

KAURILANDS SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number: 1328
Principal: Jo Augustine
School Address: 109 Atkinson Road, Titirangi, Auckland 0604
School Postal Address: 109 Atkinson Road, Titirangi, Auckland 0604

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Nick Summerfield	Presiding Member	Elected	Sep-25
Jo Augustine	Principal ex Officio		
Anne Bonniface	Parent Representative	Elected	Sep-25
Mustafa Derbashi	Parent Representative	Elected	Sep-25
Trinette Giborees-Smith	Parent Representative	Elected	Sep-25
Jaimee Kirby-Brown	Parent Representative	Elected	Sep-25

Accountant / Service Provider: Shore Chartered Accountants Limited

KAURILANDS SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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Kaurilands 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.

Jaimee Kirby-Brown

Full Name of Presiding Member

Signed by:

Jaimee Kirby-Brown

04568B1EE3E2429

Signature of Presiding Member

26 July 2024

Date:

Jo Augustine

Full Name of Principal

DocuSigned by:

Jo Augustine

B41E723A0548473

Signature of Principal

26 July 2024

Date:

Kaurilands 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	6,237,389	5,506,700	5,750,062
Locally Raised Funds	3	528,560	489,585	399,749
Interest		47,112	8,000	7,049
Total Revenue		6,813,061	6,004,285	6,156,860
Expense				
Locally Raised Funds	3	127,827	85,075	175,235
Learning Resources	4	5,057,193	3,979,730	4,405,684
Administration	5	365,391	365,707	430,210
Interest		9,546	-	12,012
Property	6	1,250,587	1,531,288	1,135,219
Loss on Disposal of Property, Plant and Equipment		-	-	6,045
Total Expense		6,810,544	5,961,800	6,164,405
Net Surplus / (Deficit) for the year		2,517	42,485	(7,545)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		2,517	42,485	(7,545)

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

Kaurilands 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		2,088,017	2,088,017	2,095,562
Total comprehensive revenue and expense for the year		2,517	42,485	(7,545)
Equity at 31 December		2,090,534	2,130,502	2,088,017
Accumulated comprehensive revenue and expense		2,090,534	2,130,502	2,088,017
Equity at 31 December		2,090,534	2,130,502	2,088,017

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.

Kaurilands School

Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets				
Cash and Cash Equivalents	7	73,885	56,445	65,902
Accounts Receivable	8	404,364	319,000	348,481
GST Receivable		29,353	-	-
Prepayments		24,243	25,000	23,183
Investments		830,000	650,000	670,000
Funds Receivable for Capital Works Projects	16	57,526	-	91,507
		<u>1,419,371</u>	<u>1,050,445</u>	<u>1,199,073</u>
Current Liabilities				
GST Payable		-	5,000	3,474
Accounts Payable	11	568,138	378,000	410,953
Borrowings	12	12,632	12,632	12,632
Revenue Received in Advance	13	1,304	-	22,609
Provision for Cyclical Maintenance	14	59,254	25,000	58,946
Finance Lease Liability	15	63,130	60,000	66,328
Funds held for Capital Works Projects	16	166,151	-	70,508
		<u>870,609</u>	<u>480,632</u>	<u>645,450</u>
Working Capital Surplus/(Deficit)		548,762	569,813	553,623
Non-current Assets				
Property, Plant and Equipment	10	1,587,999	1,594,953	1,685,953
Capital Works In Progress		52,337	-	-
		<u>1,640,336</u>	<u>1,594,953</u>	<u>1,685,953</u>
Non-current Liabilities				
Borrowings	12	22,106	22,106	34,738
Provision for Cyclical Maintenance	14	59,364	4,974	43,309
Finance Lease Liability	15	17,094	7,184	73,512
		<u>98,564</u>	<u>34,264</u>	<u>151,559</u>
Net Assets		<u>2,090,534</u>	<u>2,130,502</u>	<u>2,088,017</u>
Equity		<u>2,090,534</u>	<u>2,130,502</u>	<u>2,088,017</u>

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

Kaurilands 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		1,394,679	1,374,186	1,460,691
Locally Raised Funds		504,259	500,153	369,584
International Students		-	-	22,609
Goods and Services Tax (net)		(32,828)	1,526	17,590
Payments to Employees		(961,928)	(927,174)	(920,793)
Payments to Suppliers		(618,678)	(810,005)	(622,904)
Interest Paid		(9,546)	-	(12,012)
Interest Received		32,476	5,155	6,009
Net cash from/(to) Operating Activities		308,434	143,841	320,774
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(137,748)	(89,000)	(328,751)
Purchase of Investments		(160,000)	-	(670,000)
Net cash from/(to) Investing Activities		(297,748)	(89,000)	(998,751)
Cash flows from Financing Activities				
Finance Lease Payments		(67,361)	(72,656)	(77,811)
Repayment of Loans		(12,632)	(12,632)	(9,474)
Funds Administered on Behalf of Other Parties		77,290	20,990	123,239
Net cash from/(to) Financing Activities		(2,703)	(64,298)	35,954
Net increase/(decrease) in cash and cash equivalents		7,983	(9,457)	(642,023)
Cash and cash equivalents at the beginning of the year	7	65,902	65,902	707,925
Cash and cash equivalents at the end of the year	7	73,885	56,445	65,902

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.

