

Mokoia Intermediate School

Vision Statement

“The needs of ākonga are at the heart of all that we do at Mokoia Intermediate School.”



2023 Annual Financial Statements

MOKOIA INTERMEDIATE SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number: 1832

Principal: Rawiri Wihapi

School Address: 29 Brent Road, Owata ROTORUA

School Postal Address: P O Box 7025, Te Ngae ROTORUA 3042

School Phone: 07 345 9071

School Email: office@mokoia.school.nz

Members of the Board:

Name	Position	How Position Gained	Term expires
Rawiri Wihapi	Principal	ex Officio	
Bruce Davidson	Presiding Member	Elected	Sep-25
Takerei Peck	Parent Representative	Elected	Sep-25
Vernon Wainohu	Parent Representative	Elected	Sep-25
Irene Walden	Parent Representative	Elected	Sep-25
Alicia Bell Murray	Parent Representative	Elected	Sep-25
Ralph Mosen	Parent Representative	Co-opted	Sep-25
Glen Law	Staff Representative	Elected	Sep-25

Accountant / Service Provider:
Janet Du Fall

MOKOIA INTERMEDIATE SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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Mokoia Intermediate 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.

Bruce Davidson

Full Name of Presiding Member



Signature of Presiding Member

27/5/24

Date:

Rawiri Wihapi

Full Name of Principal



Signature of Principal

27/5/24

Date:

Mokoia Intermediate School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue				
Government Grants	2	3,993,308	3,466,505	3,599,164
Locally Raised Funds	3	137,488	43,595	128,159
Interest		29,116	9,000	10,448
Total Revenue		4,159,912	3,519,100	3,737,771
Expense				
Locally Raised Funds	3	118,817	46,000	110,852
Learning Resources	4	2,793,443	2,555,112	2,514,292
Administration	5	281,170	202,474	187,116
Interest		1,709	2,090	2,937
Property	6	962,589	784,235	816,998
Other Expense	7	830	1,500	1,670
Loss on Disposal of Property, Plant and Equipment		2,609	-	1,981
Total Expense		4,161,167	3,591,411	3,635,846
Net Surplus / (Deficit) for the year		(1,255)	(72,311)	101,925
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(1,255)	(72,311)	101,925

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

Mokoia Intermediate 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		998,896	917,560	895,096
Total comprehensive revenue and expense for the year		(1,255)	(72,311)	101,925
Contributions from / (Distributions to) the Ministry of Education		-	-	-
Contribution - Furniture and Equipment Grant		23,853	-	1,875
Equity at 31 December		1,021,494	845,249	998,896
Accumulated comprehensive revenue and expense		1,021,494	845,249	998,896
Equity at 31 December		1,021,494	845,249	998,896

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.

Mokoia Intermediate School

Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets				
Cash and Cash Equivalents	8	371,814	384,733	306,025
Accounts Receivable	9	187,190	181,051	218,189
GST Receivable		27,243	37,244	37,243
Prepayments		17,701	20,730	20,730
Investments	10	300,000	300,000	300,000
Funds Receivable for Capital Works Projects	17	30,721	-	45,361
		934,669	923,758	927,548
Current Liabilities				
Accounts Payable	13	261,889	296,563	296,563
Revenue Received in Advance	14	7,646	2,342	16,925
Provision for Cyclical Maintenance	15	-	17,370	-
Finance Lease Liability	16	18,272	17,346	17,345
Funds held for Capital Works Projects	17	40,430	-	-
		328,237	333,621	330,833
Working Capital Surplus/(Deficit)		606,432	590,137	596,715
Non-current Assets				
Property, Plant and Equipment	11	447,370	431,533	431,533
Intangible Assets	12	-	830	830
		447,370	432,363	432,363
Non-current Liabilities				
Provision for Cyclical Maintenance	15	17,370	156,330	9,261
Finance Lease Liability	16	14,938	20,921	20,921
		32,308	177,251	30,182
Net Assets		1,021,494	845,249	998,896
Equity		1,021,494	845,249	998,896

