5,500	5,243
	<u>314,182</u>	<u>250,020</u>	<u>259,369</u>

## 6. Property

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	14,500	13,000	12,415
Consultancy and Contract Services	51,636	50,400	50,837
Cyclical Maintenance Provision	27,150	16,887	35,568
Grounds	20,571	15,950	16,724
Heat, Light and Water	49,834	42,000	46,591
Repairs and Maintenance	22,990	27,900	25,837
Use of Land and Buildings	789,430	831,462	664,144
Security	1,020	6,000	411
Employee Benefits - Salaries	58,150	61,400	51,029
	<u>1,035,281</u>	<u>1,064,999</u>	<u>903,556</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	252,100	360,001	654,935
Short-term Bank Deposits	60,362	-	-
Cash and cash equivalents for Statement of Cash Flows	<u>312,462</u>	<u>360,001</u>	<u>654,935</u>

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

Of the \$312,462 Cash and Cash Equivalents, \$38,742 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.

## 8. Accounts Receivable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Receivables	49,007	62,396	62,395
Receivables from the Ministry of Education	42,389	-	-
Interest Receivable	2,182	-	-
Banking Staffing Underuse	33,148	-	55,325
Teacher Salaries Grant Receivable	207,702	228,980	228,980
	<u>334,428</u>	<u>291,376</u>	<u>346,700</u>
Receivables from Exchange Transactions	51,189	62,396	62,395
Receivables from Non-Exchange Transactions	283,239	228,980	284,305
	<u>334,428</u>	<u>291,376</u>	<u>346,700</u>

## 9. Inventories

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Stationery	1,441	52,397	1,439
School Uniforms	42,615	-	50,958
	<u>44,056</u>	<u>52,397</u>	<u>52,397</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	181,212	-	-
	<u>181,212</u>	<u>-</u>	<u>-</u>

## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Buildings	14,631				(1,824)	12,807
Building Improvements	375,545			3	(20,256)	355,292
Furniture and Equipment	147,592	49,781			(68,383)	128,990
Information and Communication Technology	6,989	25,268			(9,846)	22,411
Leased Assets	43,079	16,640			(32,973)	26,746
Library Resources	15,730	2,242	(1,055)		(2,115)	14,802
<b>Balance at 31 December 2022</b>	<b>603,566</b>	<b>93,931</b>	<b>(1,055)</b>	<b>3</b>	<b>(135,397)</b>	<b>561,048</b>

The net carrying value of ICT equipment held under a finance lease is **\$26,746 (2021: \$43,079)**

	2022 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$	2021 Cost or Valuation \$	2021 Accumulated Depreciation \$	2021 Net Book Value \$
Buildings	45,599	(32,792)	12,807	45,599	(30,968)	14,631
Building Improvements	553,575	(198,283)	355,292	553,572	(178,027)	375,545
Furniture and Equipment	706,592	(577,602)	128,990	757,914	(610,322)	147,592
Information and Communication T	175,065	(152,654)	22,411	155,137	(148,148)	6,989
Leased Assets	93,298	(66,552)	26,746	115,051	(71,972)	43,079
Library Resources	66,243	(51,441)	14,802	68,602	(52,872)	15,730
<b>Balance at 31 December</b>	<b>1,640,372</b>	<b>(1,079,324)</b>	<b>561,048</b>	<b>1,695,875</b>	<b>(1,092,309)</b>	<b>603,566</b>

## 12. Accounts Payable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Creditors	33,196	72,774	57,754
Accruals	4,894	-	15,022
Banking Staffing Overuse	-	-	-
Employee Entitlements - Salaries	231,283	240,789	240,789
Employee Entitlements - Leave Accrual	8,334	8,369	8,367
	<b>277,707</b>	<b>321,932</b>	<b>321,932</b>
Payables for Exchange Transactions	277,707	321,932	321,932
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)			
Payables for Non-exchange Transactions - Other			
	<b>277,707</b>	<b>321,932</b>	<b>321,932</b>

The carrying value of payables approximates their fair value.