Kaurilands School

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

Kaurilands 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 14.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 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 15. Future operating lease commitments are disclosed in note 20.

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
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

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.

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 international students where there are unfulfilled obligations for the School to provide services in the future. The fees or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are earned.

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

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 are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

The School's financial liabilities comprise accounts payable, 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	1,073,039	1,170,696	1,209,367
Teachers' Salaries Grants	3,968,596	3,000,000	3,544,176
Use of Land and Buildings Grants	875,297	1,160,004	789,554
Other Government Grants	320,457	176,000	206,965
	<u>6,237,389</u>	<u>5,506,700</u>	<u>5,750,062</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:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue			
Donations & Bequests	148,928	162,435	185,597
Fees for Extra Curricular Activities	128,164	144,622	123,452
Trading	64,351	75,440	31,743
Fundraising & Community Grants	187,117	107,088	58,957
	<u>528,560</u>	<u>489,585</u>	<u>399,749</u>
Expense			
Extra Curricular Activities Costs	41,685	46,830	142,017
Trading	4,465	3,300	3,066
Fundraising and Community Grant Costs	81,677	34,945	30,152
	<u>127,827</u>	<u>85,075</u>	<u>175,235</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>400,733</u>	<u>404,510</u>	<u>224,514</u>

4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	234,787	231,697	78,838
Information and Communication Technology	33,335	37,340	31,139
Library Resources	5,297	4,571	6,422
Employee Benefits - Salaries	4,528,740	3,506,122	4,070,433
Staff Development	11,587	20,000	6,917
Depreciation	243,447	180,000	211,935
	<u>5,057,193</u>	<u>3,979,730</u>	<u>4,405,684</u>

5. Administration

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Audit Fees	7,570	7,570	8,400
Board Fees	3,765	5,005	4,495
Board Expenses	5,827	5,000	9,240
Communication	4,780	5,500	6,548
Consumables	20,133	13,720	20,175
Other	42,749	38,620	42,514
Employee Benefits - Salaries	261,831	270,897	318,101
Insurance	3,784	3,395	7,177
Service Providers, Contractors and Consultancy	14,952	16,000	13,560
	365,391	365,707	430,210

6. Property

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Caretaking and Cleaning Consumables	17,142	16,720	14,513
Consultancy and Contract Services	79,401	82,375	72,148
Cyclical Maintenance	16,363	20,611	11,837
Heat, Light and Water	55,534	37,000	41,025
Repairs and Maintenance	70,174	85,130	84,785
Use of Land and Buildings	875,297	1,160,004	789,554
Security	19,443	14,000	15,817
Employee Benefits - Salaries	117,233	115,448	105,540
	1,250,587	1,531,288	1,135,219

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

7. Cash and Cash Equivalents

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Bank Accounts	73,885	56,445	65,902
Cash and cash equivalents for Statement of Cash Flows	73,885	56,445	65,902

Of the \$73,885 Cash and Cash Equivalents and investments of \$830,000 (note 8), \$166,151 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.

8. Accounts Receivable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	28,564	15,000	25,568
Interest Receivable	15,790	4,000	1,155
Banking Staffing Underuse	26,308	-	27,491
Teacher Salaries Grant Receivable	333,702	300,000	294,267
	<u>404,364</u>	<u>319,000</u>	<u>348,481</u>
Receivables from Exchange Transactions	44,354	19,000	26,723
Receivables from Non-Exchange Transactions	360,010	300,000	321,758
	<u>404,364</u>	<u>319,000</u>	<u>348,481</u>

9. Investments

The School's investment activities are classified as follows:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Asset			
Short-term Bank Deposits	830,000	650,000	670,000
	<u>830,000</u>	<u>650,000</u>	<u>670,000</u>
Total Investments			

10. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2023						
Building Improvements	1,248,990	-	-	-	(70,254)	1,178,736
Furniture and Equipment	195,959	105,877	-	-	(70,765)	231,071
Information and Communication Technology	43,447	15,542	-	-	(20,673)	38,316
Leased Assets	127,931	13,904	-	-	(71,781)	70,054
Library Resources	69,626	10,170	-	-	(9,974)	69,822
Balance at 31 December 2023	<u>1,685,953</u>	<u>145,493</u>	<u>-</u>	<u>-</u>	<u>(243,447)</u>	<u>1,587,999</u>

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.

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Building Improvements	1,904,416	(725,680)	1,178,736	1,904,416	(655,426)	1,248,990
Furniture and Equipment	1,487,899	(1,256,828)	231,071	1,375,864	(1,179,905)	195,959
Information and Communication Technology	181,604	(143,288)	38,316	166,062	(122,615)	43,447
Leased Assets	262,982	(192,928)	70,054	255,237	(127,306)	127,931
Library Resources	257,740	(187,918)	69,822	247,570	(177,944)	69,626
Balance at 31 December 2023	<u>4,094,641</u>	<u>(2,506,642)</u>	<u>1,587,999</u>	<u>3,949,149</u>	<u>(2,263,196)</u>	<u>1,685,953</u>

11. Accounts Payable

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Creditors	187,443	40,000	47,402
Accruals	14,616	15,000	14,186
Employee Entitlements - Salaries	342,101	303,000	301,797
Employee Entitlements - Leave Accrual	23,978	20,000	47,568
	<u>568,138</u>	<u>378,000</u>	<u>410,953</u>
Payables for Exchange Transactions	568,138	378,000	410,953
	<u>568,138</u>	<u>378,000</u>	<u>410,953</u>

The carrying value of payables approximates their fair value.