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

Mokoia Intermediate School

Statement of Cash Flows

For the year ended 31 December 2023

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash flows from Operating Activities				
Government Grants		1,174,152	1,977,565	1,117,953
Locally Raised Funds		146,630	34,978	134,506
Goods and Services Tax (net)		10,000	(37,244)	(35,006)
Payments to Employees		(713,967)	(674,829)	(610,247)
Payments to Suppliers		(525,698)	(123,551)	(491,854)
Interest Paid		(1,709)	(2,090)	(2,937)
Interest Received		29,116	9,000	10,448
Net cash from/(to) Operating Activities		118,524	1,183,829	122,863
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		(2,609)	34,795	(1,981)
Purchase of Property Plant & Equipment (and Intangibles)		(121,215)	(508,949)	(149,597)
Purchase of Investments		-	(300,000)	
Net cash from/(to) Investing Activities		(123,824)	(774,154)	(151,578)
Cash flows from Financing Activities				
Furniture and Equipment Grant		23,852	-	1,875
Finance Lease Payments		(7,832)	(24,942)	(1,124)
Funds held for capital works		-	-	(91,873)
Funds Administered on Behalf of Other Parties		55,069	-	7,572
Net cash from/(to) Financing Activities		71,089	(24,942)	(83,550)
Net increase/(decrease) in cash and cash equivalents		65,789	384,733	(112,265)
Cash and cash equivalents at the beginning of the year	8	306,025	-	418,290
Cash and cash equivalents at the end of the year	8	371,814	384,733	306,025

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.

Mokoia Intermediate School

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

Mokoia Intermediate 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 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 expense threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) 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) 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 material.

h) 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	10–75 years
Board Owned Buildings	10–75 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

i) Intangible Assets

Software costs

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

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

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 surplus or deficit.

The reversal of an impairment loss is recognised in 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 and 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.

m) Revenue Received in Advance

Revenue received in advance relates to fees received from students and grants received (professional coaching) 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.

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 Comprehensive 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 10 year period. The economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

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.

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

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

q) Borrowings

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

r) 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.

s) Budget Figures

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

t) 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	1,169,898	1,060,005	1,097,462
Teachers' Salaries Grants	2,079,613	1,856,500	1,903,873
Use of Land and Buildings Grants	724,961	550,000	572,501
Other Government Grants	18,836	-	25,328
	<u>3,993,308</u>	<u>3,466,505</u>	<u>3,599,164</u>

The school has opted in to the donations scheme for this year. Total amount received was \$57,795

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	6,754	2,500	11,101
Curriculum related Activities - Purchase of goods and services	1,051	-	2,282
Fees for Extra Curricular Activities	96,683	23,095	77,906
Fundraising & Community Grants	33,000	18,000	36,870
	<u>137,488</u>	<u>43,595</u>	<u>128,159</u>
Expense			
Extra Curricular Activities Costs	118,817	46,000	110,852
	<u>118,817</u>	<u>46,000</u>	<u>110,852</u>
Surplus/ (Deficit) for the year Locally Raised Funds	<u>18,671</u>	<u>(2,405)</u>	<u>17,307</u>

4. Learning Resources

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Curricular	73,223	63,250	57,924
Equipment Repairs	-	1,000	-
Information and Communication Technology	29,804	26,500	29,273
Library Resources	1,499	1,500	1,786
Employee Benefits - Salaries	2,556,238	2,341,412	2,297,778
Staff Development	24,527	17,950	17,724
Depreciation	108,152	103,500	109,807
	<u>2,793,443</u>	<u>2,555,112</u>	<u>2,514,292</u>

5. Administration

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Audit Fees	7,022	7,100	7,716
Board Fees	4,180	4,000	2,835
Board Expenses	15,499	13,000	10,835
Communication	4,042	5,200	6,054
Consumables	4,493	3,250	2,477
Legal Fees	35,685	-	-
Other	39,294	30,300	22,432
Employee Benefits - Salaries	159,057	126,291	121,964
Insurance	8,333	8,333	7,549
Service Providers, Contractors and Consultancy	3,565	5,000	5,254
	<u>281,170</u>	<u>202,474</u>	<u>187,116</u>

6. Property

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	8,744	6,000	10,223
Consultancy and Contract Services	53,071	48,500	45,541
Cyclical Maintenance	8,109	17,370	-
Grounds	1,531	3,000	9,143
Heat, Light and Water	22,999	23,500	21,053
Rates	9,867	9,500	8,949
Repairs and Maintenance	47,549	42,000	60,796
Use of Land and Buildings	724,961	550,000	572,501
Security	8,993	8,500	8,673
Employee Benefits - Salaries	76,765	75,865	80,119
	<u>962,589</u>	<u>784,235</u>	<u>816,998</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. Other Expense

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
Amortisation of Intangible Assets	830	1,500	1,670
	<u>830</u>	<u>1,500</u>	<u>1,670</u>

8. Cash and Cash Equivalents

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Bank Accounts	371,814	384,733	306,025
Cash and cash equivalents for Statement of Cash Flows	<u>371,814</u>	<u>384,733</u>	<u>306,025</u>

Of the \$371,814 Cash and Cash Equivalents, \$40,430 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 2024 on Crown owned school buildings.

