

ŌPOHO SCHOOL



ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number:	3790
Principal:	Jared Holden
School Address:	96 Signal Hill Road, Opoho, Dunedin, 9010
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ŌPOHO SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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Ōpoho School

Statement of Responsibility

For the year ended 31 December 2023

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

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

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

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

Emma Ham Wyeth

Full Name of Presiding Member



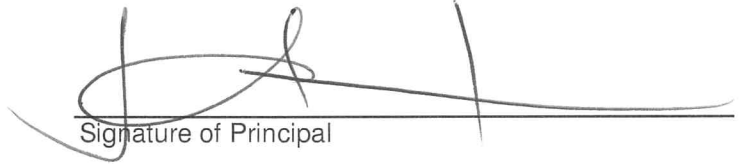
Signature of Presiding Member

6 August 2024

Date:

JARED JOHN HOLDEN

Full Name of Principal



Signature of Principal

6 August 2024

Date:

Ōpoho School

Members of the Board

For the year ended 31 December 2023

Name	Position	How Position Gained	Term Expired/ Expires
Emma Wyeth	Co-Presiding Member	Elected	Sep 2025
Anna Parker	Co-Presiding Member	Elected	Sep 2025
Jared Holden	Principal	ex Officio	
Celia Lie	Parent Representative	Elected	Sep 2025
Kimberley Johnston	Parent Representative	Elected	Sep 2025
Samantha Reeves	Parent Representative	Elected	Sep 2025
Alexander Abbott	Staff Representative	Elected	Jun 2025

Ōpoho School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

		2023	2023	2022
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	1,634,752	1,523,928	1,514,374
Locally Raised Funds	3	114,286	94,050	58,991
Interest		28,842	5,000	13,084
Total Revenue		1,777,880	1,622,978	1,586,449
Expenses				
Locally Raised Funds	3	37,497	27,900	40,155
Learning Resources	4	1,401,393	1,229,816	1,193,595
Administration	5	101,075	107,485	100,974
Interest		1,663	-	759
Property	6	273,180	281,296	254,528
Loss on Disposal of Property, Plant and Equipment		10	-	-
Total Expense		1,814,818	1,646,497	1,590,011
Net (Deficit) for the year		(36,938)	(23,519)	(3,562)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(36,938)	(23,519)	(3,562)

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

Ōpoho School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January	750,343	750,343	753,905
Total comprehensive revenue and expense for the year	(36,938)	(23,519)	(3,562)
Contribution - Furniture and Equipment Grant	10,923	-	-
Contribution - Te Mana Tuhono	13,167	-	-
(Distributions to) Ministry of Education	(8,053)	-	-
Equity at 31 December	729,442	726,824	750,343
Accumulated comprehensive revenue and expense	729,442	726,824	750,343
Equity at 31 December	729,442	726,824	750,343

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.

Ōpoho School

Statement of Financial Position

As at 31 December 2023

		2023	2023	2022
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	7	52,355	176,967	155,516
Accounts Receivable	8	123,333	99,300	99,300
GST Receivable		-	9,200	9,200
Prepayments		8,492	2,734	2,734
Inventories	9	493	430	430
Investments	10	429,679	413,256	413,256
Funds Receivable for Capital Works Projects	17	122,039	80,389	80,389
		<u>736,391</u>	<u>782,276</u>	<u>760,825</u>
Current Liabilities				
GST Payable		262	-	-
Accounts Payable	12	205,807	123,611	122,544
Revenue Received in Advance	13	2,497	265	265
Provision for Cyclical Maintenance	14	20,852	15,000	6,300
Painting Contract Liability	15	6,455	6,455	8,802
Finance Lease Liability	16	12,417	6,183	6,183
Funds held for Capital Works Projects	17	-	79,409	79,409
		<u>248,290</u>	<u>230,923</u>	<u>223,503</u>
Working Capital Surplus		488,101	551,353	537,322
Non-current Assets				
Property, Plant and Equipment	11	279,119	228,839	271,553
		<u>279,119</u>	<u>228,839</u>	<u>271,553</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	17,284	37,776	38,834
Painting Contract Liability	15	-	-	4,106
Finance Lease Liability	16	20,494	15,592	15,592
		<u>37,778</u>	<u>53,368</u>	<u>58,532</u>
Net Assets		<u><u>729,442</u></u>	<u><u>726,824</u></u>	<u><u>750,343</u></u>
Equity		<u><u>729,442</u></u>	<u><u>726,824</u></u>	<u><u>750,343</u></u>

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



Ōpoho School

Statement of Cash Flows

For the year ended 31 December 2023

		2023	2023	2022
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		378,653	323,672	493,001
Locally Raised Funds		99,504	94,050	45,507
International Students		13,576	-	-
Goods and Services Tax (net)		9,462	-	(27,955)
Payments to Employees		(301,593)	(246,740)	(276,851)
Payments to Suppliers		(230,247)	(145,719)	(135,926)
Interest Paid		(1,663)	-	(759)
Interest Received		23,524	5,000	8,934
Net cash (to)/from Operating Activities		(8,784)	30,263	105,951
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(11,356)	-	(9,111)
Purchase of Investments		(16,423)	-	-
Proceeds from Sale of Investments		-	-	46,455
Net cash (to)/from Investing Activities		(27,779)	-	37,344
Cash flows from Financing Activities				
Furniture and Equipment Grant		10,923	-	-
(Distributions to) Ministry of Education		(8,053)	-	-
Finance Lease Payments		(8,753)	-	(7,280)
Painting Contract Payments		(8,811)	(8,812)	(6,454)
Funds Administered on Behalf of Other Parties		(51,904)	-	(199,685)
Net cash (to) Financing Activities		(66,598)	(8,812)	(213,419)
Net (decrease)/increase in cash and cash equivalents		(103,161)	21,451	(70,124)
Cash and cash equivalents at the beginning of the year	7	155,516	155,516	225,640
Cash and cash equivalents at the end of the year	7	52,355	176,967	155,516

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

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

Ōpoho School

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

1.1. Reporting Entity

Ōpoho 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.