12. Borrowings

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Loans due in one year	12,632	12,632	12,632
Loans due after one year	22,106	22,106	34,738
	<u>34,738</u>	<u>34,738</u>	<u>47,370</u>

13. Revenue Received in Advance

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
International Student Fees in Advance	1,304	-	22,609
	<u>1,304</u>	<u>-</u>	<u>22,609</u>

14. Provision for Cyclical Maintenance

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Provision at the Start of the Year	102,255	43,309	90,418
Increase to the Provision During the Year	16,363	20,611	11,837
Provision at the End of the Year	<u>118,618</u>	<u>63,920</u>	<u>102,255</u>
Cyclical Maintenance - Current	59,254	25,000	58,946
Cyclical Maintenance - Non current	59,364	4,974	43,309
	<u>118,618</u>	<u>29,974</u>	<u>102,255</u>

The schools cyclical maintenance schedule details annual painting 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 schools 10 Year Property plan.

15. Finance Lease Liability

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	65,129	65,000	71,327
Later than One Year and no Later than Five Years	19,910	7,500	81,762
Future Finance Charges	(4,815)	(5,316)	(13,249)
	<u>80,224</u>	<u>67,184</u>	<u>139,840</u>
Represented by			
Finance lease liability - Current	63,130	60,000	66,328
Finance lease liability - Non current	17,094	7,184	73,512
	<u>80,224</u>	<u>67,184</u>	<u>139,840</u>

16. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 9.

	2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
5YA ILE Upgrade		(2,500)		(3,450)	-	(5,950)
Library Weathertightness		(42,963)	145,364	(70,888)	-	31,513
Hall Weathertightness		(33,293)	-	-	-	(33,293)
SIP, Turf		-	24,725	(11,773)	-	12,952
5YA DQLS		70,508	416,636	(365,458)	-	121,686
SIP, Playground		(12,751)	-	(5,532)	-	(18,283)
Totals		<u>(20,999)</u>	<u>586,725</u>	<u>(457,101)</u>	<u>-</u>	<u>108,625</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	166,151
Funds Receivable from the Ministry of Education	(57,526)

2022	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
5YA ILE Upgrade	-	-	(2,500)	-	(2,500)
5YA Resource Room	(9,895)	-	-	9,895	-
Library Weathertightness	(35,329)	-	(7,634)	-	(42,963)
Hall Weathertightness	-	-	(33,293)	-	(33,293)
SIP, LSC	(9,888)	-	-	9,888	-
SIP, Turf	44,900	-	(57,852)	12,952	-
5YA DQLS	-	82,058	(11,550)	-	70,508
SIP, Playground	82,192	-	(94,943)	-	(12,751)
Totals	<u>71,980</u>	<u>82,058</u>	<u>(207,772)</u>	<u>32,735</u>	<u>(20,999)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	70,508
Funds Receivable from the Ministry of Education	(91,507)

17.Related Party Transactions

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

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

18.Remuneration

Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	3,765	4,495
<i>Leadership Team</i>		
Remuneration	563,632	509,572
Full-time equivalent members	4	4
Total key management personnel remuneration	<u>567,397</u>	<u>514,067</u>

There are 7 members of the Board excluding the Principal. The Board has held 9 full meetings of the Board in the year. The Board also has Finance and Property committees 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 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	170 - 180	160 - 170
Benefits and Other Emoluments	5 - 10	1 - 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
100 - 110	5.00	2.00
110 - 120	2.00	2.00
120 - 130	2.00	-
130 - 140	1.00	-
	10.00	4.00

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

19. Contingencies

There are no contingent liabilities (except as noted below) and 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.

20. Commitments

(a) Capital Commitments

At 31 December 2023, the Board had capital commitments of \$224,557 (2022:\$93,192) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
5YA Interior Refurb	570,052	377,008	193,044
Library WT	161,516	130,003	31,513
			-
Total	731,568	507,011	224,557

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

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Cash and Cash Equivalents	73,885	56,445	65,902
Receivables	404,364	319,000	348,481
Investments - Term Deposits	830,000	650,000	670,000
Total financial assets measured at amortised cost	<u>1,308,249</u>	<u>1,025,445</u>	<u>1,084,383</u>

Financial liabilities measured at amortised cost

Payables	568,138	378,000	410,953
Borrowings - Loans	34,738	34,738	47,370
Finance Leases	80,224	67,184	139,840
Total financial liabilities measured at amortised cost	<u>683,100</u>	<u>479,922</u>	<u>598,163</u>

22. Events After Balance Date

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

Independent Auditor's Report

To the readers of Kaurilands School's Financial statements For the year ended 31 December 2023

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

In our opinion the financial statements of the School:

- 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 Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 26 July 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 of 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 of Trustees 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.

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 of Trustees is responsible for the other information. The other information includes the statement of responsibility, board member list, statement of variance, compliance with good employer requirements, and Kiwisport report, 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 Kaurilands School.

A handwritten signature in blue ink that reads 'Jason Stinchcombe'.