9. Accounts Receivable

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Receivables	7,120	10,959	10,959
Banking Staffing Underuse	-	-	37,138
Teacher Salaries Grant Receivable	180,070	170,092	170,092
	<u>187,190</u>	<u>181,051</u>	<u>218,189</u>
Receivables from Exchange Transactions	7,120	10,959	10,959
Receivables from Non-Exchange Transactions	180,070	170,092	207,230
	<u>187,190</u>	<u>181,051</u>	<u>218,189</u>

10. Investments

The School's investment activities are classified as follows:

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	300,000	300,000	300,000
Total Investments	<u>300,000</u>	<u>300,000</u>	<u>300,000</u>

11. Property, Plant & Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Buildings	33,450	20,556	(358)		(2,875)	50,773
Furniture and Equipment	264,789	88,939	(33)		(55,505)	298,190
Information and Communication Technology	49,016	3,119			(15,138)	36,997
Motor Vehicles	46,142				(16,525)	29,617
Textbooks	628				(79)	549
Leased Assets	35,332	13,984	(1,640)		(17,830)	29,846
Library Resources	2,176		(578)		(200)	1,398
Balance at 31 December 2023	431,533	126,598	(2,609)	-	(108,152)	447,370

Restrictions

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

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	114,708	(63,935)	50,773	96,031	(62,581)	33,450
Furniture and Equipment	917,267	(619,077)	298,190	1,059,068	(794,279)	264,789
Information and Communication Technology	103,315	(66,318)	36,997	234,260	(185,244)	49,016
Motor Vehicles	95,937	(66,320)	29,617	95,937	(49,795)	46,142
Textbooks	19,800	(19,251)	549	46,744	(46,116)	628
Leased Assets	65,983	(36,137)	29,846	63,209	(27,877)	35,332
Library Resources	25,201	(23,803)	1,398	81,035	(78,859)	2,176
Balance at 31 December 2023	1,342,211	(894,841)	447,370	1,676,284	(1,244,751)	431,533

12. Intangible Assets

The School's Intangible Assets are made up of acquired computer software.

	Acquired software	Internally generated software	Total \$
Cost			
Balance at 1 January 2022	8,350	-	8,350
Additions	-	-	-
Disposals	-	-	-
Balance at 31 December 2022/ 1 January 2023	8,350	-	8,350
Additions	-	-	-
Disposals	-	-	-
Balance at 31 December 2023	8,350	-	8,350
Accumulated Amortisation and impairment losses			
Balance at 1 January 2022	5,850	-	5,850
Amortisation expense	1,670	-	1,670
Disposals	-	-	-
Impairment losses	-	-	-
Balance at 31 December 2022 / 1 January 2023	7,520	-	7,520
Amortisation expense	830	-	830
Disposals	-	-	-
Impairment losses	-	-	-
Balance at 31 December 2023	8,350	-	8,350
Carrying amounts			
At 1 January 2022	2,500	-	2,500
At 31 December 2022 / 1 January 2023	830	-	830
At 31 December 2023	-	-	-

Restrictions

There are no restrictions over the title of the school's intangible assets, nor are any intangible assets pledged as security for liabilities.

Capital commitments

The amount of contractual commitments for the acquisition of intangible assets is \$nil (2022: \$nil)

13. Accounts Payable

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Creditors	64,700	107,500	107,500
Accruals	6,400	6,732	6,732
Employee Entitlements - Salaries	180,070	170,092	170,092
Employee Entitlements - Leave Accrual	10,719	12,239	12,239
	261,889	296,563	296,563
Payables for Exchange Transactions	261,889	296,563	296,563
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)			
Payables for Non-exchange Transactions - Other			
	261,889	296,563	296,563

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	-	-	14,582
Other revenue in Advance	7,646	2,342	2,343
	7,646	2,342	16,925

15. Provision for Cyclical Maintenance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Provision at the Start of the Year	9,261	-	134,500
Increase to the Provision During the Year	8,109	17,370	-
Use of the Provision During the Year	-	156,330	(125,239)
Provision at the End of the Year	17,370	173,700	9,261
Cyclical Maintenance - Current	-	17,370	-
Cyclical Maintenance - Non current	17,370	156,330	9,261
	17,370	173,700	9,261

Per the cyclical maintenance schedule, the school is next expected to undertake painting works during 2032. This plan is based on the schools 10 Year Property plan.