1.2. Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

These financial statements are presented in New Zealand dollars, rounded to the nearest whole 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 16. Future operating lease commitments are disclosed in note 22b.

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.

1.3. 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 to which they relate. 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 to which they relate. 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 recognised as 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.

1.4. 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.

1.5. 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.



1.6. 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.

1.7. Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The school's 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.

1.8. 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.

1.9. 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.

1.10. 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	10–20 years
Furniture and equipment	5–20 years
Information and communication technology	5 years
Leased assets held under a Finance Lease	3-4 years
Library resources	10 years

1.11. 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 as 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.

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.

1.12. 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.

1.13. 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, 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.

1.14. 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 or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are earned.

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

1.15. 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.

1.16. 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.



1.17. 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 of the School, makes up the most significant part of the Board's responsibilities outside the 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 variety of periods in accordance with the conditional assessment of each area of the school. 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.

1.18. 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, , 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.

1.19. 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.

1.20. Budget Figures

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

1.21. Services received in-kind

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

2. Government Grants

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	433,229	304,672	392,913
Teachers' Salaries Grants	988,508	1,000,000	928,079
Use of Land and Buildings Grants	205,617	200,256	174,750
Other Government Grants	7,398	19,000	18,632
	<u>1,634,752</u>	<u>1,523,928</u>	<u>1,514,374</u>

3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue			
Donations & Bequests	33,581	53,550	33,439
Curriculum related Activities - Purchase of goods and services	21,045	16,300	-
Fees for Extra Curricular Activities	854	1,100	15,918
Trading	2,000	3,000	1,060
Fundraising & Community Grants	-	-	2,500
Other Revenue	43,230	20,100	6,074
International Student Fees	13,576	-	-
	<u>114,286</u>	<u>94,050</u>	<u>58,991</u>
Expenses			
Extra Curricular Activities Costs	29,043	25,500	31,034
Trading	392	750	1,183
Other Locally Raised Funds Expenditure	8,062	1,650	7,938
	<u>37,497</u>	<u>27,900</u>	<u>40,155</u>
<i>Surplus for the year Locally raised funds</i>	<u>76,789</u>	<u>66,150</u>	<u>18,836</u>

During the year the School hosted 1 International students (2022:nil)

4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	57,701	25,850	16,507
Information and Communication Technology	2,349	1,350	468
Library Resources	282	400	170
Employee Benefits - Salaries	1,291,168	1,160,700	1,135,878
Staff Development	10,450	9,000	3,399
Depreciation	39,443	32,516	37,173
	<u>1,401,393</u>	<u>1,229,816</u>	<u>1,193,595</u>

5. Administration

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Audit Fee	4,909	5,175	4,540
Board Fees	3,290	3,500	3,535
Board Expenses	7,712	6,400	5,388
Communication	452	600	592
Consumables	6,079	7,500	4,593
Operating Lease	-	2,100	-
Other	3,007	14,100	6,412
Employee Benefits - Salaries	64,338	60,000	67,704
Insurance	6,334	5,610	4,500
Service Providers, Contractors and Consultancy	4,954	2,500	3,710
	<u>101,075</u>	<u>107,485</u>	<u>100,974</u>



6. Property

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Caretaking and Cleaning Consumables	28,237	5,000	4,659
Consultancy and Contract Services	1,680	-	20,801
Cyclical Maintenance	12,025	10,000	3,401
Adjustment to the Provision- Other Adjustments	(16,665)	-	-
Grounds	14,108	6,000	5,671
Heat, Light and Water	13,942	12,400	12,409
Rates	7,429	6,000	5,986
Repairs and Maintenance	6,725	15,600	25,505
Use of Land and Buildings	205,617	200,256	174,750
Employee Benefits - Salaries	82	26,040	1,346
	<u>273,180</u>	<u>281,296</u>	<u>254,528</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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Bank Accounts	52,355	176,967	155,516
Cash and Cash Equivalents for Statement of Cash Flows	<u>52,355</u>	<u>176,967</u>	<u>155,516</u>

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

Of the \$52,355 Cash and Cash Equivalents, \$2,494 of unspent grant funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

8. Accounts Receivable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	15,832	14,888	14,888
Receivables from the Ministry of Education	5,917	-	-
Interest Receivable	11,902	6,584	6,584
Teacher Salaries Grant Receivable	89,682	77,828	77,828
	<u>123,333</u>	<u>99,300</u>	<u>99,300</u>
Receivables from Exchange Transactions	27,734	21,472	21,472
Receivables from Non-Exchange Transactions	95,599	77,828	77,828
	<u>123,333</u>	<u>99,300</u>	<u>99,300</u>

9. Inventories

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Stationery	36	-	-
School Uniforms	457	430	430
	<u>493</u>	<u>430</u>	<u>430</u>