Jason Stinchcombe
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand





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

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

Reporting on the principles of being a Good Employer	
<p>How have you met your obligations to provide good and safe working conditions?</p>	<p><i>We follow our Employer Responsibility Policy which is available for viewing on SchoolDocs.</i></p> <p><i>The board takes all steps, so far as is reasonably practicable, to meet its primary duty of care obligations to ensure good and safe working conditions for employees and responds to all reasonable concerns and requests made by employees</i></p>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p><i>We follow our Equal Employment Opportunities Policy which is available for viewing on SchoolDocs.</i></p> <p><i>To achieve this the board:</i></p> <p><i>Appoints a member to be the EEO officer – this role may be taken by the principal.</i></p> <p><i>Shows commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development.</i></p> <p><i>Selects the person most suited to the position in terms of skills, experience, qualifications, and aptitude.</i></p> <p><i>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.</i></p> <p><i>Ensures that employment and personnel practices are fair and free of any bias.</i></p>
<p>How do you practise impartial selection of suitably qualified persons for appointment?</p>	<p><i>We follow our Appointment Procedure Policy which is available for viewing on SchoolDocs.</i></p>

<p>How are you recognising,</p> <ul style="list-style-type: none"> - The aims and aspirations of Maori, - The employment requirements of Maori, and - Greater involvement of Maori in the Education service? 	<p><i>We follow our Te Tiriti o Waitangi Policy which is available for viewing on SchoolDocs.</i></p> <p><i>Kaurilands School is also committed to te Tiriti o Waitangi and gives effect to te Tiriti by achieving equitable outcomes for ākonga Māori</i></p>
<p>How have you enhanced the abilities of individual employees?</p>	<p><i>By providing professional development and leadership opportunities. Access to support for working towards continues qualifications and ongoing learning.</i></p>
<p>How are you recognising the employment requirements of women?</p>	<p><i>We follow our Equal Employment Opportunities Policy which is available for viewing on SchoolDocs.</i></p> <p><i>All staff are paid as per the Collective Agreement.</i></p>
<p>How are you recognising the employment requirements of persons with disabilities?</p>	<p><i>Our school has been modified to accommodate all staff, students and community for all disabilities.</i></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?	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	



24 May 2024

To whom it may concern:

Kiwi Sport Operations Grant

During the year ended 31 December 2023 the school received \$11,588.16
This was spent in the following manner:

- Interschool sports days
- PE equipment
- Travel costs
- Reliever costs


Yours faithfully

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke at the end.

Jackie Amor
Business Manager



Statement of Variance 2023

WRITING			
Strategic Aim: Annual Aim:		Accelerate the progress and achievement of all children Raising student achievement across target areas in Writing.	
Targets 2023: 		<ul style="list-style-type: none"> - 72% of our children are at or above expectation in Writing compared to 86% in Reading. We aim to increase our Writing achievement data to close the gap on our Reading data. - We would like to close the gap between the Writing achievement of Māori students and all students. 65% of our Māori students are achieving at or above expectation compared to 72% of all students. - Improve Pasifika Writing achievement significantly (47% of our Pasifika children are achieving at or above expectation). - Improve overall Spelling results across our school. 	
Baseline data: Analysis of school-wide data in February 2023 (End of 2022 data) identified that:		72% of our children are at or above expectation in Writing. <ul style="list-style-type: none"> - 65% of our Māori students are at or above expectation in Writing. - 65% of boys and 81% of girls are at or above expectation in Writing. - 47% of our Pasifika students are at or above expectation in Writing. 	
Actions <i>(what did we do?)</i>	Outcomes <i>(what happened?)</i>	Reasons for the variance <i>(why did it happen?)</i>	Evaluation/Planning for 2024 <i>(where to next)</i>
<p>Children write daily as part of our Kaurilands Curriculum expectations.</p> <p>All teachers in Year 1 have been trained in BSLA and have implemented this structured Literacy Approach in their classes. All children in Year 1 received at least 20 weeks of BSLA before transitioning to the colour wheel. We are hopeful that the phonics knowledge and skills children build through this programme impacts on writing and spelling ability.</p> <p>We implemented 'The Code', a structured Literacy Spelling</p>	<p>Our Writing achievement has fluctuated between 70% and 72% over the past four years. This year we have dropped by 2% with 70% of children achieving At or Above Expectation.</p> <p>74% of children who started Kaurilands as a 5 year old are achieving at or above expectation. This is 4% higher than the whole school.</p> <p>59% of our Māori children achieved at or above expectation in Writing. This is a significant drop from the end of 2022.</p>	<p>When we looked closer at the Year level breakdown of this group we can attribute some of the decline to our Year 2 group and to the enrolment of 4 new children to our school. The Year 2 cohort came through from Year 1 as achieving the expectation. It is not until the curriculum expectation shifts at the end of Year 2 that children start being identified as Working Towards Expectation. 12 children in Year 2 in Reading and Writing are reflected in the 'Working Towards Expectation' numbers for our Māori children.</p>	<p>Literacy Curriculum Leaders coach and Mentor new teachers to ensure they are equipped to deliver our Kaurilands School Literacy expectations. Literacy curriculum team will plan and run staff meetings and carry out observations to ensure all staff are implementing the expectations set out in our Kaurilands Local Curriculum Document.</p> <p>Literacy Curriculum Team, alongside the Senior Leadership Team, will continue to follow the resources, guides and timelines provided by the Ministry of Education to roll out the Curriculum Refresh, Progress Model and common practice Models.</p> <p>Strategic Initiative: Provide an authentic, innovative, localised curriculum</p> <p>Broaden our Structured Literacy Approach to teaching and learning in Literacy through Better Start and The Code, Spelling programme.</p> <ul style="list-style-type: none"> - All children in Year 1 and 2 will take part in the Better Start Literacy programme at the beginning of their learning to


