



ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number: 2107

Principal: Andrew Leverton

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School Phone: 03 693 8208

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GERALDINE PRIMARY SCHOOL

Annual Report - For the year ended 31 December 2022

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Geraldine Primary School

Statement of Responsibility

For the year ended 31 December 2022

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

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

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

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

Alicia Pridham

Full Name of Presiding Member

Jeanne Drake

Full Name of Principal

Alicia Pridham

Signature of Presiding Member

J Drake

Signature of Principal

29.05.23

Date:

29.05.23

Date:

Geraldine Primary School

Members of the Board

For the year ended 31 December 2022

Name	Position	How Position Gained	Term Expired/ Expires
Alicia Pridham	Presiding Member	Elected	Sep 2025
Andrew Leverton	Principal	ex Officio	
Rhonda Easton	Parent Representative	Elected	Sep 2025
Chad Tozer	Parent Representative	Elected	Sep 2025
Hamish Pirie	Parent Representative	Elected	Sep 2025
Jamie Ward	Parent Representative	Elected	Sep 2025
Daniel Stack	Parent Representative	Elected Co-opted	Sep 2022 Dec 2022
Jo Drake	Staff Representative	Elected	Sep 2025
Justin O'Brien	Presiding Member	Elected	Sep 2022
Juliet Marsden	Parent Representative	Elected	Sep 2022
Kim Whitman	Parent Representative	Elected	Apr 2022
In Attendance Susan Pooke	Secretary		

Geraldine Primary School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

		2022	2022	2021
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	2,394,655	2,429,664	2,306,283
Locally Raised Funds	3	152,560	159,330	182,300
Interest Income		14,089	7,500	10,348
		<u>2,561,304</u>	<u>2,596,494</u>	<u>2,498,931</u>
Expenses				
Locally Raised Funds	3	983	1,000	436
Learning Resources	4	1,918,607	1,991,189	1,848,888
Administration	5	155,644	128,005	109,454
Finance		2,661	3,400	3,400
Property	6	581,728	581,391	512,900
Loss on Disposal of Property, Plant and Equipment		389	-	5
		<u>2,660,012</u>	<u>2,704,985</u>	<u>2,475,083</u>
Net (Deficit) / Surplus for the year		(98,708)	(108,491)	23,848
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(98,708)</u>	<u>(108,491)</u>	<u>23,848</u>

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



Geraldine Primary School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January	1,932,974	1,932,974	2,034,455
Total comprehensive revenue and expense for the year	(98,708)	(108,491)	23,848
Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	-	-	3,919
Board Contribution to Project	-	-	(129,248)
Equity at 31 December	1,834,266	1,824,483	1,932,974
Accumulated comprehensive revenue and expense	1,834,266	1,824,483	1,932,974
Equity at 31 December	1,834,266	1,824,483	1,932,974

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.



Geraldine Primary School

Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	7	65,740	46,579	108,688
Accounts Receivable	8	218,107	187,725	187,725
GST Receivable		12,195	20,095	20,095
Prepayments		11,976	13,190	13,190
Investments	9	706,354	693,037	693,037
Funds Receivable for Capital Works Projects	15	-	19,797	19,797
		<u>1,014,372</u>	<u>980,423</u>	<u>1,042,532</u>
Current Liabilities				
Accounts Payable	11	167,315	132,474	132,474
Revenue Received in Advance	12	1,438	1,228	1,228
Provision for Cyclical Maintenance	13	17,696	15,850	17,610
Finance Lease Liability	14	12,585	13,059	13,059
		<u>199,034</u>	<u>162,611</u>	<u>164,371</u>
Working Capital Surplus/(Deficit)		815,338	817,812	878,161
Non-current Assets				
Property, Plant and Equipment	10	1,105,916	1,041,362	1,109,628
		<u>1,105,916</u>	<u>1,041,362</u>	<u>1,109,628</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	13	70,091	15,033	35,157
Finance Lease Liability	14	16,897	19,658	19,658
		<u>86,988</u>	<u>34,691</u>	<u>54,815</u>
Net Assets		<u><u>1,834,266</u></u>	<u><u>1,824,483</u></u>	<u><u>1,932,974</u></u>
Equity		<u><u>1,834,266</u></u>	<u><u>1,824,483</u></u>	<u><u>1,932,974</u></u>