### 13. Revenue Received in Advance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Other revenue in Advance	55,148	9,646	9,646
	<u>55,148</u>	<u>9,646</u>	<u>9,646</u>

### 14. Provision for Cyclical Maintenance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Provision at the Start of the Year	104,844	104,844	110,238
Increase to the Provision During the Year	27,150	16,887	35,568
Use of the Provision During the Year	(6,065)	(42,265)	(40,962)
Provision at the End of the Year	<u>125,929</u>	<u>79,466</u>	<u>104,844</u>
Cyclical Maintenance - Current	55,744	18,691	42,265
Cyclical Maintenance - Non current	70,185	60,775	62,579
	<u>125,929</u>	<u>79,466</u>	<u>104,844</u>

### 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	17,228	12,494	33,439
Later than One Year and no Later than Five Years	13,949	20,105	14,145
Later than Five Years			(3,332)
Future Finance Charges	(3,111)		
	<u>28,066</u>	<u>32,599</u>	<u>44,252</u>
<b>Represented by</b>			
Finance lease liability - Current	15,133	12,494	31,089
Finance lease liability - Non current	12,933	20,105	13,163
	<u>28,066</u>	<u>32,599</u>	<u>44,252</u>

## 16. Funds Held 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 project is included under cash and cash equivalents in note 9.

2022	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
Block G & H & Roof 204718	(23,014)	-	-	-	(23,014)
B19 Roll Growth 216805	11,003	-	-	-	11,003
Hall Upgrade Project 226734	290,547	-	(379,607)	-	(89,060)
Replace light with LED 228123	(6,512)	-	-	-	(6,512)
Learning Support Handrails 227891	-	6,500	(4,000)	-	2,500
A&B Internal Refurbishment 232630	-	40,739	(15,500)	-	25,239
Drainage, roofing & plumbing 232628	-	-	(1,000)	-	(1,000)
<b>Totals</b>	<b>272,024</b>	<b>47,239</b>	<b>(400,107)</b>	<b>-</b>	<b>(80,844)</b>
<b>Represented by:</b>					
Funds Held on Behalf of the Ministry of Education					38,742
Funds Receivable from the Ministry of Education					(119,586)

2021	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
Block G & H & Roof 204718	(23,014)	-	-	-	(23,014)
B19 Roll Growth 216805	40,052	11,687	(40,736)	-	11,003
Hall Upgrade Project 226734	12,697	586,909	(309,059)	-	290,547
Replace light with LED 228123	-	36,711	(43,223)	-	(6,512)
Repair Broken Fence	(450)	-	-	450	-
Fire Escape Entrance Cage 226224	-	250	(250)	-	-
Soak Holes and Sumps 233324	-	9,300	(9,300)	-	-
<b>Totals</b>	<b>29,285</b>	<b>644,857</b>	<b>(402,568)</b>	<b>450</b>	<b>272,024</b>
<b>Represented by:</b>					
Funds Held on Behalf of the Ministry of Education					301,550
Funds Receivable from the Ministry of Education					(29,526)

## 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 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.

## 18. Remuneration

### *Key management personnel compensation*

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

	<b>2022 Actual \$</b>	<b>2021 Actual \$</b>
<i>Board Members</i> Remuneration	4,730	5,729
<i>Leadership Team</i> Remuneration Full-time equivalent members	389,078 3	383,310 3
Total key management personnel remuneration	393,808	389,039

There are 7 members of the Board excluding the Principal. The Board had held 7 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:

	<b>2022 Actual \$000</b>	<b>2021 Actual \$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160-170	150-160
Benefits and Other Emoluments	0-10	0-10
Termination Benefits		

### *Other Employees*

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

<b>Remuneration \$000</b>	<b>2022 FTE Number</b>	<b>2021 FTE Number</b>
100-110	2.00	1.00
110-120	1.00	1.00
	3.00	2.00

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:

	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Actual</b>
Total	\$0	\$0
Number of People	-	-

## 20. Contingencies

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

Holidays Act Compliance – schools payroll

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

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed. To the extent that any obligation cannot reasonably be quantified at 31 December 2022, a contingent liability for the school may exist.