<p>Programme with clear spelling progressions in all Year 2-6 classes.</p> <p>Our Year 3-6 teachers implemented the Writer's ToolBox sentence programme, where children learn a variety of different sentence types to use and improve their Writing. Children in Year 5 and 6 also used the Writer's ToolBox Digital Tool to support learning in Writing.</p> <ul style="list-style-type: none"> - All teachers in Year 5 and 6 took part in PLD with Writer's Tool Box to implement the Digital Tool and sentence trains. <p>Literacy ICoL and Literacy Curriculum Leaders supported teachers to implement and deliver the expectations set out in our Kaurilands Local Curriculum Document.</p> <p>Held a parent information evening on what Literacy looks like at Kaurilands and how whānau can help at home.</p> <p>Staff Meeting held, looking at the Literacy Common Practice Model. Teachers compared this to what their beliefs of what best teaching practice looks like.</p>	<p>The gap between boys and girls' achievement in Writing has remained the same, with girls (79%) achieving more than boys (63%).</p> <p>Pasifika Writing results (61%) are lower than whole school Writing results (70%), but the gap between the two has decreased by 9%. The number of children achieving At or Above expectation has increased significantly by 14%.</p> <p>Teachers in Year 3-6 using the Writer's Tool Box Sentence Trains reported that children are now writing a range of sentences and are more engaged. The online tool is providing valuable feedback to the students, showing a noticeable shift in the quality of finished pieces. Students are motivated to edit their work. Our reluctant writers are more engaged and feeling a sense of success.</p> <p>We had high representation of whānau at our Term 3 Literacy and Maths information evening.</p>	<p>This year we have been implementing 'The Code' and the Writer's ToolBox sentence programme. Children in Year 5 and 6 are also using the Writer's ToolBox Digital Tool to support learning in Writing. We are hoping that these interventions and programmes will have a positive impact on our overall writing achievement with more time- our teachers speak very highly of these and are observing positive changes in their classrooms.</p>	<p>read journey. Spelling results will improve as a result of Year 3-6 children taking part in 'The Code'.</p> <ul style="list-style-type: none"> - Teachers in Year 3-6 take part in PLD sessions with Micaela Bonnar to support with the successful implementation of The Code. <p>Continue to implement and monitor Writer's Tool Box programme in Year 5 and 6 to Improve outcomes in Writing.</p> <ul style="list-style-type: none"> - All children in Year 5 and 6 will develop and improve their writing skills as they take part in The Writer's Tool Box programme. Progress will be tracked, monitored and analysed. The digital tool will be used to support the development of Writing skills. <p>Through Local Curriculum Design, continue to work with PLD providers to develop our teaching practices so children see their own culture reflected in all curriculum areas.</p> <p>Strategic Initiative: Use data to inform sound pedagogical practice that is differentiated to meet the diverse range of learning needs</p> <p>Continue to develop tracking systems to improve outcomes for all learners as part of kaiako professional growth cycle.</p> <ul style="list-style-type: none"> - Time in team meetings planned to discuss how learners are progressing, with results and actions minuted. Māori and Pasifika achievement is discussed, reflected on and tracked. <p>Teams implement a range of initiatives and evaluate their success to improve achievement.</p> <ul style="list-style-type: none"> - Planning shows initiatives trialled and progress discussed and tracked at team meetings regularly. <p>Formative assessment is used in all core subjects to ensure teachers are targeting the diverse needs of their children.</p> <ul style="list-style-type: none"> - Teachers are using assessment formatively to inform next steps in Writing. Assessment is completed when more information is needed to inform next steps and not only completed twice a year. <p>Strategic Initiative: Develop culturally sustainable practice to enhance education outcomes for our tamariki māori and for all our children</p> <p><i>End of 2023 data showed a decrease(6%) in the number of Māori children achieving At or Above expectation in Writing. The gap between Māori Writing achievement and the whole school has widened (59% compared to 70%).</i></p> <ul style="list-style-type: none"> - Build and strengthen educational success for our Māori and Pasifika children. These children will be tracked and programmes will be researched, implemented and monitored to ensure improved outcomes in Reading, Writing and Maths. - Introduce the one day a week Bilingual Language
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			<p>Programme run by Matua Grant for Māori children in year 4-6 children.</p> <p>Use the Pasifika Plan, Tapasā and guidance from Tui Tuia (Auckland University) as a guide to inform our strategic planning and promote Pasifika learners' participation, engagement and achievement.</p> <ul style="list-style-type: none"> - Our Pasifika Reading, Writing and Maths data improves and the gap between Pasifika and All students decreases. - Pasifika learners and their families feel safe, valued and equipped to achieve their educational aspirations.
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<p>Writing Target for 2024:</p> <ul style="list-style-type: none"> - We would like to close the gap between the Writing achievement of Māori students and all students. 59% of our Māori students are achieving at or above expectation compared to 70% of all students. - We would like to see a significant increase for Māori children achieving at or above expectation in Writing (at least 65%). - We would like to see an increase in achievement in Year 3(66%), 5(63%) and 6(58%) to be achieving in line with all school (70%).