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	18,272	17,346	17,345
Later than One Year and no Later than Five Years	14,938	20,921	20,921
	33,210	38,267	38,266
Represented by			
Finance lease liability - Current	18,272	17,346	17,345
Finance lease liability - Non current	14,938	20,921	20,921
	33,210	38,267	38,266

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 9.

	2023	Opening Balances	Receipts from MOE	Payments	Board Contributions	Closing Balances
		\$	\$	\$	\$	\$
Tech Block refurbishment #224251		(18,516)	56,635	(39,883)	1,764	-
AMS Combined K Refurb #224255		(25,802)		(4,919)		(30,721)
LSC Conversion #219743		(1,043)	48,430	(6,957)		40,430
Totals		(45,361)	105,065	(51,759)	1,764	9,709

Represented by:
Funds Held on Behalf of the Ministry of Education 40,430
Funds Receivable from the Ministry of Education (30,721)

	2022	Opening Balances	Receipts from MOE	Payments	Board Contributions	Closing Balances
		\$	\$	\$	\$	\$
Cladding Project #224250		9,442	69,916	(79,358)		-
Watermain Project #224253		(12,639)	14,609	(1,970)		-
Tech Block refurbishment #224251		3,461	472,342	(494,319)		(18,516)
DKL Refurbishment #224255		(8,087)		(3,292)		(11,379)
Heat Pumps #224256		(14,423)				(14,423)
Totals		46,514	564,338	(656,213)	-	(45,361)

Represented by:
Funds Held on Behalf of the Ministry of Education -
Funds Receivable from the Ministry of Education (45,361)

2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
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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 Board members, Principal, Deputy Principals and Heads of Departments.

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	4,180	2,835
<i>Leadership Team</i>		
Remuneration	410,168	380,679
Full-time equivalent members	3	3
Total key management personnel remuneration	414,348	383,514

There are 7 members of the Board excluding the Principal. The Board has held 8 full meetings plus one extraordinary meeting during the year. The Board also has finance (3 members) and property (3 members) committees that meet twice a term and when required respectively. The Board also has a personnel committee (4 members) which have met regularly over the year, about 150 hours each. As well as these regular meetings, including preparation time, the Presiding member and Principal have been involved in 2 full day meetings and meetings with MOE. 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. The Presiding member also attended a full day Presiding members seminar in Taupo run by NZSTA. Board members also attended the NZSTA annual conference which was held in Rotorua.

Principal 1

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	160-170	150-160
Benefits and Other Emoluments	0-5	0-5
Termination Benefits	-	-

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
130-140	1.00	-
120-130	2.00	-
110-120	2.00	2.00
100-110	-	3.00
	5.00	5.00

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

20. Compensation and Other Benefits Upon Leaving

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

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

21. Contingencies

Contingent Liability

During the year the School was involved in an employment claim. Legal advice was obtained in regards to this claim which remains unresolved as at the time the financial statements were prepared, therefore any settlement that would be incurred by the school is unable to be quantified. The school has incurred \$35,685 in legal fees as at 31 December 2023.

There are no contingent assets 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.

22. Capital Commitments

(a) Capital Commitments

At 31 December 2023, the Board had capital commitments of \$193,246 (2022:\$83,593) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
LSC Conversion	82,500	7,999	74,501
AMS Combined K refurbishment	98,387	30,722	67,665
Coal Bunker Conversion	71,634	20,554	51,080
			-
Total	252,521	59,275	193,246

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	371,814	384,733	306,025
Receivables	187,190	181,051	218,189
Investments - Term Deposits	300,000	300,000	300,000
Total financial assets measured at amortised cost	859,004	865,784	824,214

Financial liabilities measured at amortised cost

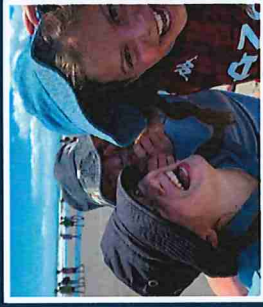
Payables	261,889	296,563	296,563
Finance Leases	33,210	38,267	38,266
Total financial liabilities measured at amortised cost	295,099	334,830	334,829