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 has not been notified of the final wash up calculation relating to 31 December 2022. The final calculations impact on the financial statements is unable to be determined at the date of reporting.

## 21. Commitments

### (a) Capital Commitments

As at 31 December 2022 the Board has entered into the following capital agreements for capital works.

- (a) A contract of \$746,215 for Hall Upgrade to be completed in 2023, which will be fully funded by the Ministry of Education. \$621,409 has been received of which \$710,469 has been spent on the project to date; and
- (b) A contract of \$7,264 for Learning Support Handrails to be completed in 2023, which will be fully funded by the Ministry of Education. \$6,500 has been received of which \$4,000 has been spent on the project to date; and
- (c) A contract of \$200,000 for A&B Internal Refurbishment to be completed in 2023, which will be fully funded by the Ministry of Education. \$40,739 has been received of which \$15,500 has been spent on the project to date.

(Capital commitments at 31 December 2021: \$272,024)

### (b) Operating Commitments

## 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	312,462	360,001	654,935
Receivables	334,428	291,376	346,700
Investments - Term Deposits	181,212	-	-
Total Financial assets measured at amortised cost	<u>828,102</u>	<u>651,377</u>	<u>1,001,635</u>

### Financial liabilities measured at amortised cost

Payables	277,707	321,932	321,932
Finance Leases	28,066	32,599	44,252
Total Financial Liabilities Measured at Amortised Cost	<u>305,773</u>	<u>354,531</u>	<u>366,184</u>

## 23. Events After Balance Date

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

# Leamington School

## Analysis of variance 2022



<b>Overarching Theme for 2022 - Solidify, amplify and mobilise our high impact practices within our writing programs within a fluid COVID environment.</b>	<b>3</b>
<b>Themes for term 1 - Note: With Omicron in our school community, hold our priorities with adaptability</b>	<b>3</b>
<b>Prioritise the hauora of children, staff and whaanau as we navigate the complexities of schooling in a Traffic light system and children being vaccinated</b>	<b>3</b>
<b>Re-establish systems, routines and priorities from 2021, particularly our HIPs within our writing programs</b>	<b>3</b>
<b>Re-establish our Partnering in Practice structure (PLIC) to support our HIPs</b>	<b>3</b>
<b>Initiatives specifically targeted at success and attainment within the Curriculum</b>	<b>4</b>
Continue to monitor student achievement and progress in literacy and numeracy and develop tools and metrics to purposefully grow hauora with a particular emphasis on:	4
Achievement Challenge Children	4
Maori	4
Boys	4
Writing	4
<b>Initiatives specifically targeted at developing Pedagogy to enhance success as learners (Focus Groups)</b>	<b>5</b>
<b>Initiatives specifically designed to strengthen reporting to parents</b>	<b>5</b>
<b>Initiatives specifically designed to strengthen learning links with community</b>	<b>6</b>
With the many changes happening in education, keeping parents involved, informed and shaping the future of our school is critical to continual community ownership.	6
Parents as ambassadors to the community of the educational benefits and innovations of the school is critical to the school being central to the community endorsement.	6
<b>Initiatives specifically targeted at essential school infrastructure and operations - Mike - R</b>	<b>7</b>
Property Development	7

Overarching Theme for 2022 - Solidify, amplify and mobilise our high-impact practices within our writing programs

Themes for term 1 - **Note: With Omicron in our school community, hold our priorities with adaptability**

1. Prioritise the hauora of children, staff and whaanau as we navigate the complexities of schooling in a Traffic light system and children being vaccinated
2. Re-establish systems, routines and priorities from 2021, particularly our HIPs within our writing programs
3. Re-establish our Partnering in Practice structure (PLIC) to support our HIPs