READING

<p>Strategic Aim: Annual Aim:</p>	<p>Accelerate the progress and achievement of all children Raising student achievement across target areas in Reading.</p>
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<p>Targets 2023:</p> 	<ul style="list-style-type: none"> - End of 2022 data showed a significant difference between our Pasifika and all student achievement in Reading (73% compared to 86%). We would like to close this gap. - We would like to close the gap between our Māori students and whole school achievement (76% compared to 86%).
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<p>Baseline Data: Analysis of school-wide data in February 2023 (End of 2022 data) identified that:</p>	<p>86% of our children are Reading at or above expected level in Reading</p> <ul style="list-style-type: none"> - 76% of our Māori children are Reading at or above expectation. - 83% of boys compared to 90% of girls are reading at or above expectation. - 73% of our Pasifika children are Reading at or above expectation.
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<p>Actions <i>(what did we do?)</i></p>	<p>Outcomes <i>(what happened?)</i></p>	<p>Reasons for the variance <i>(why did it happen?)</i></p>	<p>Evaluation/Planning for 2024 <i>(where to next)</i></p>
<p>All teachers in Year 1 have been trained in BSLA and have implemented this structured Literacy Approach in their classes. All children in Year 1 received at least 20 weeks of BSLA before transitioning to the</p>	<p>Our Reading data continues to have the highest percentage of children achieving at or above expectation with 84% of all children achieving At or Above the expected level.</p>	<p>The daily teaching of Reading and exposure to texts has ensured children made accelerated progress throughout 2023.</p> <p>Children who took part in the BSLA programme showed more confidence when reading.</p>	<p>Literacy Curriculum Leaders coach and Mentor new teachers to ensure they are equipped to deliver our Kaurilands School Literacy expectations. Literacy curriculum team will plan and run staff meetings and carry out observations to ensure all staff are implementing the expectations set out in our Kaurilands Local Curriculum Document.</p>

<p>colour wheel.</p> <p>RTLIT- we have a teacher in both Year 3 and 4 take part in the Teacher Opportunity Programme (TOP) with RTlit. As part of this, Rose (RTLIT advisor) will work with children one on one in the class with high reading needs.</p> <p>Continue providing Reading Recovery for our children in Year 2.</p> <p>Teachers plan for 5 days of Reading.</p> <p>We implemented 'The Code', a structured Literacy Spelling Programme with clear spelling progressions in all Year 2-6 classes. Children developed their skills with decoding words and phonics.</p> <p>Held a parent information evening on what Literacy Looks like at Kaurilands and How whānau can help at home.</p> <p>Staff Meeting held, looking at the Literacy Common Practice Model. Teachers compared this to what their beliefs of what best teaching practice looks like.</p>	<p>Our Reading data (84%) continues to be higher than Writing data (70%).</p> <p>85% of girls are Reading at or above expectation compared to 83 % of boys. The gap between boys and girls' achievement in Reading has decreased.</p> <p>73% of our Māori children are Reading At or Above Expectation (a decrease of 3 children from this time last year). The gap between Māori achievement and whole school achievement has stayed the same.</p> <p>Pasifika student Reading results (80%) are below whole school Reading results (84%) but the number of children achieving At or Above expectation has increased by 7%.</p> <p>We had high representation of whānau at our Term 3 Literacy and Maths information evening.</p>	<ul style="list-style-type: none"> - Between 15 and 20 weeks children were transitioned back to colour wheel texts which have richer language and provide a tool to teach other reading strategies- such as fluency, phrasing and comprehension. - After completing 15 weeks children came out with stronger phonics knowledge - Most children came out able to read at Yellow or higher and were well underway with their reading journey. Some children came out lower, as expected, but had more phonics knowledge than ever before. <p>When we looked closer at the Year Level breakdown of our Māori children we can attribute some of the decline to our Year 2 group and to the enrolment of 4 new children to our school. The Year 2 cohort came through from Year 1 as achieving the expectation. It is not until the curriculum expectation shifts at the end of Year 2 that children start being identified as Working Towards Expectation. 12 children in Year 2 in Reading and Writing are reflected in the 'Working Towards Expectation' numbers for our Māori children.</p> <p>Ongoing running record assessment helped ensure guided reading sessions were targeted to the needs of our children ensuring continued progress.</p> <p>Children taking part in 'The Code' were observed to have better decoding skills and phonics awareness. We are still in the early days of implementing this programme and look forward to</p>	<p>Literacy Curriculum Team, alongside the Senior Leadership Team, will continue to follow the resources, guides and timelines provided by the Ministry of Education to roll out the Curriculum Refresh, Progress Model and Common Practice Models.</p> <p>Strategic Initiative: Provide an authentic, innovative, localised curriculum</p> <p>Broaden our Structured Literacy Approach to teaching and learning in Literacy through Better Start and The Code, Spelling programme.</p> <ul style="list-style-type: none"> - All children in Year 1 and 2 will take part in the Better Start Literacy programme at the beginning of their learning to read journey. Spelling results will improve as a result of Year 3-6 children taking part in 'The Code'. <p>Through Local Curriculum Design, continue to work with PLD providers to develop our teaching practices so children see their own culture reflected in all curriculum areas.</p> <ul style="list-style-type: none"> - Train a new teacher in Reading Recovery. <p>Strategic Initiative: Use data to inform sound pedagogical practice that is differentiated to meet the diverse range of learning needs</p> <p>Continue to develop tracking systems to improve outcomes for all learners as part of kaiako professional growth cycle.</p> <ul style="list-style-type: none"> - Time in team meetings planned to discuss how learners are progressing, with results and actions minuted. Māori and Pasifika achievement is discussed, reflected on and tracked. <p>Teams implement a range of initiatives and evaluate their success to improve achievement.</p> <ul style="list-style-type: none"> - Planning shows initiatives trialled and progress discussed and tracked at team meetings regularly. <p>Formative assessment is used in all core subjects to ensure teachers are targeting the diverse needs of their children.</p> <ul style="list-style-type: none"> - Teachers are using assessment formatively to inform next steps in Reading. Assessment is completed when more information is needed to inform next steps and not only completed twice a year. <p>Strategic Initiative: Develop culturally sustainable practice to enhance education outcomes for our tamariki māori and for all our children</p> <p><i>End of 2023 data showed a significant decrease in the number of Māori children achieving At or Above expectation and the gap between Māori achievement and whole school achievement has widened significantly this year, particularly as the whole school achievement for Reading has increased to 93%.</i></p>
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		<p>seeing its true effects throughout 2024.</p>	<ul style="list-style-type: none"> - Build and strengthen educational success for our Māori and Pasifika children. These children will be tracked and programmes will be researched, implemented and monitored to ensure improved outcomes in Reading, Writing and Maths. - Introduce the one day a week Bilingual Language Programme run by Matua Grant for Māori children in year 4-6 children. <p>Use the Pasifika Plan, Tapasā and guidance from Tui Tuia (Auckland University) as a guide to inform our strategic planning and promote Pasifika learners' participation, engagement and achievement.</p> <ul style="list-style-type: none"> - Our Pasifika Reading, Writing and Maths data improves and the gap between Pasifika and All students decreases. - Pasifika learners and their families feel safe, valued and equipped to achieve their educational aspirations.
<p>Reading Targets 2024:</p> <ul style="list-style-type: none"> - We would like to close the gap between our Māori students and whole school achievement (73% compared to 86%). - We have identified 45 children in Year 2 who need extra support to get to the end of year expectation. We would like to see at least 80% of this cohort achieving at or above expectation at the end of the year. 			