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



Geraldine Primary School

Statement of Cash Flows

For the year ended 31 December 2022

		2022	2022	2021
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		596,260	529,270	564,802
Locally Raised Funds		156,144	159,330	189,124
Goods and Services Tax (net)		7,900	-	(12,445)
Payments to Employees		(515,811)	(496,191)	(406,477)
Payments to Suppliers		(233,608)	(255,284)	(259,849)
Interest Received		12,319	7,500	11,360
Net cash from/(to) Operating Activities		23,204	(55,375)	86,515
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(60,969)	(6,734)	(39,654)
Purchase of Investments		(13,317)	-	(11,123)
Net cash (to)/from Investing Activities		(74,286)	(6,734)	(50,777)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	3,919
BOT Contribution to Project		-	-	(129,248)
Finance Lease Payments		(11,663)	-	(19,578)
Funds Administered on Behalf of Third Parties		19,797	-	(39,526)
Net cash from/(to) Financing Activities		8,134	-	(184,433)
Net (decrease)/increase in cash and cash equivalents		(42,948)	(62,109)	(148,695)
Cash and cash equivalents at the beginning of the year	7	108,688	108,688	257,383
Cash and cash equivalents at the end of the year	7	65,740	46,579	108,688

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

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



Geraldine Primary School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

1.1. Reporting Entity

Geraldine Primary 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 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the 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 13.



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 10.

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 14. Future operating lease commitments are disclosed in note 20b.

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, canteen 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 Statement of Comprehensive Revenue and Expense 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	10–50years
Furniture and equipment	5–15 years
Information and communication technology	4–5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

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 Statement of Comprehensive Revenue and Expense.

The reversal of an impairment loss is recognised in the Statement of Comprehensive Revenue and Expense. 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 Statement of Comprehensive Revenue and Expense 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 are recorded as revenue as the obligations are fulfilled and the fees earned.

The School holds sufficient funds to enable the refund of unearned fees in relation to 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.

Investments that are shares are categorised as financial assets at fair value through other comprehensive revenue and expense 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 investments' 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 the Statement of Comprehensive Revenue and Expense 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 the Statement of Comprehensive Revenue and Expense.

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 the Statement of Comprehensive Revenue and Expense.

1.19. 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.



1.20. 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.

1.21. Budget Figures

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

1.22. Services received in-kind

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



2. Government Grants

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	606,679	529,270	563,389
Teachers' Salaries Grants	1,420,205	1,477,453	1,425,252
Use of Land and Buildings Grants	367,771	422,941	317,642
Other Government Grants	-	-	-
	<u>2,394,655</u>	<u>2,429,664</u>	<u>2,306,283</u>

The School has not opted in to the donations scheme for this year.

3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Donations & Bequests	53,495	72,750	77,360
Trading	91	100	91
Other Revenue	22,345	21,480	24,846
Transport Revenue	76,629	65,000	80,003
	<u>152,560</u>	<u>159,330</u>	<u>182,300</u>
Expenses			
Extra Curricular Activities Costs	436	500	436
Other Locally Raised Funds Expenditure	47	-	-
Transport (Local)	500	500	-
	<u>983</u>	<u>1,000</u>	<u>436</u>
<i>Surplus / (Deficit) for the year Locally raised funds</i>	<u>151,577</u>	<u>158,330</u>	<u>181,864</u>

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	32,461	41,370	43,191
Information and Communication Technology	21,614	27,900	20,375
Library Resources	1,656	1,675	1,548
Employee Benefits - Salaries	1,766,722	1,824,144	1,688,570
Staff Development	17,485	21,100	11,375
Depreciation	78,669	75,000	83,829
	<u>1,918,607</u>	<u>1,991,189</u>	<u>1,848,888</u>

5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	5,648	5,600	5,161
Board Fees	3,118	3,680	2,674
Board Expenses	18,418	13,460	11,538
Communication	2,048	1,600	2,241
Consumables	4,103	6,850	5,468
Operating Lease	8,088	11,000	-
Other	6,157	6,175	5,653
Employee Benefits - Salaries	84,554	61,500	59,175
Insurance	18,130	12,760	12,724
Service Providers, Contractors and Consultancy	5,380	5,380	4,820
	<u>155,644</u>	<u>128,005</u>	<u>109,454</u>