**Initiatives specifically targeted at Managing Covid over the year**

Longitudinal Rationale	2022 Goals	Noteworthy actions to support goals	AOV (end of year)
<ul style="list-style-type: none"> <li>• COVID has caused significant disruption for the typical operations of the school. With more contagious variants now circulating we are expecting 2022 to step up a level in disruption</li> </ul>	Prioritise the hauora of children, staff and whaanau as we navigate the complexities of schooling in a Traffic light system and children being vaccinated	<ol style="list-style-type: none"> <li>1. Continually revise our protocols to meet both National and local needs</li> <li>2. Continually monitor the demands we are placing on staff and adjust continually to support hauora for longevity - expecting no lapse in continual disruption and uncertainty until at least the end of term 2.</li> </ol>	<ol style="list-style-type: none"> <li>1. Complete</li> <li>2. Complete. We underestimated how long Covid would bring disruptions. We need to assume the disruptions we are experiencing in Term 4 will continue into 2023 including surges at times with staff contracting for a 2nd, 3rd, 4th time.</li> </ol>
	<ul style="list-style-type: none"> <li>•</li> </ul>		
	<ul style="list-style-type: none"> <li>•</li> </ul>	<ol style="list-style-type: none"> <li>1.</li> </ol>	

**Initiatives specifically targeted at success and attainment within the Curriculum**

Longitudinal Rationale	2021 Goals	Noteworthy actions to support goals	AOV (end of year)
<p>Continue to monitor student achievement and progress in literacy and numeracy and develop tools and metrics to purposefully grow hauora with a particular emphasis on:</p> <ul style="list-style-type: none"> <li>• Achievement Challenge Children</li> <li>• Maori</li> <li>• Boys</li> <li>• Writing</li> </ul>	<p>3. 20 out of 22 AC children reach 4 out of 6 key indicators each term;</p> <ul style="list-style-type: none"> <li>3.1. Learner Goal</li> <li>3.2. Learner Quality Goal</li> <li>3.3. Reading improvement</li> <li>3.4. Writing improvement</li> <li>3.5. Math improvement</li> <li>3.6. Attendance/lateness goal</li> </ul>	<ul style="list-style-type: none"> <li>4. Data conversations with teachers and Tuuhura 3 times a year.</li> <li>5. Continue to closely monitor progress and success in literacy and numeracy through dashboard data and teacher referrals and provide interventions as able (including Booster Groups).</li> <li>6. Identify and support children identified as having indicators of future underachievement which could lead to difficulty accessing the curriculum</li> <li>7. Teachers working with families of AC children to support establishing and monitoring goals set.</li> <li>8. PLIC process exploring impact for children</li> <li>9. Booster groups <ul style="list-style-type: none"> <li>9.1. Continue the effective implementation of booster group programs in numeracy and literacy.</li> <li>9.2. Use data to monitor the ongoing effectiveness of booster group programs.</li> <li>9.3. Make a recommendation to the BOT about the continuation of the booster group program into the future based on data and budget recommendations.</li> <li>9.4. Longitudinal data collected on students who are involved in Booster groups to monitor their progress over time to help better understand their progress post-intervention.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>4. Complete. Some things we would like to extend and develop in 2023.</li> <li>5. Complete/ongoing. Need to be vigilant that we understand how data can fluctuate depending on the time of the year and expectations.</li> <li>6. Complete/ongoing</li> <li>7. Complete./ongoing</li> <li>8. Complete/ongoing</li> <li>9. Complete</li> <li>9.4 - This area can be strengthened. this is pertinent with the affordability of booster groups being discussed and what options are available.</li> </ul>
	<ul style="list-style-type: none"> <li>• Dashboard data in writing indicates; <ul style="list-style-type: none"> <li>○ 85% of Year 6 students working within or above curriculum level 3 by the end of the school year in writing,</li> <li>○ 85% of year 4 students are on track to be working within or above curriculum level 3 by the end of year 6.</li> <li>○ 85% of year 2 students are on track to be working within or above curriculum level 3 by the end of year 6</li> </ul> </li> </ul>	<p>Schoolwide PLD in Writers Toolbox. Monitor schoolwide writing progress and achievement from dashboard data and writing moderation Teachers identify high impact practices to best-fit children within the class. Classroom observations to observe writing programs and how they reflect Kookiri documents and high impact practices.</p>	<p>Tracking of our dashboard data (using our writing moderation process) shows the following results:</p> <p><b>All Students in selected year groups:</b></p> <ul style="list-style-type: none"> <li>• 77% of our Year 6 students are working within or above curriculum level 3 in their deeper features (74% for surface features).</li> <li>• 93% of our Year 4 students are on track to be working within or above curriculum level 3 by the end of Year 6 in deeper features (88% for surface features)</li> <li>• 81% of our Year 2 students are on track to be working within or above curriculum level 3 by the end of Year 6 in deeper features(76% for surface features)</li> </ul> <p><b>Maori Students:</b></p> <ul style="list-style-type: none"> <li>• 71% of our Year 6 Maori students are working within or above curriculum level 3 in their deeper features (71% for surface features).</li> <li>• 91% of our Year 4 maori students are on track to be working within or above curriculum level 3 by the end of Year 6 in deeper features (87% for surface features)</li> <li>• 75% of our Year 2 maori students are on track to be working within or</li> </ul>