<h1>MATHS</h1>	
<p>Strategic Aim: Annual Aim:</p>	<p>Accelerate the progress and achievement of all children</p> <ul style="list-style-type: none"> - Programmes are offered to accelerate student learning in Maths.
<p>Targets 2023:</p> 	<ul style="list-style-type: none"> - We would like to close the gap between male (86%) and female (75%) Maths achievement. - We would like to close the gap between our Māori children and Whole School Maths data. Currently 74% of our Māori children are achieving at or above expectation compared to 81% of all children. - We would like to close the gap between our Pasifika children and Whole School Maths data. Currently 58% of our Pasifika children are achieving at or above expectation compared to 81% of all children.
<p>Baseline data: Analysis of school-wide data in February 2023 (End of 2022 data) identified that:</p>	<ul style="list-style-type: none"> - 81% of our children are at or above expectation in Maths. - 74% of our Māori children are at or above expectation in Maths. - 75% of girls compared to 86% of boys are at or above expectation in Maths. - 58% of our Pasifika Children are achieving at or above expectation.

Actions <i>(what did we do?)</i>	Outcomes <i>(what happened?)</i>	Reasons for the variance <i>(why did it happen?)</i>	Evaluation/Planning for 2024 <i>(where to next)</i>
<p>Complete our 200 PLD project with our PLD facilitator (Marie Hirst) to ensure effective, up to date pedagogy is in place that aligns with our local curriculum and improves outcomes for all learners. We have 50 hours left of a 200 hour project.</p> <ul style="list-style-type: none"> - As part of this offer PLD opportunities that are differentiated to needs. <p>Upskill our ICoL and Curriculum Leaders to take on the role as mentor and coach to ensure sustainability in the implementation of new learning from PLD.</p> <ul style="list-style-type: none"> - ICoL and Curriculum Leaders support teams to implement new PLD successfully in classes by coaching and mentoring. - Maths Team carried out coaching sessions throughout the year and observations, ensuring teachers felt supported and best practice was happening in classes. <p>ICoL and Curriculum Leaders in Maths network with other schools in Kahui Āko to see what has the most impact on acceleration in Maths.</p> <p>Implemented formative assessment practices to support teachers in identifying gaps and next steps.</p> <p>Held a parent information evening on what Maths looks like at Kaurilands and how whānau can help at</p>	<p>83% of our children are at or above expectation in Maths. This is 2% more than at the end of 2022.</p> <p>85% of all children who started school with us as a 5 year old are achieving at or above expectation. This is 2% higher than the whole school achievement data.</p> <p>We have seen a positive increase of both Boys and Girls achieving At or Above expectation in Maths this year. It is encouraging to see our Girls' achievement increase by 5% and the gap between Boys and Girls Maths closing by 2%.</p> <ul style="list-style-type: none"> - 87% of Boys compared to 80% of girls are at or above expectation in Maths. Boys continue to achieve higher than Girls in Maths. <p>Our Māori achievement in Maths has stayed the same with 73% achieving At or Above expectation. The gap between Māori achievement in Maths(73%) and whole school (83%) has widened as our whole school achievement in Maths has increased.</p> <p>Pasifika Maths results (77%) have increased significantly since the end of last year (58%). This has resulted in the gap between Pasifika achievement and whole school achievement decreasing.</p> <p>We had high representation of whānau at our Term 3 Literacy and Maths information evening.</p>	<p>It has been pleasing to see a steady increase in achievement in Maths over the past 4 years. We have seen an increase of 8% of children achieving At or Above expectation during this time. We have invested many hours in Maths PLD during this time, and it is nice to see that this is having an impact on our student outcomes.</p> <p>We completed our 200 hours of PLD with Marie Hirst at the end of Term 2. This allowed staff to upskill and make positive changes to their teaching Maths Practise.</p> <p>Teachers were well supported by the Maths Curriculum leaders in the form of coaching in the remainder two terms. Our Maths Curriculum leaders and ICoL worked closely with syndicates to support any PLD and ensure expectations set in our Local Curriculum were being met.</p> <p>Daily number talks, mixed ability problem solving,real life engaging Maths problems and targeted workshops are now a big part of our weekly Maths programme, supporting children with engagement and improvement in Maths.