10. Investments

The School's investment activities are classified as follows:

	2023	2023 Budget	2022
	Actual	(Unaudited)	Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	429,679	413,256	413,256
Total Investments	429,679	413,256	413,256

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Building Improvements	190,329	-	-	-	(13,107)	177,222
Furniture and Equipment	42,110	7,132	-	-	(8,081)	41,161
Information and Communication Technology	9,723	16,887	-	-	(6,621)	19,989
Leased Assets	21,466	22,496	-	-	(10,582)	33,380
Library Resources	7,925	504	(10)	-	(1,052)	7,367
Balance at 31 December 2023	271,553	47,019	(10)	-	(39,443)	279,119

The net carrying value of furniture and equipment held under a finance lease is \$33,380 (2022: \$21,466)

Restrictions

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

	2023	2023	2023	2022	2022	2022
	Cost or	Accumulated	Net Book	Cost or	Accumulated	Net Book
	Valuation	Depreciation	Value	Valuation	Depreciation	Value
	\$	\$	\$	\$	\$	\$
Building Improvements	306,567	(129,345)	177,222	306,567	(116,238)	190,329
Furniture and Equipment	176,444	(135,283)	41,161	169,314	(127,204)	42,110
Information and Communication Technology	109,044	(89,055)	19,989	92,157	(82,434)	9,723
Leased Assets	45,582	(12,202)	33,380	46,975	(25,509)	21,466
Library Resources	45,971	(38,604)	7,367	45,525	(37,600)	7,925
Balance at 31 December	683,608	(404,489)	279,119	660,538	(388,985)	271,553

12. Accounts Payable

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Creditors	96,795	38,984	37,917
Accruals	8,859	6,800	6,800
Employee Entitlements - Salaries	96,511	77,827	77,827
Employee Entitlements - Leave Accrual	3,642	-	-
	205,807	123,611	122,544
Payables for Exchange Transactions	205,807	123,611	122,544

The carrying value of payables approximates their fair value.



13. Revenue Received in Advance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Grants in Advance - Ministry of Education	2,494	-	-
Other Revenue in Advance	3	265	265
	2,497	265	265

14. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	45,134	45,134	41,733
Increase to the Provision During the Year	12,025	10,000	3,401
Other Adjustments	(16,665)	-	-
Use of the Provision During the Year	(2,358)	(2,358)	-
Provision at the End of the Year	38,136	52,776	45,134
Cyclical Maintenance - Current	20,852	15,000	6,300
Cyclical Maintenance - Non current	17,284	37,776	38,834
	38,136	52,776	45,134

The School's cyclical maintenance schedule details annual painting & other significant cyclical maintenance work to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the School's most recent 10 Year Property plan, adjusted as identified and confirmed appropriate by the Board, to other reliable sources of evidence.

15. Painting Contract Liability

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Due within one year	6,455	6,455	8,802
Due after one year	-	-	4,106
	6,455	6,455	12,908

In 2020 the Board signed an agreement with Programmed Property Services Ltd (the contractor) for an agreed programme of work covering a six year period. The programme provides for an interior and exterior repaint of the Ministry owned buildings in 2019 and 2021, with regular maintenance in subsequent years. The agreement has an annual commitment of \$8,812. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

16. Finance Lease Liability

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	13,710	7,645	7,645
Later than One Year and no Later than Five Years	21,600	17,503	17,503
Future Finance Charges	(2,399)	(3,373)	(3,373)
	32,911	21,775	21,775
Represented by:			
Finance lease liability - Current	12,417	6,183	6,183
Finance lease liability - Non-current	20,494	15,592	15,592
	32,911	21,775	21,775



17. 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 7.

2023	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
Boiler - 219463	67,976	(67,976)	-	-	-
Lower Building - 212933	(35,355)	-	(11,683)	-	(47,038)
Storage Shed/LSC Office Space - 220064	(21,420)	-	(38,949)	-	(60,369)
SIP Outdoor Improvements -222522	(22,685)	-	-	8,053	(14,632)
Remediation to flooded classrooms -234057	11,433	-	(11,433)	-	-
Carpet	(929)	929	-	-	-
Totals	(980)	(67,047)	(62,065)	8,053	(122,039)

Represented by:

Funds Receivable from the Ministry of Education (122,039)

2022	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
Boiler	67,976	-	-	-	67,976
Lower Building	(12,550)	-	(22,805)	-	(35,355)
Storage Shed/LSC Office Space	45,191	-	(66,611)	-	(21,420)
SIP Outdoor Improvements	87,587	-	(110,272)	-	(22,685)
Remediation to flooded classrooms	10,504	929	-	-	11,433
Carpet	-	6,345	(7,274)	-	(929)
Totals	198,708	7,274	(206,962)	-	(980)

Represented by:

Funds Held on Behalf of the Ministry of Education 79,409
 Funds Receivable from the Ministry of Education (80,389)

18. Related Party Transactions

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

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

19. Remuneration

Key management personnel compensation

Key management personnel of the School include all trustees of the Board, Principal, Deputy and Assistant Principals.

	2023 Actual	2022 Actual
	\$	\$
<i>Board Members</i>		
Remuneration	3,290	3,535
<i>Leadership Team</i>		
Remuneration	448,068	523,948
Full-time equivalent members	4.00	5.00
Total key management personnel remuneration	451,358	527,483

There are 1 staff rep 5 parent reps members of the Board excluding the Principal. The Board had held (8 number of meetings) full meetings of the Board in the year. The Board also has Finance (2 members) and Property (2 members) that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.