6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	9,072	9,200	10,270
Consultancy and Contract Services	3,341	3,300	3,300
Cyclical Maintenance Provision	55,020	-	27,085
Grounds	7,383	4,000	8,180
Heat, Light and Water	28,647	35,000	33,341
Rates	5,356	7,000	6,381
Repairs and Maintenance	16,327	8,950	14,722
Use of Land and Buildings	367,771	422,941	317,642
Security	2,693	3,000	4,433
Employee Benefits - Salaries	86,118	88,000	87,546
	<u>581,728</u>	<u>581,391</u>	<u>512,900</u>

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

7. Cash and Cash Equivalents

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	65,740	46,579	108,688
Cash and Cash Equivalents for Statement of Cash Flows	<u>65,740</u>	<u>46,579</u>	<u>108,688</u>

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

8. Accounts Receivable

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	76,629	80,003	80,003
Interest Receivable	2,801	1,031	1,031
Teacher Salaries Grant Receivable	138,677	106,691	106,691
	<u>218,107</u>	<u>187,725</u>	<u>187,725</u>
Receivables from Exchange Transactions	79,430	81,034	81,034
Receivables from Non-Exchange Transactions	138,677	106,691	106,691
	<u>218,107</u>	<u>187,725</u>	<u>187,725</u>

9. Investments

The School's investment activities are classified as follows:

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	706,354	693,037	693,037
Total Investments	<u>706,354</u>	<u>693,037</u>	<u>693,037</u>



10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Land	60,000	-	-	-	-	60,000
Building Improvements	867,319	32,614	-	-	(23,053)	876,880
Furniture and Equipment	89,029	6,738	-	-	(23,278)	72,489
Information and Communication Technology	47,878	10,802	(94)	-	(16,129)	42,457
Leased Assets	31,457	11,051	-	-	(14,379)	28,129
Library Resources	13,945	2,682	(1,989)	-	(1,830)	12,808
Work in Progress	-	13,153	-	-	-	13,153
Balance at 31 December 2022	1,109,628	77,040	(2,083)	-	(78,669)	1,105,916

The net carrying value of furniture and equipment held under a finance lease is \$28,129 (2021: \$31,457)

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

	2022 Cost or Valuation	2022 Accumulated Depreciation	2022 Net Book Value	2021 Cost or Valuation	2021 Accumulated Depreciation	2021 Net Book Value
	\$	\$	\$	\$	\$	\$
Land	60,000	-	60,000	60,000	-	60,000
Building Improvements	1,353,599	(476,719)	876,880	1,319,084	(451,765)	867,319
Furniture and Equipment	419,871	(347,382)	72,489	415,034	(326,005)	89,029
Information and Communication Technology	411,119	(368,662)	42,457	401,560	(353,682)	47,878
Leased Assets	52,654	(24,525)	28,129	51,808	(20,351)	31,457
Library Resources	55,657	(42,849)	12,808	56,667	(42,722)	13,945
Work in Progress	13,153	-	13,153	-	-	-
Balance at 31 December	2,366,053	(1,260,137)	1,105,916	2,304,153	(1,194,525)	1,109,628

11. Accounts Payable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	6,155	3,082	3,082
Accruals	5,591	5,430	5,430
Employee Entitlements - Salaries	146,141	112,638	112,638
Employee Entitlements - Leave Accrual	9,428	11,324	11,324
	167,315	132,474	132,474
Payables for Exchange Transactions	167,315	132,474	132,474
	167,315	132,474	132,474

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Other Revenue in Advance	1,438	1,228	1,228
	1,438	1,228	1,228



13. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	52,767	52,767	31,218
Increase to the Provision During the Year	19,587	-	11,938
Other Adjustments	35,433	-	15,147
Use of the Provision During the Year	(20,000)	(21,884)	(5,536)
Provision at the End of the Year	<u>87,787</u>	<u>30,883</u>	<u>52,767</u>
Cyclical Maintenance - Current	17,696	15,850	17,610
Cyclical Maintenance - Non current	70,091	15,033	35,157
	<u>87,787</u>	<u>30,883</u>	<u>52,767</u>

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.

14. Finance Lease Liability

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	14,565	15,379	15,379
Later than One Year and no Later than Five Years	18,354	21,852	21,852
Future Finance Charges	(3,437)	(4,514)	(4,514)
	<u>29,482</u>	<u>32,717</u>	<u>32,717</u>
Represented by:			
Finance lease liability - Current	12,585	13,059	13,059
Finance lease liability - Non-current	16,897	19,658	19,658
	<u>29,482</u>	<u>32,717</u>	<u>32,717</u>

15. 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.