24. Events After Balance Date

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

Mokoia Intermediate School

Analysis of Variance Achievement Data End 2023



School Name:

Mokoia Intermediate

School Number:

1832

Strategic Aim:	<div>2. Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</div> <div>3. Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.</div> <div>4. Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy.</div> <div>6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</div> <div>2a) Explore reasons why there is a disparity in achievement between Māori and NZ European ākonga in Reading and act on this.</div> <div>4a) Continue to embed Structured Literacy by improving knowledge of the Code. Kāhui Ako (REKA) will track Code instructional levels over 5-7 years to provide proof that there is an effect on student literacy levels.</div> <div>4b) Strengthen the use of assessment data by the Board, leaders, teachers and students</div> <div>4c) Track numbers of below and well-below students making accelerated progress</div> <div>6a) Use literacy and numeracy progressions to assess achievement rather than relying on test data. These involve teachers building better understanding of curriculum content at each level. Start with work on teacher knowledge of the Reading progressions.</div> <div>6b) Embed the use of Spotlight for planning, assessment, reporting, tracking and monitoring.</div> <div>Well below and below students will make accelerated progress in literacy and numeracy.</div>							
Annual Aim for 2023:								
Target:								
Baseline achievement data Beginning 2023:	Baseline achievement data February 2023 at or above expected curriculum level.							
	All Students	All	Year 7	Year 8	Māori	NZ European	Boys	Girls
	Reading	35% (116)	44% (74)	26% (42)	22% (33)	49% (69)	28% (46)	43% (70)
	Writing	21% (71)	21% (34)	23% (37)	13% (21)	29% (41)	14% (20)	31% (50)
	Mathematics	36% (119)	37% (63)	36% (56)	21% (30)	50% (70)	40% (67)	32% (52)

Achievement data Mid Year 2023	Achievement data July 2023 at or above expected curriculum level - where we are now								
	All Students	All	Year 7	Year 8	Māori	NZ European	Boys	Girls	
	Reading	47% (154)	51% (88)	42% (66)	32% (47)	61% (87)	40% (68)	54% (86)	
	Writing	33% (108)	32% (55)	33% (53)	19% (27)	42% (61)	24% (40)	42% (68)	
	Mathematics	51% (167)	52% (89)	49% (78)	32% (48)	63% (91)	52% (88)	49% (79)	
Progress data 2023:	Progress data February - July 2023 - a step or more progress (at least one year level in first half of year)								
	All Students	All	Year 7	Year 8	Māori	NZ European	Boys	Girls	
	Reading	49% (159)	48% (80)	50% (79)	44% (62)	51% (67)	49% (79)	49% (80)	
	Writing	50% (161)	55% (91)	45% (70)	45% (64)	63% (72)	47% (75)	62% (86)	
	Mathematics	52% (168)	53% (88)	50% (80)	50% (71)	53% (69)	50% (82)	53% (86)	
Achievement data End 2023	Achievement data November 2023 at or above expected curriculum level - where we are now								
	All Students	All	Year 7	Year 8	Māori	NZ European	Other	Boys	Girls
	Reading	38% (129)	34% (60)	43% (69)	24% (35)	54% (76)	38% (18)	32% (54)	44% (75)
	Writing	30% (101)	28% (49)	32% (52)	24% (35)	35% (50)	34% (16)	19% (32)	41% (69)
	Mathematics	38% (129)	34% (60)	42% (69)	22% (33)	53% (77)	40% (19)	41% (69)	36% (60)

Progress data 2023:

Progress data February - November 2023 sufficient or accelerated progress (at least one year level)

All Students	All	Year 7	Year 8	Māori	NZ European	Other	Boys	Girls
Reading	66% (209)	59% (97)	74% (112)	62%(38)	68% (89)	71% (35)	65% (103)	68% (106)
Writing	67% (213)	71% (116)	64% (97)	75% (102)	57% (74)	76% (37)	68% (108)	67% (105)
Mathematics	67% (213)	67% (110)	70% (106)	66% (91)	68% (88)	69% (34)	66% (105)	69% (108)

In Reading

- 41% of all students (128) made accelerated progress (more than one year level).
- 35% of Year 7 students (57) made accelerated progress.
- 47% of Year 8 students (128) made accelerated progress.
- 35% of Māori students (48) made accelerated progress.
- 46% of NZ European students (60) made accelerated progress.
- 41% of students of other ethnicities (20) made accelerated progress.
- 35% of male students (56) made accelerated progress.
- 46% of female students (72) made accelerated progress.