Principal

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140 - 150	130 - 140
Benefits and Other Emoluments	0 - 5	0 - 5
Termination Benefits	0 - 0	0 - 0

Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
110 -120	1.00	-
	<u>1.00</u>	<u>-</u>

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

20. Compensation and Other Benefits Upon Leaving

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

	2023 Actual	2022 Actual
Total	\$ -	\$ -
Number of People	-	-

21. Contingencies

There are no contingent liabilities and no contingent assets except as noted below as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: nil).

Holidays Act Compliance – schools payroll

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

The Ministry continues to review the schools sector payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts of specific individuals, as such this is expected to resolve the liability for school boards.

Pay Equity Settlement Wash Up amounts

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

22. Commitments

(a) Capital Commitments

At 31 December 2023, the Board had capital commitments of \$nil (2022:\$386,207) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
Storage Shed/LSC Office Space - 220064	97,221	97,221	-
Total	97,221	97,221	-

(b) Operating Commitments

As at 31 December 2023 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2022: nil)

23. Financial Instruments

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

Financial assets measured at amortised cost

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	52,355	176,967	155,516
Receivables	123,333	99,300	99,300
Investments - Term Deposits	429,679	413,256	413,256
Total Financial assets measured at amortised cost	<u>605,367</u>	<u>689,523</u>	<u>668,072</u>

Financial liabilities measured at amortised cost

Payables	205,807	123,611	122,544
Finance Leases	32,911	21,775	21,775
Painting Contract Liability	6,455	6,455	12,908
Total Financial liabilities measured at amortised Cost	<u>245,173</u>	<u>151,841</u>	<u>157,227</u>

24. Events After Balance Date

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

25. Comparatives

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

Ōpoho School Analysis of Variance 2023



School Name:	Ōpoho School	School Number:	3790
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Strategic Aim:	Develop confident, life-long learners and be at the heart of the community.
Annual Aim:	<ol style="list-style-type: none"> To implement learning programmes that support, encourage, enrich and extend all taura to make progress and experience success in all areas of the New Zealand Curriculum, To give priority to all taura achievement in Literacy and Numeracy, as evidenced by progress and achievement against learning progressions and the New Zealand Curriculum. To strengthen the integration of te reo me ona tikanga throughout Ōpoho School. Meaningfully and authentically incorporating Te Ao Māori into the everyday life of Te Kura o Ōpoho. Enhance whānaungatanga with Mana Whenua & Tāngata Whenua whānau to identify aspirations for our Māori taura and provide access to programs and opportunities that empower success for Māori as Māori.
Target:	Accelerate the achievement of all students in reading, writing and mathematics and especially the group of students at each year level who are not achieving at the expected level at the end of 2022.
Baseline Data:	<p>At the end of 2022:</p> <p>In reading, 88% of students achieved at or above the expected curriculum level (NZC). In writing, 77% of students achieved at or above the expected curriculum level (NZC). In mathematics: 83 % of students achieved at or above the expected curriculum level (NZC).</p> <p>At the end of 2022, in Reading, 12% were working towards the expected level; 23% in writing, and 17% in mathematics.</p>

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Reading: All students across our kura have participated in assessment tasks to identify specific areas of need related to literacy learning specific to reading.</p> <p>An analysis of data showed that some students appeared to need continued additional learning about phonics to support word analysis for decoding. Individuals and groups were identified for additional support.</p> <p>An analysis of a number of phonics programmes had taken place at the start of 2017 – Agility with Sounds [AWS] was implemented for the strong components of teaching phonemic awareness the programme contained, a digital app that provided systematic practice and the endorsement of the programme by literacy experts.</p> <p>AWS was selected to implement with a specific Y3- 6 children. AWS trainer employed to upskill Kaiako, Kaiawhina and Whānau Kaiawhina who deliver the programme</p> <p>Teachers and support staff familiar with the programme developed an implementation programme.</p> <p>Introduction of BSLA (Better Start Literacy Assessment) within our Year 0/1 class in Term 1 2022 moved the introduction of BSLA across our Year 2/3 cohort.</p> <p>Implementation of ‘The Code’ -Liz Kane Spelling Programme within the Year 4-6 Cohort at the start of Term 1 2023.</p>	<p>Reading: Overall 87.97% of all students are working at or above the expected level in reading.</p> <p>Across the school breakdown of students working ‘at or above the expected curriculum’.</p> <p>At Year 2 – 83% At Year 3 – 71% At Year 4 – 94% At Year 5 – 93% At Year 6 – 97% Female – 87% Male – 88%</p> <p>88.8% (24/27) Māori & Pasifika students are working at or above their expected Curriculum Level. Maori and Pasifika data is combined to protect the identity of the exceptionally small number of Pasifika students.</p> <p>Four students (2B: 2G) participated in the Reading Recovery programme. 4/4 students made expected progress.</p> <p>BSLA programme in Year 0/2 70 children were involved in this programme in 2023. 40/70 children completed the programme in its entirety and were reading at or above their expected Reading level. 30/70 either started the programme at a different stage of the year and were yet to finish or had not yet met the required standard to finish.</p>	<p>Reading: The ‘Daily 5 Model’ of practice was implemented in all Year 4 – 6 classes in 2020 and the importance and emphasis of student agency is considered to be a critical factor related to the increased engagement in reading, resulting in positive outcomes. This programme has continued in 2023 – the level of engagement and improved confidence in Reading ability has continued to increase.</p> <p>The Agility with Sounds (AWS) phonics programme includes structured teaching, word fluency cards, a ‘word chain’ app and AWS related texts. We have noticed greater confidence in decoding and unknown word solving skills.</p> <p>Considerable teacher, curriculum support personnel time, RTLB learning support funding, principal time, community support, and an allocation from the school’s SE grant for resources was applied to implement the programme.</p> <p>Some families sought training to support the programme at home.</p> <p>High interest resources included the TOXIC Series, and the Quick 60 series were popular; Additional reading resources from C.O.E.C supplemented the school’s library of reading material. Teachers are skilled at finding ‘good fit’ series for all children, and particularly reluctant readers.</p> <p>Implementation of BSLA and a ‘pick and choose’ Structured Literacy approach using decodable texts with the support of the RTLiT and LSC.</p>	<p>Reading: Implementation of a refined ‘Daily 5 Model’ of practice will be implemented in all Year 3 – 6 classes in 2023. Allowing for more Reading practice to occur and to be monitored.</p> <p>High interest material and student choice are given high priority for the benefits to engagement as attributed by students and teachers. Familiar reading to enhance ‘reading mileage’ is also prioritised especially for those readers who need additional support.</p> <p>Reading buddies and using ICT to access digital books are also valued strategies used in 2023 that seem to increase engagement so will continue to be utilised in 2024.</p> <p>The importance of student agency as a means to increase engagement will also be maintained as critical for learning programmes.</p> <p>The AWS programme and ensuring reading mileage is maintained for those learners striving to achieve at the expected level requires a high level of teacher or teacher aide interaction. Seeking adequate funding to maintain the level of support required will be ongoing.</p> <p>Strategies and process learnt through BSLA will continued to be implemented within Year 1-2 with the implementation of ‘the Code’ for all Year 2/3 students.</p> <p>Additional individual instruction will be available for a minimum of six students during 2024 using the Reading recovery programme.</p>