2022	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
LED Lighting	(3,858)	3,858	-	-	-
Block 4	(15,939)	41,466	(25,527)	-	-
Totals	<u>(19,797)</u>	<u>45,324</u>	<u>(25,527)</u>	<u>-</u>	<u>-</u>

2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Refurbish Rm 10	47,564	-	(47,564)	-	-
LED Lighting	5,278	-	(9,136)	-	(3,858)
Block 4	(40,963)	373,188	(477,411)	129,247	(15,939)
Totals	<u>11,879</u>	<u>373,188</u>	<u>(534,111)</u>	<u>129,247</u>	<u>(19,797)</u>

Represented by:

Funds Receivable from the Ministry of Education

(19,797)



16. 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.

17. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	3,118	2,674
<i>Leadership Team</i>		
Remuneration	267,535	263,873
Full-time equivalent members	2.00	2.00
Total key management personnel remuneration	270,653	266,547

There are seven members of the Board excluding the Principal. The Board had held seven full meetings of the Board in the year. The Board also has Finance (one member) and Property (three 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:

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	150 - 160
Benefits and Other Emoluments	1 - 10	1 - 10
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	2022 FTE Number	2021 FTE Number
100 - 110	1.00	-
110 - 120	1.00	1.00
120 - 130	-	-
	2.00	1.00

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

18. 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:

	2022 Actual	2021 Actual
Total	\$ -	\$ -
Number of People	-	-



19. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

Additional funding wash up payment

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The Ministry is in the process of determining wash up payments for the year ended 31 December 2022 however as at the reporting date this amount had not been calculated and therefore is not recorded in these financial statements.

20. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board has not entered into any contract agreements for capital works.

(Capital commitments in relation to Ministry projects at 31 December 2021: \$469,362)

(b) Operating Commitments

As at 31 December 2022 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2021: nil)

21. Financial Instruments

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

Financial assets measured at amortised cost

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	65,740	46,579	108,688
Receivables	218,107	187,725	187,725
Investments - Term Deposits	706,354	693,037	693,037
Total Financial assets measured at amortised cost	<u>990,201</u>	<u>927,341</u>	<u>989,450</u>

Financial liabilities measured at amortised cost

Payables	167,315	132,474	132,474
Finance Leases	29,482	32,717	32,717
Total Financial liabilities measured at amortised Cost	<u>196,797</u>	<u>165,191</u>	<u>165,191</u>

22. Events After Balance Date

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

23. Comparatives

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



Geraldine Primary School (MOE No. 2107)
Analysis of Variance for 2022 End of Year Student Achievement

Overall Context

- This data covers all students, including those with higher learning needs, e.g Ongoing Resourcing Scheme (ORS), In Class Support (ICS), English for Speakers of Other Languages (ESOL), Learning Language Intervention (LLI) and those who have been referred to the Resource Teacher of Literacy (RTLit).
- Attendance - the impact of Covid has again in 2022 had an impact on continuity of learning.
- Curriculum development since 2020 - structured literacy (SL), maths programmes, local curriculum development.
- We acknowledge the positive impact that structured literacy and maths programmes have had on our overall results since 2020 - the year when we adopted new approaches in these areas.

2022 End of Year Student Achievement Data - Reading

% of all students, based on end of year OTJs (overall teacher judgments), who are achieving either at or above end of year expectations.

Year group cohorts

2022 Yr 1:	64%	Boys 60%	Girls 75%
2022 Yr 2:	83%	Boys 84%	Girls 80%
2022 Yr 3:	88%	Boys 76%	Girls 88%
2022 Yr 4:	94%	Boys 88%	Girls 100%
2022 Yr 5:	96%	Boys 96%	Girls 96%
2022 Yr 6	91%	Boys 83%	Girls 100%

Overall (2021 - baseline)

	<u>All</u>	<u>Boys</u>	<u>Girls</u>	<u>NZE</u>	<u>Maori</u>	<u>Other</u>
2021	85	79	91	85	83	88
2022	88	81	95	89	75	88

Programme Inputs

- Budget funding for Structured Literacy (SL) for resources (e.g. reading books, iDeal web portal) and professional development courses
- Group or individual work in classes to target specific needs of learners
- Extensive use of teacher aides, including a specific SL (mainly for students who are below or well below across the school) / Quick 60 (just below or needing a boost, mainly Yr 2) programme run by a TA
- Private tutoring allowed for in school time for students with dyslexia / speech language
- Learning Support Teacher provides additional supports for classroom programmes