In Writing -

- 42% of all students (133) made accelerated progress (more than one year level).
- 43% of Year 7 students (69) made accelerated progress.
- 42% of Year 8 students (64) made accelerated progress.
- 50% of Māori students (68) made accelerated progress.
- 35% of NZ European students (45) made accelerated progress.
- 41% of students of other ethnicities (20) made accelerated progress.
- 42% of male students (67) made accelerated progress.
- 42% of female students (66) made accelerated progress.

In Maths -

- 43% of all students (137) made accelerated progress (more than one year level).

	<ul style="list-style-type: none"> - 44% of Year 7 students (72) made accelerated progress. - 43% of Year 8 students (65) made accelerated progress. - 40% of Māori students (55) made accelerated progress. - 47% of NZ European students (61) made accelerated progress. - 43% of students of other ethnicities (21) made accelerated progress. - 40% of male students (64) made accelerated progress. - 47% of female students (73) made accelerated progress.
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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>After advice from ERO, the Board set this target as part of the : <i>"Well below and below students will make accelerated progress in literacy and numeracy."</i></p>	<p>Analysis of variance breaks down data into Māori, boys, girls, and other ethnicities. Reporting includes numbers of students as well as percentages.</p> <p>We do see a number of students being accelerated: between 35% and 50% of each group identified.</p> <p>We also have about 30% of students who are making no progress over the year.</p> <p>Only a third of all students are at or above the expected levels in Reading, Writing and Mathematics.</p> <p>About half of NZ European</p>	<p>A similarly large number of children are coming to intermediate already well below the aspirational (expected) standard. We have to build relationships and teach them learning dispositions before curriculum, in the two years we have them.</p> <p>In identifying target children with whom teachers felt they would have the most effect in accelerating, a number of factors were identified which would hinder academic progress:</p> <ul style="list-style-type: none"> - Whānau under stress because of economic factors - Family dysfunction - Growing numbers of students 	<p>Use the Me and My School Survey to look at student attitudes to the value of classroom programmes.</p> <p>Break down data into separate classes to look for best practice and how this is being achieved.</p> <p>Look at the quality of teaching programmes.</p>

	<p>students are at or above the expected levels in Reading and Mathematics, and a third in Writing. There is a disparity with Māori students where only about a quarter are achieving at or above in these learning areas.</p> <p>Mathematics is the learning area where most progress has been made.</p>	<p>who are seeing us with emotional stress</p> <ul style="list-style-type: none"> - Constant absenteeism - Lack of self regulation - Lack of engagement 	
Teachers were asked to identify and accelerate well below and below learners. Model for charting was given at staff professional development.	Team leaders decided that copies of the learning progressions could be used for tracking.	All students were tracked and not every teacher tracked a key group of students.	Acceleration planning team will need to discuss whether there needs to be greater tracking of the teacher tracking processes.
Consolidation of Structured Literacy	Structured literacy has become a daily component of the school programme.		New teachers and learning support assistants want more professional development in using the Code.
Continued with leadership professional development	Continued work on leadership strengths.	Changes of staff including a new team leader.	Keep reinforcing use of strengths.
Professional development to strengthen knowledge of assessment for learning. Addition of Spotlight tool where teachers could plan, assess and report on	Continued development of literacy and numeracy progressions.	Spotlight did not turn out to be somewhere we could easily add and use our progressions. This put us back in our planned use of the same language for teacher	Move into Hero. Leaders of literacy and maths have completed a breakdown of the progressions so that teachers and students find them more user

the progressions. The same progressions will be used for teacher planning, student goals, teacher and student reflections, Board feedforward and feedback, Board reporting and reports to whanau.		planning, student goals, teacher and student reflections, feedforward and feedback, Board reporting and reports to whanau.	<p>friendly.</p> <p>End of year reports showed a need for students to be guided to be able to reflect on their own learning.</p> <p>Next steps can only be understood if the students have models, explicit acts of teaching and scaffolding.</p> <p>Children need to be able to understand terminology e.g. an outcome in technology</p>
Student licences for Steps Web and IXL continued.	Positive use by teachers and students		<p>Continue with Stepsweb and IXL. These backup classroom learning, are individualised to student needs and provide focussed work during times when hybrid learning is necessary.</p>