Started to develop an 'Ōpoho Structured Literacy' programme using aspects of 'The Code', 'UFLI' and 'IDeal' for our Year 4-6 classes.

The consequences of the global pandemic of 2020/2021/2022 has impacted outcomes for some students. Anecdotally we have noticed that some students prolonged absence from structured and instructional reading sessions has led to a lack of reading confidence. Terms 1 and 2 of 2022 saw a high percentage of our students miss significant periods of school due to Covid-19 and the isolation requirements. Anecdotally at least 75% of our student contracted Covid-19 and 70% had a least 1 week from school due to isolation requirements. This has led to a slight but noticeable dip in the achievement of our Year 3 students.

Increased reading mileage, more peer reading and lots of opportunities to access text in class and at home has helped reengage most readers post Covid.

Additional evaluation of reading programmes is ongoing to determine the best intervention for those students not progressing as expected. Using skills of LSC, RTLit and RR Teachers.

Student progress will be monitored more frequently for those children not progressing as expected, and relevant interventions introduced as resources permit.

Professional learning will continue about the Science of Reading; 'Teaching the Code' and more learning about how to develop phonemic awareness and fluent word recognition will strengthen teacher capability.

BLSA programme is to be implemented in our Year 0-3 class starting in 2023. Training of staff as part of the University of Canterbury programme is ongoing.

Introduction and implementation of 'The Code' supported by "UFLI" across the school. Implementation of 'Ideal' diagnostic assessment tools to gauge focuses for intervention. Implementation of Dibels and frequency of assessments to better understand need.

Greater in-depth analysis of assessment information collected, using these tools, to develop a greater understanding of who across the school needs what.