Successes

- Highest end of year achievement across the last nine years in 2022 school wide, as well as boys, girls and NZE. Maori - 2nd highest (small numbers have an impact on % swings). Students of Other Cultures continue to achieve highly.
- Boys achievement has been higher for the past three years
- Staff engagement across school in Structured Literacy, including TAs being upskilled
- Small group work with TAs has proved successful, with children moving from below to at
- While some children are below in reading and remain below each year, they are still making some progress as they are not dropping to be well below
- Good connection with Resource Teacher of Literacy to support learners and teachers
- Teachers more aware of dyslexia and other learning difficulties
- SL resources / decodable texts have led to higher engagement, particularly for students who find reading challenging
- GPS is recognised locally as having strong Structured Literacy programmes
- Supporting whānau to seek external diagnostic services for specific learning difficulties, including supporting them with funding applications.

Challenges

- General lower ability historically for many children starting school, especially for boys
- Disparity in achievement between NZE / Euro and Maori students. This can fluctuate each year
- Difficulties experienced to get a diagnosis, especially with cost
- Cost of resources - new structured literacy texts

Next Steps

- Targeted funding for resources that will challenge and engage students in reading
- Continue to build on the work that has been done in SL to date
- Small group work with TAs has proved successful, so aim to ensure this continues through resourcing
- Make good use of the Kahui Ako development focus on Structured Literacy

Student Achievement Reading Targets for 2022 - % at or above NZC expectations

Group	2021 achievement	2022 Target	2022 EOY achievement	Target met?
Whole School	85%	89%	88%	no - very close
Girls	91%	91%	95%	exceeded
Boys	79%	83%	81%	no - very close
Maori	83%	87%	75%	no - dropped
NZE	85%	88%	89%	yes
Other	88%	91%	88%	no - maintained

Cohort Groups:

Yr 2 & 3 boys (2022) - the majority of students in these cohorts will make expected (same achievement band) or accelerated (a higher achievement band) progress across the year.

14 / 16 Year 2 boys made either expected or accelerated progress in reading in 2022.

Overall achievement in Reading for 2022 Year 2 boys - 84% (2021 - 50%).

All Year 3 boys made either expected or accelerated progress in reading in 2022.

Overall achievement in Reading for 2022 Year 3 boys - 76% (2021 - 71%).

Student Achievement Reading Targets for 2023

- Year 2 boys (2023) will increase their overall achievement from 60% at or above the NZC expectation in 2022 to 70% in 2023
- The majority of students in this group will make expected (same achievement band) or accelerated (a higher achievement band) progress across the year
- There are 26 boys in this particular cohort

2022 End of Year Student Achievement Data - Writing

% of all students, based on end of year OTJs (overall teacher judgments), who are achieving either at or above end of year expectations.

Year group cohorts

2022 Yr 1:	79%	Boys 76%	Girls 88%
2022 Yr 2:	86%	Boys 89%	Girls 80%
2022 Yr 3:	83%	Boys 65%	Girls 96%
2022 Yr 4:	88%	Boys 79%	Girls 96%
2022 Yr 5:	86%	Boys 76%	Girls 96%
2022 Yr 6:	67%	Boys 46%	Girls 91%

Overall (2021 - baseline)

	<u>All</u>	<u>Boys</u>	<u>Girls</u>	<u>NZE</u>	<u>Maori</u>	<u>Other</u>
2021	74	60	88	74	69	84
2022	82	72	93	85	65	77

Programme Inputs

- Group or work in classes to target specific needs of learners
- Targeted phonetic spelling programmes schoolwide - iDeal learning platform in Years 1 - 4, The Code in Years 5 and 6
- Work being done by Literacy team to develop a writing approach (as part of Annual Plan)
- Junior Team uses a SL approach to writing, e.g. encoding sounds, dictated sentences, rather than story writing. Topic based writing and personal writing still occurs.