			<p>above curriculum level 3 by the end of Year 6 in deeper features (68% for surface features)</p> <p><b>Boys:</b></p> <ul style="list-style-type: none"> <li>79% of our Year 6 boys are working within or above curriculum level 3 in their deeper features (74% for surface features).</li> <li>94% of our Year 4 boys are on track to be working within or above curriculum level 3 by the end of Year 6 in deeper features (91% for surface features)</li> <li>75% of our Year 2 boys are on track to be working within or above curriculum level 3 by the end of Year 6 in deeper features (68% for surface features)</li> </ul> <p><b>Girls:</b></p> <ul style="list-style-type: none"> <li>72% of our Year 6 girls are working within or above curriculum level 3 in their deeper features (74% for surface features).</li> <li>94% of our Year 4 girls are on track to be working within or above curriculum level 3 by the end of Year 6 in deeper features (90% for surface features)</li> <li>86% of our Year 2 girls are on track to be working within or above curriculum level 3 by the end of Year 6 in deeper features (88% for surface features)</li> </ul>
	<ul style="list-style-type: none"> <li>Increase emotional intelligence and overall emotional capability for each child</li> </ul>	<ol style="list-style-type: none"> <li>Continue to develop teachers' capabilities and capacity to teach tamariki about how to be emotionally agile</li> <li>Continue to develop resources that strengthen practices and learner outcomes</li> <li>Continue to learn and share strategies</li> </ol>	<p>This has been largely untouched in any formal way this year. The biggest challenge is time and personnel resources. While important to us all, the reality is that unless we employ a person to target this work specifically it is another task we place on teachers and thus is difficult to sustain.</p>

### Initiatives specifically targeted at developing Pedagogy to enhance success as learners (Focus Groups)

Longitudinal Rationale	2022 Goals	Noteworthy actions to support goals	AOV (end of year)
	<ul style="list-style-type: none"> <li>WTB / Better Start literacy/Structured literacy</li> </ul>	<ol style="list-style-type: none"> <li>Schoolwide PD in write that essay</li> <li>Complete training from 2021 for teachers to become trainers in WTB</li> <li>Explore Structured Literacy programmes to develop a recommendation for 2023 on an approach to adopt.</li> </ol>	<ol style="list-style-type: none"> <li>Ongoing - funding gained for 2023</li> <li>Not continued - inschool training found to be much more beneficial, establishing Lead Teachers for WTB in 2023.</li> <li>Ongoing - timeline moved - continue to explore structured literacy programmes in first half of 2023 to develop recommendation of approach to adopt. Explore PD options from this recommendation.</li> </ol>
	<ul style="list-style-type: none"> <li>Progressions / Agency review</li> </ul>	<ol style="list-style-type: none"> <li>Review how progressions are used to strengthen learner agency and goal setting</li> <li>Review how we use progression based reporting to monitor progress</li> </ol>	<ol style="list-style-type: none"> <li>Complete - Reading and Writing progressions have been reviewed by a team of teachers to ensure they are meaningful and that children can understand them. Adaptations have been made to incorporate learning from Writer's Toolbox and Structured Literacy. Number will be reviewed next year. Cautious approach taken due to upcoming changes to the NZ Curriculum.</li> <li>Ongoing - Use of sliders on Hero has been found to be essential to ensure data is accurate and up to date.</li> </ol>