Target 2024:	Well below and below students will make accelerated progress in literacy and numeracy.		
Planning for 2024			
<p>Teachers explicitly tracking progress of below and well below students, taking heed of disparities there may be in gender or ethnicity and using teacher inquiry to raise achievement. (Note there are two trophies for accelerated progress in literacy and mathematics which should come from this group).</p> <p>Improving numbers of accelerated progress for those students who are at risk of underachieving.</p> <p>Embed the use of Hero for planning, assessment, reporting, tracking and monitoring.</p> <p>To take a strategic approach by developing a set of milestones for staff (ERO recommendation).</p> <p>Track increase in numbers of students in each class being able to answer assessment for learning questions e.g.:</p> <ul style="list-style-type: none"> • What level are you currently at in writing? • What level do you need to be at by the end of the year? • What are you working on at the moment to get better in writing? <p>Increase use of reading for enjoyment. This will involve making the library available for reading for a longer period.</p> <p>End of year reports showed a need for students to be guided to be able to reflect on their own learning. Next steps can only be understood if the students have models, explicit acts of teaching and scaffolding. Children need to be able to understand terminology e.g. an outcome in technology</p>			

Statement of variance

We have made good progress in 2023 towards achieving our targets set out in our annual plan.

Explanations for Differences:

Resource Constraints: Limited resources, including time and personnel, have sometimes hindered progress in achieving targets. Efforts are being made to address these constraints through better resource allocation and prioritisation.

Implementation Challenges: Some targets were not achieved due to challenges in implementing new strategies and practices. Lessons learned from these challenges will inform future planning and implementation efforts.

Addressing Targets Not Achieved:

Revising Strategies: Targets that were not achieved will be revisited, and strategies will be revised based on lessons learned from past efforts.

Enhanced Support: Additional support will be provided to teachers, students, and the Board to ensure that targets are met. This may include additional training, resources, or personnel.

Continuous Improvement: A culture of continuous improvement will be fostered, encouraging stakeholders to reflect on past efforts and identify areas for enhancement.

This statement of variance provides a comprehensive overview of the progress made towards achieving the specified targets, as well as explanations for any differences and strategies for addressing targets that were not achieved.

Evaluation of the school's students progress and achievement

Progress Made Over the Last Year:

Focus on Student Progress: Significant progress has been made in increasing the focus on student progress and achievement. The implementation of Individualised Learning Plans (ILPs) for students at risk of underachieving has resulted in improved tracking and support mechanisms. However, there is room for further improvement in ensuring that all students receive tailored support to meet their individual needs.

Student Empowerment: Efforts to empower students to take responsibility for their own learning have shown positive results. Student-led conferences have become more common, allowing students to take ownership of their learning goals and progress. Despite this progress, there is a need to further embed student empowerment practices across all levels and subjects.

Use of Assessment Information: The Board has made strides in strengthening the use of assessment information. Regular review and analysis of assessment data have led to more informed decision-making processes. However, there is still work to be done to ensure that assessment information is used consistently and effectively across all levels of the organisation.

Teacher Engagement: Teachers have shown increased engagement in using assessment information to inform their instruction. Professional development opportunities have been provided to support teachers in this area, leading to improved classroom practices. Continued support and training will be essential to sustain this progress.

Monitoring Outcomes: Efforts to monitor outcomes have been effective in identifying areas for improvement. Regular reviews of student progress and achievement data have led to targeted interventions and support strategies. However, there is a need for more comprehensive monitoring mechanisms to track progress towards long-term goals.

How we have given effect to Te Tiriti o Waitangi

In order to ensure that our targets and actions give effect to Te Tiriti o Waitangi, we must approach our goals and initiatives with a commitment to upholding the principles of partnership, protection and participation as outlined in the Treaty of Waitangi. Here are some ways in which we can align our targets and actions with the spirit of Te Tiriti o Waitangi:

- 1. Partnership: Our targets should reflect a commitment to working in partnership with Māori stakeholders, including students, parents, and community members. By fostering genuine and reciprocal relationships based on trust and mutual respect, we can ensure that the voices and perspectives of Māori are valued and integrated into decision-making processes.*
- 2. Protection: Our targets should prioritise the protection of Māori rights, interests, and well-being. This includes implementing policies and practices that safeguard the cultural, social, and educational rights of Māori individuals, and ensuring that our actions do not perpetuate or contribute to systemic inequities or discrimination.*
- 3. Participation: Our actions should promote active engagement and participation of Māori individuals and groups in all aspects of our work. This includes creating opportunities for Māori representation in leadership roles, involvement in decision-making processes, and participation in cultural events and activities that celebrate Māori identity and heritage.*

By incorporating these principles into our targets and actions, we can ensure that we are actively working to give effect to Te Tiriti o Waitangi and upholding the values of partnership, protection and participation that are fundamental to Aotearoa New Zealand's bicultural heritage.