Successes

- Consistent high level of achievement from girls
- Boys, while still comparatively low, showed good improvement in 2022 c.f. 2021
- While some children are below in writing and remain below each year, most are still making progress as they are not dropping to be well below
- Engagement from boys in shorter writing texts, or dictated text
- Good connection with Resource Teacher of Literacy to support learners and teachers

Challenges

- Boys overall achievement and engagement
- The subjective nature of writing can make assessment challenging
- Bringing imagination and personal experiences through into writing
- Less reading at night with families to build language use (feedback from children)

Next Steps

- Look into how Structured Literacy applies to writing (responsibility units in 2023)
- Writing intervention and development focus for middles and seniors in 2023, in particular for boy's writing
- Relook at PINDER (different genre) approach to writing
- To more regularly moderate writing samples as a staff

Student Achievement Writing Targets for 2022 - % at or above NZC expectations

<u>Group</u>	<u>2021 achievement</u>	<u>2022 Target</u>	<u>2022 EOY achievement</u>	<u>Target met?</u>
Whole School	74%	78%	82%	exceeded
Girls	88%	90%	93%	exceeded
Boys	60%	70%	72%	yes
Maori	69%	76%	65%	no - dropped
NZE	74%	78%	85%	exceeded
Other	84%	87%	77%	no - dropped

Cohort Groups:

Boys - the majority of students in this cohort will make expected (same achievement band) or accelerated (a higher achievement band) progress across the year.

92 / 99 boys made either expected or accelerated progress in writing in 2022

Overall achievement in Writing for boys in 2022 - 72% (2021 - 60%)

Student Achievement Writing Targets for 2023

- Year 4 boys (2023) will increase their overall achievement from 65% at or above the NZC expectation in 2022 to 75% in 2023
- The majority of students in this group will make expected (same achievement band) or accelerated (a higher achievement band) progress across the year
- There are 17 boys in this particular cohort

2022 Mid Year Student Achievement Data - Mathematics

% of all students, based on end of year OTJs (overall teacher judgments), who are achieving either at or above end of year expectations.

Year group cohorts

2022 Yr 1:	100%	Boys 100%	Girls 100%
2022 Yr 2:	79%	Boys 84%	Girls 70%
2022 Yr 3:	93%	Boys 88%	Girls 96%
2022 Yr 4:	90%	Boys 88%	Girls 92%
2022 Yr 5:	84%	Boys 84%	Girls 83%
2022 Yr 6:	83%	Boys 75%	Girls 91%

Overall (2021 - baseline)

	<u>All</u>	<u>Boys</u>	<u>Girls</u>	<u>NZE</u>	<u>Maori</u>	<u>Other</u>
2021	85	82	88	87	70	94
2022	88	87	89	89	75	92

Programme Inputs

- Budget funding for Prime (Year 4 - 6) and Numicon (Year 1 - 3) resources since 2020
- Group or individual work in classes to target specific needs of learners
- Some use of teacher aides to support classroom programmes

Successes

- Highest end of year achievement in 2022 school wide (88%), NZE (89%) and boys (87%) across the last nine years
- Boys, girls, NZE and students from Other Cultures have had consistently high achievement over the past three years.
- Foundation skills in Numicon allow children to complete more of the programme in a year (cumulative understanding)
- Staff and student engagement across school in using the Prime and Numicon resources; these programmes are well-established.
- While some children are below in maths and remain below each year, they are still making progress as they are not dropping to be well below
- Teachers becoming more aware of dyscalculia and other learning difficulties

Challenges

- Attendance - if children away from school during a specific unit, e.g. fractions, they may miss out on the whole unit
- Transition between programmes
- Disparity in achievement between NZE / Euro and Maori students.

Next Steps

- More closely aligning assessment of programmes to NZ Curriculum
- Develop a “learning not left to chance” section in our overall curriculum programme that occurs annually.
- Identifying those who need an alternative programme (extension or support) and working with the programmes and knowledge in the school.
- Staff training in dyscalculia
- Rewrite maths curriculum documents to reflect nationwide curriculum refresh

Student Achievement Maths Targets for 2022

% at or above NZC expectations

Group	2021 achievement	2022 Target	2022 EOY achievement	Target met?
Whole School	85%	88%	88%	yes
Girls	88%	90%	89%	no - very close
Boys	82%	85%	87%	yes
Maori	70%	78%	75%	no - very close
NZE	87%	90%	89%	no - very close
Other	94%	94%	92%	no - very close

Cohort Groups:

Year 2 (2022) and Maori - the majority of students in these cohorts will make expected (same achievement band) or accelerated (a higher achievement band) progress across the year.