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**Initiatives specifically designed to strengthen reporting to parents**

Longitudinal Rationale	2022 Goals	Noteworthy actions to support goals	AOV (end of year)
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Reporting to parents format</li> </ul>	Revisit information gathered in 2021 from parents about reporting - what worked and what could be reconsidered Make recommendations about changes to reporting to parents to make the report meaningful for parents while also being time achievable to teachers.	<ul style="list-style-type: none"> <li>• Complete. We learnt that what we were doing was more than needed to be done, placing an extra burden on staff.</li> <li>• We also learnt that most of our issues sat with an education of parents issue. By strengthening our educational process and how to read the information provided feedback from parents was strong.</li> <li>• Having a mixture of online and face-to-face meetings also seemed to resonate with parents to get more involved.</li> <li>• having a calendar of when parents can expect things to happen was also something to bring into 2023.</li> </ul>

**Initiatives specifically designed to strengthen learning links with community**

Longitudinal Rationale	2022 Goals	Noteworthy actions to support goals	AOV (end of year)
<ul style="list-style-type: none"> <li>• With the many changes happening in education, keeping parents involved, informed and shaping the future of our school is critical to continual community ownership.</li> <li>• Parents as ambassadors to the community of the educational benefits and innovations of the school is critical to the school being central to the community endorsement.</li> </ul>	<ul style="list-style-type: none"> <li>• 80% of whaanau &amp; Maaori children in Yr. 4-6 answer positively regarding 5 or more poutama in Kookiri books.               <ul style="list-style-type: none"> <li>○ I hear Te Reo used in my class every day</li> <li>○ I see te Reo in my class and around the school</li> <li>○ I hear te reo pronounced correctly</li> <li>○ My class sings a waiata every day</li> <li>○ I feel safe in my class</li> <li>○ I feel my culture is valued by my teacher</li> </ul> </li> <li>• All classes across the school functioning at Level 4 Te Reo instruction (1 hour or more a day of children involved in tikanga, reo opportunities.)</li> <li>• Kapa haka operating in Year <math>\frac{3}{4}</math>, <math>\frac{1}{2}</math>.</li> <li>• A fluent Te Reo speaker is employed to support Te Reo and Kapa Haka across the school</li> </ul>	<ol style="list-style-type: none"> <li>1. Explore employment of a kaka haka and te reo teacher</li> <li>2. Strengthening parental partnerships by continuing to work with Whaanau to see, hear and feel the aspects of our school that reflect Maaori aspirations of Reo, Tikanga, Whakapapa and Wairua.</li> <li>3. Strengthen our connection with Maungatautari Marae</li> <li>4. Increase the visibility of te reo Maaori across the school</li> <li>5. Development of Kaitaki to link COGs and Virtues with local stories.</li> </ol>	<ol style="list-style-type: none"> <li>1. Complete. Kaiako was employed and hours increased for 2023.</li> <li>2. Not progresses as much as we would have liked but we suspect this was largely due to our ignorance of how to engage. We expect that in 2023 with the Kaiako leading this work we will allow parents to be more engaged and able to share aspirations for children.</li> <li>3. School trip to Ngaa hau e wha. Explore a trip to Maungatautari in 2023.</li> <li>4. Complete/ongoing. Support teachers to engage in Te Reo courses.</li> <li>5. Complete/ongoing.</li> </ol>