</p> <p>The shift to using Maths assessment in a formative way (testing each domain pre and post teaching) ensured lessons were targeted to the needs of children and helped to accelerate learning. More work needs to be invested in Maths assessment throughout 2024 (particularly summative assessment).</p>	<p>Maths Curriculum Leaders coach and Mentor new teachers to ensure they are equipped to deliver our Kaurilands School Maths expectations. Maths curriculum team will plan and run staff meetings and carry out observations to ensure all staff are implementing the expectations set out in our Kaurilands Local Curriculum Document.</p> <p>Maths Curriculum Team, alongside the Senior Leadership Team, will continue to follow the resources, guides and timelines provided by the Ministry of Education to roll out the Curriculum Refresh, Progress Model and common practice Models.</p> <p>Strategic Initiative: Use data to inform sound pedagogical practice that is differentiated to meet the diverse range of learning needs</p> <p>Continue to develop tracking systems to improve outcomes for all learners as part of kaiako professional growth cycle.</p> <ul style="list-style-type: none"> - Time in team meetings planned to discuss how learners are progressing, with results and actions minuted. Māori and Pasifika achievement is discussed, reflected on and tracked. <p>Teams implement a range of initiatives and evaluate their success to improve achievement.</p> <ul style="list-style-type: none"> - Planning shows initiatives trialled and progress discussed and tracked at team meetings regularly. <p>Formative assessment is used in all core subjects to ensure teachers are targeting the diverse needs of their children.</p> <ul style="list-style-type: none"> - Teachers are using assessment formatively to inform next steps in Reading. Assessment is completed when more information is needed to inform next steps and not only completed twice a year. - Maths Curriculum Team and Senior Leadership will investigate best Assessment practices in Maths to support teaching and learning throughout 2024. <p>Strategic Initiative: Develop culturally sustainable practice to enhance education outcomes for our tamariki māori and for all our children</p> <ul style="list-style-type: none"> - Build and strengthen educational success for our Māori and Pasifika children. These children will be tracked and programmes will be researched, implemented and monitored to ensure improved outcomes in Reading, Writing and Maths.

<p>home- supported by Marie Hirst (our PLD facilitator).</p> <p>Staff Meeting held, looking at the Maths Common Practice Model. Teachers compared this to what their beliefs of what best teaching practice looks like.</p>		<p>Mixed ability problem solving groups allowed children to be exposed to new content and strategies that ability grouping did not allow for. Children are able to learn from their peers.</p>	<ul style="list-style-type: none"> - Introduce the one day a week Bilingual Language Programme run by Matua Grant for Māori children in year 4-6 children. <p>Use the Pasifika Plan, Tapasā and guidance from Tui Tuia (Auckland University) as a guide to inform our strategic planning and promote Pasifika learners' participation, engagement and achievement.</p> <ul style="list-style-type: none"> - Our Pasifika Reading, Writing and Maths data improves and the gap between Pasifika and All students decreases. - Pasifika learners and their families feel safe, valued and equipped to achieve their educational aspirations.
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<p>Maths Targets 2024</p> <ul style="list-style-type: none"> - We would like to close the gap between our Māori children and Whole School Maths data. Currently 73% of our Māori children are achieving at or above expectation compared to 83% of all children. - We would like to increase the number of children achieving at or above expectation in Year 6 (72%) to align with the whole school (83%).

<p>Te Tiriti o Waitangi at Kaurilands</p> <p>How we have given effect to Te Tiriti o Waitangi:</p>
<p>The school is committed to Te Tiriti o Waitangi. This is emphasised throughout our strategic plan. A lot of what we are doing is covered in this document but a few of our initiatives need to be added here:</p> <ul style="list-style-type: none"> - We are committed to strong Māori representation within our school including having a Māori trustee (over many years). We presently have 2 Māori trustees including the Presiding member. - Te Reo and Tikanga are mandatory to the weekly timetable for all. - Our school works with providers who enhance our knowledge and delivery within te ao Māori such as MAZ- The Māori Achievement Collaborative, Te Kawerau a Maki- our local iwi, our Kapa haka tutors who work with children and staff. We have opened a bi-lingual class in 2024. - All Māori achievement data is interrogated and prioritised. One of our key school wide goals is the increase in Māori student achievement in 2024.