All Year 2 students made either expected or accelerated progress in Maths

Overall achievement in Maths for Year 2 in 2022 - 79% (2021 - 74%)

18 / 19 ākonga Māori made either expected or accelerated progress in Maths

Overall achievement in Maths for ākonga Māori in 2022 - 75% (2021 - 70%)

Student Achievement Maths Targets for 2023

- Year 3 girls (2023) will increase their overall achievement from 70% at or above the NZC expectation in 2022 to 75% in 2023
- The majority of students in this group will make expected (same achievement band) or accelerated (a higher achievement band) progress across the year
- There are 11 girls in this particular cohort

Geraldine Primary School Kiwisport Statement - 2022

Kiwisport is a Government funding initiative to support students' participation in organised sport.

During 2022 the school received total Kiwisport funding of \$4,007.30 (excluding GST). The funding was spent on the employment of a Coordinator who delivered Kiwisport programmes to students and also selected activities run by external facilitators.

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2022.

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	By working to the NZEI collective agreement conditions that provide the framework in which the board set working conditions for all staff. This is further supported by the policies and procedures detailed on line for all staff to view 24/7 on school docs.
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p>The Equal Employment Opportunities policy ensures that all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes, without bias or discrimination. All schools are required by the Public Service Act to be “good employers”, that is:</p> <ul style="list-style-type: none"> ● to maintain, and comply with their school's Equal Employment Opportunities policy, and ● to include in the annual report a summary of the year’s compliance. <p>To achieve this, the board:</p> <ul style="list-style-type: none"> ● appoints a member to be the EEO officer – this role may be taken by the principal ● shows commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development ● selects the person most suited to the position in terms of skills, experience, qualifications, and aptitude ● recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups ● ensures that employment and personnel practices are fair and free of any bias.
How do you practise impartial selection of suitably qualified persons for appointment?	All permanent appointments in our school are scored on a rubric, with the applicant’s qualifications, experience, checks, interview skills and community survey (Principal) all having a weighting on success or not. Gender, ethnicity and race have no bearing on appointing the best qualified and best fit person for a role within our school.
<p>How are you recognising,</p> <ul style="list-style-type: none"> – The aims and aspirations of Māori, – The employment requirements of Māori, and 	<p>We have a staff of 25 and of that 25 staff, 3 identify as Māori, or 12% of our staff.</p> <p>The aim of our staff who identify as Māori is to first deliver a quality education to the tamariki of our school by delivering evidence-based programmes to meet the children’s learning needs.</p> <p>As far as employment requirements go, they are covered by the NZEI collective agreement, there are no separate employment conditions for staff who identify as Māori at this stage, other than ensuring we adhere to equal</p>

<p>- Greater involvement of Māori in the Education service?</p>	<p>employment opportunities during the appointment process, which we do as previously detailed.</p> <p>The staff in our school aspire to teach Te Ao Māori and do so with much support from the staff and Board. There is opportunity to improve in both Māori language and culture through professional development activities.</p>
<p>How have you enhanced the abilities of individual employees?</p>	<p>Our school has a robust annual growth cycle which fosters professional development for all staff based on the learning needs of the children. There's provision within the annual growth plan for individual and collective inquiry into areas of interest of each teacher leading to continuous teacher improvement.</p> <p>Career growth and non-permanent leadership roles with remuneration are advertised annually allowing for equal growth and career progression opportunities among staff.</p>
<p>How are you recognising the employment requirements of women?</p>	<p>There has been lots of work from NZEI in pay equity claims pushing up both teacher aides and office administration hourly rates which recognise that women have been underpaid in the education sector when compared to other occupations dominated by men. We as a school have almost all staff who are NZEI members, meaning they are covered by the collective agreement, which we adhere to. The staff who are not NZEI collective members are still essentially employed with the same conditions of the collective agreement with an individual employment contract, women or not.</p>
<p>How are you recognising the employment requirements of persons with disabilities?</p>	<p>We make reference to the site https://www.employment.govt.nz/workplace-policies/employment-for-disabled-people/</p> <p>We ensure we do not discriminate against people who have a disability and their chance for employment in our school assuming they are able to meet the physical, social, cognitive, cultural and academic demands of a teacher or employee within our school.</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
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?		No
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	

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF GERALDINE PRIMARY SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

The Auditor-General is the auditor of Geraldine Primary School (the School).
The Auditor-General has appointed me, Sam Naylor, using the staff and resources of Nexia Audit Christchurch, 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 statement of financial position as at 31 December 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2022; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with the Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 29 May 2023. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on KiwiSport, Analysis of Variance and Good Employer Disclosure but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



Sam Naylor

Nexia Audit Christchurch
On behalf of the Auditor-General
Christchurch, New Zealand