**Initiatives specifically targeted at Governance**

Longitudinal Rationale	2022 Goals	Noteworthy actions to support goals	AOV (end of year)
<b>BOT Newsletter each term.</b>	Keeping the Community informed of developments within and across the school is a priority of the Board due to all the changes happening both with property and educational practice.	BOT Newsletter each term.	Ongoing
<b>Board Elections</b>	Onboard a new Board into the Governance roll to ensure a smooth transition to support the effective operation of the school		Complete
<b>BOT Policy</b>	Board transitioning its policy to School Docs	Complete documentation for School Docs. Review policy changes when ready	Ongoing
<b>Familiarisation with NELP</b>	Align Board meeting format (headings) with NELPs as we move away from the NEGs		Ongoing - work to be done in 2023. Covid dominated discussion in 2022.

**Initiatives specifically targeted at essential school infrastructure and operations**

<p><b>Property Development</b></p>	<p>Over recent years the school has experienced roll growth, changes through first-time enrolments and upgrading facilities around the school through the 5YA. Continually upgrading facilities to best fit the needs of the community and reflect current pedagogy maintains the schools' status within the community. A new 5YA brings opportunities to allow property to follow pedagogy shifts within the school.</p>	<ol style="list-style-type: none"> <li>1. Implementation of 5YA to maximise funds             <ol style="list-style-type: none"> <li>a. Prioritise refit of Block A due to not needing all classes in 2022.</li> <li>b. Look to make as many projects School led as possible to maximise funds</li> <li>c. Projects looking to complete in 2022 include (in order of priority)                 <ol style="list-style-type: none"> <li>i. Block A refit</li> <li>ii. Soak holes and broken concrete in Junior Area</li> <li>iii. Roofing repairs (including building paper in Block B resource area)</li> <li>iv. Electrical upgrade (RCD and hot water)</li> <li>v. Remediation to ceiling and skylights in Block B</li> <li>vi. Replacement of Clearlight over areas required and installation of wire mesh</li> <li>vii. Changing wall linings for Weathertighness</li> </ol> </li> </ol> </li> <li>2. Development of Junior play area with the assistance of PTA and Trust Funds.</li> </ol>	<p>1-2 - still to get going. The time taken to get these jobs started was much longer than expected. This is expected to start/be completed in Term 1, with the playground complete through the year.</p>
<p><b>Expense Neutral holiday program</b></p>	<p>Overseeing the development of our Holiday program into a sustainable business model</p>	<p>Monitor income and expenses of the holiday program to understand the impact on the school financially.</p>	<p>Ongoing. This program is successful but as it grows the time taken to make it successful increases.</p>
<p><b>Equal Employment opportunities</b></p>			<p>Leamington School has met its EEO requirements by;</p> <ul style="list-style-type: none"> <li>• selecting the person most suited to vacant positions by only considering skills, experience, qualifications, and aptitude</li> <li>• We recognise the value of diversity in staffing and do not let ethnicity, age, gender, disability, tenure, hours of work affect employment decision.</li> <li>• ensuring that employment and personnel practices are fair and free of any bias.</li> </ul>



## Statement of Kiwisport Funding

Kiwisport is a Government funded initiative to support student participation in organised sport. In 2022 the school received total Kiwisport funding of \$8,071.65 (excluding GST). We ran a number of internal sports days and paid for swimming sports. The total used in 2022 was \$6,222.14 ex GST excluding release days for teachers to plan sporting events. This was spent on PE equipment, hire of facilities for athletics day and buses to transport students to athletics day and Winter Sports day. The number of students participating in organised sport at the end of the school year was 100% of the school roll.

*MM Malcolm*

Mike Malcolm  
Principal



Monday, 15 May 2023

Assurance document for Compliance with Appointment Policy

Leamington School has several Employment policies.

The Principal provides assurance to the board through regular reporting that it all appointments are in compliance with this policy.