Statement of compliance with employment policy

The Mokoia Intermediate School Board operates an employment policy that complies with the principle of being a good employer. This is accessible through schooldocs for all to view.

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:

How have we met our obligations to provide good and safe working conditions?

"We have ensured that our obligations to provide good and safe working conditions have been met by implementing comprehensive safety protocols, conducting regular safety audits, providing necessary training, and fostering a culture of safety awareness among all employees.

Write a short statement of what is in our equal employment opportunities programme?

"Our Equal Employment Opportunities Program includes policies and practices that promote diversity, inclusion, and fair treatment for all employees. It encompasses recruitment, hiring, training, development, and advancement opportunities, ensuring a workplace free from discrimination and harassment."

How have we been fulfilling this programme?

"We have been fulfilling our Equal Employment Opportunities Programme by actively promoting diversity in our recruitment efforts, providing equal access to training and development opportunities, regularly reviewing our policies to ensure fairness, and fostering a supportive and inclusive work environment for all employees."

How do we practice impartial selection of suitably qualified persons for appointment?

"We practice impartial selection of suitably qualified persons for appointment by adhering to fair and transparent recruitment processes, assessing candidates based on their skills, qualifications, and experience, and ensuring that all decisions are made without bias or discrimination."

How are we recognising,

- **The aims and aspirations of Māori,**
- **The employment requirements of Māori, and**
- **Greater involvement of Māori in the Education service?**

"We are recognizing the aims and aspirations of Māori by incorporating Te Ao Māori perspectives into our policies and practices, respecting and valuing Māori culture and language, and actively engaging with Māori communities to understand their needs and priorities.

We are addressing the employment requirements of Māori by promoting equal opportunities for Māori employees, providing cultural competency training for all staff, and creating a work environment that is inclusive and supportive of Māori values and customs.

We are striving for greater involvement of Māori in the education service by consulting with Māori stakeholders on decision-making processes, supporting the development of Māori leadership within

the organisation, and working collaboratively with Māori communities to improve educational outcomes for Māori students."

How have we enhanced the abilities of individual employees?

"We have enhanced the abilities of individual employees through ongoing training and development opportunities, providing mentorship and coaching programs, and offering a supportive work environment that encourages continuous learning and growth. By investing in our employees' professional development, we ensure they have the skills and knowledge to succeed in their roles and contribute effectively to the organisation."

How are we recognising the employment requirements of women?

"We are recognizing the employment requirements of women by implementing policies and practices that promote gender equality, such as flexible working arrangements, parental leave policies, and pay equity measures. We also actively support the career advancement of women through mentorship programs, leadership development initiatives, and creating a work environment that is free from gender bias and discrimination."

How are we recognising the employment requirements of persons with disabilities?

"We are recognizing the employment requirements of persons with disabilities by providing reasonable accommodations in the workplace, such as accessible facilities and assistive technologies, to ensure equal access to employment opportunities. We also promote diversity and inclusion by fostering a supportive work environment that values the contributions of all employees, including those with disabilities."

Reporting on Equal Employment Opportunities (EEO) Programme/Policy

Do you operate an EEO programme/policy?	Yes
Has this policy or programme been made available to staff?	Yes
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Yes
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes
Does your EEO programme/policy set priorities and objectives?	Yes

Kiwisport Funding
31st December 2023

Kiwisport is a government funded initiative to support student's participation in organised sport.

In 2023 the school received total kiwisport funding of \$5,494 (excluding gst)

The funding was used to support students to participate in a wider range of inter school competitions and to provide essential equipment for some sports teams.

The range of students participating in inter school competitions expanded during the year.

INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Mokoia Intermediate School (the School). The Auditor-General has appointed me, Mark Peterson, using the staff and resources of BDO Rotorua Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 17, 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:

- 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
- comply with generally accepted accounting practice in New Zealand in accordance with PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 28 May 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 comprises the Statement of Responsibility, Members of the Board Listing, Statement of Variance, Kiwisport 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 employment policy, 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.



Mark Peterson
BDO Rotorua Limited
On behalf of the Auditor-General
Rotorua, New Zealand