<p>Writing: All students participated in a range of assessment tasks to identify specific areas of need related to writing. Target groups were identified for additional in-class support.</p> <p>Data analysis strongly suggested that Spelling and 'the Surface features' skills of Writing were impacting engagement. Focus on building these skills in 2023.</p> <p>PLD for staff on 'The Code' and building spelling skills and knowledge.</p> <p>Utilised skills within Kahui Ako, LSC and RTLiT to develop our own 'Structured Writing' programme.</p> <p>ERO focus on development and implementation of a 'structured writing programme to enhance student achievement' agreed to by staff, ERO and the Board.</p>	<p>Writing: Overall for 2023, 85.7% of students achieved at or beyond their expected Curriculum Level;</p> <p>Across the school breakdown of students working 'at or above the expected curriculum'.</p> <p>At Year 2 – 79% At Year 3 – 78% At Year 4 – 83% At Year 5 – 86% At Year 6 – 97% Female – 92% Male – 80%</p> <p>74% (20/27) Māori & Pasifika students are working at or above their expected Curriculum Level. Maori and Pasifika data is combined to protect the identity of the exceptionally small number of Pasifika students.</p>	<p>Writing: Teachers utilised a variety of tools to support all students, and particularly those who needed additional support in writing.</p> <p>Links were made between learning in reading to support learning in writing – for example Agility with Sounds.</p> <p>Voice to text apps proved valuable for students that have creative ideas for writing, yet find the mechanics of writing challenging or have a diagnosis of dyslexic or have been assessed as having dyslexic tendencies (refer RTLB assessment records held at school in individual student folders – available on request).</p> <p>Teachers accessed up-to-date research and resources to support programmes 'Ideal', 'The Code' 'UFLI' 'The Writing Revolution'</p> <p>Exemplars of writing or a 'writing train' (in junior classes) provided students with a tool to independently and collaboratively evaluate their work and set goals to improve their writing. Some teachers identified this as a significant element for building student agency and motivation.</p> <p>Anecdotal evidence suggests that engagement was higher to writing tasks when students were able to select the topic, so providing opportunities for this to occur were readily offered.</p> <p>As in reading, there are a range of possible reasons why some students have not progressed as expected however with such a small cohort these details may compromise the privacy of individual students so this information is available from the principal for the board and ERO as required.</p>	<p>Writing: Writing has been identified as an area of concern for us. Our data shows that we have a cohort of Junior Boys that are struggling with the mechanics or writing and are not engaged as writers.</p> <p>As part of our ERO Evaluation partnership we have chosen the implementation of Structured Literacy with a focus on Writing as our area of development.</p> <p>Senior Staff will undertake visits to local schools where writing and Structured Literacy practice are combined well.</p> <p>PLD focus on 'Structured Literacy' across the school. Looking at Refreshed Curriculum – English Learning Area and Common Practice Model.</p> <p>As in reading, the importance of student agency as a means to increase engagement will be maintained as critical for learning in the writing dimensions of literacy.</p> <p>Agility with Sounds, BSLA Phonics programmes and Early Words will continue to be used to develop the knowledge of words to support learning in writing.</p> <p>The continued development a 'structured writing programme' using 'The Code' to complement our writing programme and enhance skills and confidence in spelling.</p> <p>End of year assessment data and beginning of the year data will be used to identify target groups. Specific interventions will be developed in accordance with individual needs and available resources.</p>
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		<p>Identified small cohort of Males who have battled and battle with the 'mechanics' of writing. This is evident in the analysis of handwriting and fine motor skills. Student voice collected from these students strongly reinforces that for them 'writing is hard, it's messy, it takes ages, and I can't spell'. This has led to a huge lack of motivation and engagement for these tama.</p>	<p>Monitor closely those students who participate in in-class intervention groups and provide ongoing maintenance to sustain gains. e-asTtle will continue to be used as a useful assessment tool with related support materials for teachers to use.</p> <p>Implementation of stronger and more rigorous processes for ongoing 'inhouse' moderation of writing and sharing of successful and engaging strategies will be shared in each staff hui and workshops throughout the year.</p> <p>Development of kahui based exemplars of Writing at level based in LPF and E-Asttle for moderation reference.</p>
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<p>Mathematics: All students participated in a range of assessment tasks to identify specific areas of need related to numeracy. Target groups were identified for additional in-class support.</p> <p>PLD for Beginning Teachers focusing on Maths – Talk Moves and practical Problem Solving</p> <p>PLD Contract with The Learner First – Rob Profitt-White – focusing on engaging Maths activities and processes for challenging and developing maths understanding.</p>	<p>Mathematics: Overall 81.2 % of all students are working at or above the expected level in reading.</p> <p>Across the school breakdown of students working ‘at or above the expected curriculum’.</p> <p>At Year 2 – 75% At Year 3 – 64% At Year 4 – 83% At Year 5 – 82% At Year 6 – 97% Female – 74% Male – 85%</p> <p>74% (20/27) Māori & Pasifika students are working at or above their expected Curriculum Level. Maori and Pasifika data is combined to protect the identity of the exceptionally small number of Pasifika students.</p>	<p>Mathematics: A range of actions are identified as impacting the positive result in mathematics achievement;</p> <p>Continued regular updates from the Lead teacher of mathematics supports the staff to keep updated with developments in this curriculum area.</p> <p>The co-maths leads also support staff development in mathematics. They are developing considerable expertise and knowledge of updated pedagogies in mathematics.</p> <p>A combination of self-directed learning, whole class teaching, social groupings, Talk Moves and Mathematical mindset principles support the teaching of mathematics at Ōpoho School.</p> <p>Teachers identify Maths Ladders, social grouping, small group workshops, ‘maths buddies’ and increased whanau awareness of learning goals as advantageous to progress and achievement in mathematics.</p> <p>Maths Ladders provided readily accessible independent learning in mathematics for children who were isolating during or because of Covid.</p>	<p>Mathematics: Regular workshops will be provided by the lead teachers, Kahui Ako Maths Leads;</p> <p>New teachers will be supported to implement flexible groups, Talk Moves, and Mathematical mindset principles.</p> <p>Kahui Ako Maths leads running in class mentoring, modelling and teaching session to enhance teacher skill development.</p> <p>In 2023, teachers will use a regular maths newsletter format to increase communications to whanau about maths focuses, and also offer suggestions for home-school partnership in teaching/learning in Mathematics.</p> <p>Involvement in Mathematics cluster with school across the rohe hosted by Rob Profitt-White & The Learner First focusing on ‘Rich Maths Tasks’.</p> <p>A Whānau information night is planned for early in Term 2 to support all families, particularly families of younger students of ways to support learning in maths.</p> <p>Other communication apps such as Seesaw will enhance communication about learning in mathematics.</p> <p>PLD opportunities presented within the Kahui Ako focusing on Maths will be utilised. Continue contract with TLF and RPW</p> <p>Investigation by Senior Leadership Team of systems or programmes that could be implemented within our school to ensure that mathematics was delivered consistently across the school.</p>
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Planning for next year:

New assessment data will be gathered to verify 2023 end of year results or signal recent progress. Individuals and groups will be identified for targeted interventions in Reading, Writing and Mathematics. Smaller classes across the school aim to provide more 1-1 teaching opportunities and additional curriculum support has been funded by the School Board to provide additional support for special needs students who require adult support to engage in, and focus on learning tasks. Implementation of BSLA & 'The Code' within Year 0-6 to support identification of those who need extra interventions and teaching staff who are able to provide interventions. Implementation of Structured Literacy approach within the Senior School with a focus on Writing. A continued focus on mental health, wellbeing and hauora is critical to ensure students are able to participate and be ready for learning. Regionally allocated PLD will be utilised to develop our Local Curriculum and the implementation of the Refreshed New Zealand Curriculum. A number of programmes – Play is the Way; learning outside the classroom, Reo Rua Te Reo Māori Bilingual Class, EfS and a focus on Hauora contribute to these focuses.

Ōpoho School Kiwisport Report 2023

In 2023 the school received Kiwisport funding of \$2519.80. The funding was expended on sports equipment, coaching &/or subsidising registration fees for teams and providing various programmes for students in years 2- 6.

Coaching and Programmes Ōpoho School : Engaged sports players and/or facilitators to introduce alternative sports to children e.g. through Discovery Time, the aquatics programme and outreach programmes such as twilight cricket for girls, Cycle Skills and Wrestling for Wellbeing were some of the experiences made available to children at Ōpoho School. Diving, snorkelling, survival skills, raft building & kayaking were among the water related experiences for Year 5 & 6 students while orienteering, triathlon, golf, cricket, tennis, hockey, netball, miniball, football, handball, futsal, flippaball and touch were well supported.

Ōpoho School EEO Report 2023 (see Compliance as Good employer 2023 Report)

In 2023 Ōpoho School appointed 3 Teachers and 1 Teacher Aides. For the three teaching positions 2 were permanent and 1 was fixed term. In total we received 14 applications for these positions 6 were from males and 8 from females. The appointments committees were formed following the schools policies and the most suitable candidates for the positions were appointed 3 of which were female. For the Teaching Assistant position we approached 1 TA's who had previously worked in the school for these fixed term positions, the appointed candidate was male.

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2023.

Reporting on the principles of being a Good Employer	
<p><i>How have you met your obligations to provide good and safe working conditions?</i></p>	<p>To meet our obligations, Ōpoho School takes a number of steps, including:</p> <ul style="list-style-type: none"> ● Conducting regular risk assessments to identify potential hazards and take steps to mitigate them. ● Providing appropriate training and supervision to employees to ensure they can perform their jobs safely. ● Providing appropriate personal protective equipment (PPE) when necessary. ● Maintaining equipment to ensure they are safe to use. ● Ensuring that the workplace is clean and well-maintained. ● Encouraging employees to report any hazards or safety concerns they encounter.
<p><i>What is in your equal employment opportunities programme?</i></p> <p><i>How have you been fulfilling this programme?</i></p>	<p>Ōpoho School's (EEO) program is designed to ensure that all employees and job applicants are treated fairly and without discrimination.</p> <p>Through School Docs we have an EEO policy that emphasises Ōpoho School's commitment to fairness and equal opportunities.</p> <p>The school has a system for employees to report discrimination or harassment, and we take complaints seriously and investigate them promptly.</p> <p>We do our best to ensure diversity in recruitment, while selecting the best candidate for the position. Recruitment practices are fair and inclusive, reaching out to a diverse pool of candidates and avoiding any bias or discrimination.</p> <p>All employees have equal opportunities for advancement.</p>
<p><i>How do you practise impartial selection of suitably qualified persons for appointment?</i></p>	<p>Before beginning the recruitment process, we ensure that the job requirements and selection criteria are clearly defined and communicated to all candidates. This helps to ensure that all candidates are assessed against the same standards.</p> <p>We use objective and standardized assessment methods such as structured interviews to evaluate candidates' suitability for the role. These methods are based on the job requirements and selection criteria.</p> <p>We recognise and discuss unconscious bias and how it can affect the selection process, in order to avoid it. For example, we avoid making assumptions based on the candidate's gender, race, age, or other personal characteristics.</p> <p>Following our school appointment policies and procedures, we aim to select a diverse appointment panel to ensure that the selection process is fair and impartial. The panel includes a variety of members who represent different backgrounds and perspectives.</p>