## **Employer Responsibility Policy**

Leamington School board acts as a good employer and takes all reasonable steps to build working relationships based on trust, confidence, and good faith. The board treats employees fairly and properly in all aspects of their employment as required by the Public Service Act 2020, and complies with legislation on employment and personnel matters. The board complies with the conditions contained in employment contracts for teaching and non-teaching staff.

The board ensures strong leadership by recognising the principal as the school's educational leader, the chief executive, and an employee of the board. The board:

- appoints the principal, through the [appointment committee](#)
- [appraises the principal](#)
- works transparently and positively with the principal
- ensures delegations to the principal are robust and regularly reviewed.

The board meets reporting and administrative requirements by:

- referring to the school's [Equal Employment Opportunities](#) policy in its annual report on the extent of its compliance as a good employer
- ensuring that systems are in place for keeping [employee files](#) safe and secure.

### **Support for school employees**

The board:

- takes all steps, so far as is reasonably practicable, to meet its [primary duty of care](#) obligations to ensure good and safe working conditions for employees and responds to all reasonable concerns and requests made by employees
- considers staff [health and wellbeing \(hauora\)](#) and work-life balance, and will consider applications for [flexible working arrangements](#)
- ensures that all employees maintain proper standards of [integrity and conduct](#), and a concern for the [safety and wellbeing of students, colleagues](#), and public interest



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# LEAMINGTON PRIMARY SCHOOL

— Creating Futures Together — Kia aro ngaatahi ki anamata —

- promotes high levels of staff performance through:
  - [performance management](#) and professional development (including budgeting for training and development programmes intended to enhance the abilities of individual employees)
  - acknowledgement of staff achievements
  - [salary units](#) and [classroom release time](#).
- deals effectively and fairly with any concerns through the [concerns and complaints](#) and [protected disclosure](#) procedures.

## Recruitment and appointments

The board delegates the recruitment and appointment process to the principal and senior management but may be represented in [appointment committees](#). The board and delegate(s) endeavour to appoint appropriately trained and qualified staff to all teaching and non-teaching positions, and to find the best person for the position.

## Student wellbeing and safety

The board recognises the need to ensure the safety of students and mitigates students being placed at risk by the actions of employees, through:

- proactive policies, procedures, and actions related to [student wellbeing and safety](#)
- robust recruitment (including [reference checking](#)), [appointment](#), and induction processes, including complying with the Children's Act 2014
- [annual reports](#) from the principal on the registration, certification, attestation, and police vetting of staff, and reports on appointments and any support provided to teachers
- information, in committee, from the principal regarding [concerns and complaints](#) raised about staff, and the actions taken
- compliance with the [mandatory reporting requirements](#) to the Teaching Council under the Education and Training Act 2020 regarding staff dismissals, resignations, complaints, serious misconduct, and competence.

## Equal Employment Opportunities

The Equal Employment Opportunities policy ensures that all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes,

without [bias or discrimination](#). All schools are required by the Public Service Act to be “good employers”, that is:

- to maintain, and comply with their school's Equal Employment Opportunities policy, and



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# LEAMINGTON PRIMARY SCHOOL

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- to include in the annual report a summary of the year's compliance.

To achieve this, the board:

- appoints a member to be the EEO officer – this role may be taken by the principal
- shows commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development
- selects the person most suited to the position in terms of skills, experience, qualifications, and aptitude
- recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups
- ensures that employment and personnel practices are fair and free of any bias.

Mike Malcolm

Tumuaki



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## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF LEAMINGTON SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

The Auditor-General is the auditor of Leamington School (the School). The Auditor-General has appointed me, Johann van Loggerenberg, 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 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.

Our audit was completed on 24 May 2023. This is the date at which our opinion is expressed.

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

#### Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

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

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

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

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as

applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

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

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

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

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

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

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

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

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

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

Our responsibilities arise 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 1, 20 to 32, 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.



Johann van Loggerenberg  
Director  
PKF Hamilton Audit Ltd  
On behalf of the Auditor-General  
Hamilton, New Zealand