	<p>We keep detailed records of the selection process, including the criteria used to assess candidates, referee comments and the reasons for any decisions made. This helps to ensure that the selection process can be reviewed and audited if necessary.</p> <p>Upon request, we provide feedback to unsuccessful candidates to help them to improve their skills and performance for future job applications.</p>
<p><i>How are you recognising,</i></p> <ul style="list-style-type: none"> - <i>The aims and aspirations of Māori,</i> - <i>The employment requirements of Māori, and</i> - <i>Greater involvement of Māori in the Education service?</i> 	<p>We have a diverse workforce with a number of staff who identify as Tangata whenua, making our workforce a good reflect our student population.</p> <p>Every second year we do a Te Ao Māori review to understand the aims and aspirations of our Māori community, and to identify their employment and education needs. This is generally done with face to face hui, one family at a time.</p> <p>We develop policies and programs that reflect Māori aspirations and needs, such as increasing Māori representation in decision-making positions on our board and incorporating Māori language and culture into our curriculum to help ensure our Māori students have access to culturally appropriate teaching and support.</p>
<p><i>How have you enhanced the abilities of individual employees?</i></p>	<p>We provide regular training and professional learning and development opportunities to help employees develop new skills and knowledge. This has included staff PLD, workshops, courses, and conferences.</p> <p>We provide mentoring and coaching to employees, especially new employees, to help them develop their skills and knowledge. This is done by pairing them with experienced staff members or external coaches.</p> <p>We provide regular feedback and recognition to employees for their work, including areas where they have excelled and areas where they can improve. This helps to motivate them and improve their performance. Our Professional Growth Cycle runs throughout the year.</p> <p>We encourage collaboration and teamwork among employees to help them learn from each other and work more effectively together. This is done through team-building activities, collaborative projects, self reflections and assessments.</p> <p>We provide opportunities for employees to take on leadership roles and to advance in their careers. This includes providing opportunities for professional development and career advancement within the school or in external workshops.</p> <p>We foster a positive work environment that supports employee well-being and encourages open communication. This includes providing a safe and healthy work environment, offering flexible work arrangements, and encouraging employee feedback.</p> <p>We provide employees with the resources and tools they need to do their jobs effectively, such as up-to-date technology, instructional materials, and equipment.</p>

<p><i>How are you recognising the employment requirements of women?</i></p>	<p>We offer flexible work arrangements, such as part-time work or job sharing, to accommodate the needs of women with caregiving responsibilities. Currently one class has a 80/20 job share in place to accommodate the needs of a teacher with a young family.</p> <p>We implement family-friendly policies such as parental leave and flexible meeting schedules to support working parents, especially women.</p> <p>We address unconscious bias by providing training to staff and implementing policies that promote gender equality, such as gender-neutral job descriptions and recruitment processes.</p> <p>We promote work-life balance by encouraging employees to prioritise self-care and mental health. We are a tight knit team who have regular check-ins on each other and at times provide access to wellness programs, and offering flexible scheduling.</p> <p>We foster a culture of inclusivity by promoting diversity and inclusion, providing opportunities for feedback and collaboration, and encouraging open communication.</p>
<p><i>How are you recognising the employment requirements of persons with disabilities?</i></p>	<p>We currently have no persons employed with disabilities.</p>

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy . The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
<p><i>Do you operate an EEO programme/policy?</i></p>	<p>✓</p>	
<p><i>Has this policy or programme been made available to staff?</i></p>	<p>✓</p>	
<p><i>Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?</i></p>	<p>✓ For the Principal</p>	
<p><i>Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?</i></p>	<p>✓ The Principal</p>	
<p><i>Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?</i></p>	<p>✓</p>	
<p><i>Does your EEO programme/policy set priorities and objectives?</i></p>	<p>✓</p>	

Giving effect to Te Tiriti o Waitangi at Ōpoho School

Kāwanatanga

1



Kāti Huirapa Rūnaka ki Puketeraki

Memorandum of Partnership

An MOU signed between the Board and Kāti Huirapa Rūnaka ki Puketeraki in March 2023. This partnership has led to awahina, mohio, marama, matauranga & aroha for our kura, tamariki and whānau.

2



Whānau Hui

Regular Whānau Hui for our Whakapapa Māori Whānau. To inform, collaborate & involve in the direction and decisions of our kura.

Rangatiratanga

1



Reo Rua

Development of 'Reo Rua' our Bilingual class. Currently 50 students from Year 2-6 take part in this class for 5 hours per week. Māori & Pakeha tamariki are involved in this programme. Reo, Tikaka & Kawa form the foundations of this programme.

2



MoP & Whānau Hāpori

Through the connections created by our MOP and Whānau hāpori our Māori whānau & student have voice, choice and are empowered to act.

Ōritetanga

1



Student Achievement

All of our Māori students have the opportunity to experience & be successful as Māori. Student achievement data shows that our Māori taura are achieving at and above the expectations set across the curriculum.

2



MoP, Whānau Hāpori, Reo Rua, Kapa Haka

Through the connections made by the MOU, Whānau, Board & Kaiako our taura & whānau have the opportunity to 'be Māori' & interact within Te Ao Māori with freedom & empowerment.

The Spoken Promise

1



Cultural Narrative

The Board & Kura have commissioned the writing of our 'Cultural Narrative'. This taonga will serve as the foundational document for our local curriculum & all future planning.

2



Te Ao Māori

Te Ao Māori plays a key part in all we do at Ōpoho. Maturanga Māori and Te Ao Māori are integrated into all units & learning. Tikaka, Te Ao and Tangata Whenua are considered in all major decision making.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF OPOHO SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

The Auditor-General is the auditor of Opoho School (the School). The Auditor-General has appointed me, Philip Sinclair, using the staff and resources of Crowe New Zealand Audit Partnership, 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 3 to 18, that comprise the statement of financial position as at 31 December 2023, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- a) present fairly, in all material respects:
 - its financial position as at 31 December 2023; and
 - its financial performance and cash flows for the year then ended; and
- b) 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 6 August 2024. 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 arise from section 134 of the Education and Training Act 2020.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information obtained at the date of our report are the Members of the Board report, Kiwisport Report, Analysis of Variance Report, Report on how the school has given effect to Te Tiriti o Waitangi, Evaluation of the school's students' progress and achievement and the Statement of Compliance with Good Employer Policies, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



Philip Sinclair
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Dunedin, New Zealand