

ORAKEI SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number: 1402

Principal: Shanthan Naidu

School Address: Grace Street, Orakei

School Postal Address: P O Box 42087, Orakei, Auckland, 1745

School Phone: 09 521 0657

School Email: office@orakei.school.nz

Accountant / Service Provider:

Education  *Services.*
Dedicated to your school

Orakei School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Shanthan Naidu	Principal	ex Officio	
Anne Marie Biggs	Acting Principal	Appointed	Jan 2023
Diane Ah-Chan	Parent Representative	Elected	Sep 2025
Te Arepa Morehu	Parent Representative	Elected	Sep 2025
Rick Agraval	Parent Representative	Elected	Dec 2023
Elise Copeland	Parent Representative	Elected	Sep 2025
Dr Todd Keenan	Parent Representative	Elected	Sep 2025
Sharleen Mischiefski	Parent Representative	Elected	Sep 2025
Philip Venables	Parent Representative	Elected	Sep 2025
Jonelle Koia	Parent Representative	Co-opted	Sep 2025
Anthony Hall	Staff Representative	Elected	Sep 2025

ORAKEI SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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Orakei 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.

Te Arepa Morehu

Full Name of Presiding Member



Signature of Presiding Member

10/09/2024

Date:

Shanthan Naidu

Full Name of Principal



Signature of Principal

10/09/2024

Date:

Orakei School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

		2023	2023	2022
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	4,226,966	4,745,731	4,945,921
Locally Raised Funds	3	90,177	103,570	93,687
Interest		20,577	3,500	4,556
Total Revenue		4,337,720	4,852,801	5,044,164
Expense				
Locally Raised Funds	3	14,891	18,500	38,555
Learning Resources	4	2,927,008	3,024,210	2,908,588
Administration	5	193,765	161,932	216,149
Interest		1,717	1,655	2,134
Property	6	1,458,590	1,749,503	1,799,888
Loss on Disposal of Property, Plant and Equipment		-	-	2,721
Total Expense		4,595,971	4,955,800	4,968,035
Net Surplus / (Deficit) for the year		(258,251)	(102,999)	76,129
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(258,251)	(102,999)	76,129

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

Orakei 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		1,113,412	1,013,821	1,037,283
Total comprehensive revenue and expense for the year		(258,251)	(102,999)	76,129
Contribution - Furniture and Equipment Grant		25,147	-	-
Equity at 31 December		880,308	910,822	1,113,412
Accumulated comprehensive revenue and expense		880,308	910,822	1,113,412
Equity at 31 December		880,308	910,822	1,113,412

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.

Orakei School Statement of Financial Position

As at 31 December 2023

		2023	2023	2022
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	7	377,943	443,387	570,169
Accounts Receivable	8	192,853	196,450	227,906
GST Receivable		10,023	8,438	4,072
Prepayments		7,328	5,682	5,444
Inventories	9	643	4,246	1,190
Investments	10	206,786	250,000	-
Funds Receivable for Capital Works Projects	16	49,085	-	106,410
		<u>844,661</u>	<u>908,203</u>	<u>915,191</u>
Current Liabilities				
Accounts Payable	12	230,741	268,477	196,784
Revenue Received in Advance	13	16,395	6,957	6,957
Provision for Cyclical Maintenance	14	3,596	2,750	2,769
Finance Lease Liability	15	9,592	11,702	12,641
		<u>260,324</u>	<u>289,886</u>	<u>219,151</u>
Working Capital Surplus/(Deficit)		584,337	618,317	696,040
Non-current Assets				
Property, Plant and Equipment	11	456,517	435,003	528,882
		<u>456,517</u>	<u>435,003</u>	<u>528,882</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	155,247	127,637	102,607
Finance Lease Liability	15	5,299	14,861	8,903
		<u>160,546</u>	<u>142,498</u>	<u>111,510</u>
Net Assets		<u>880,308</u>	<u>910,822</u>	<u>1,113,412</u>
Equity		<u>880,308</u>	<u>910,822</u>	<u>1,113,412</u>

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

Orakei School

Statement of Cash Flows

For the year ended 31 December 2023

		2023	2023	2022
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		953,370	967,055	1,103,978
Locally Raised Funds		81,083	87,570	97,068
International Students		14,348	-	-
Goods and Services Tax (net)		(5,951)	-	4,366
Payments to Employees		(648,942)	(646,950)	(622,395)
Payments to Suppliers		(428,114)	(185,783)	(202,488)
Interest Paid		(1,717)	(1,655)	(2,134)
Interest Received		19,369	3,500	5,221
Net cash from/(to) Operating Activities		(16,554)	223,737	383,616
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	3,000	-
Purchase of Property Plant & Equipment (and Intangibles)		(43,039)	(38,314)	(57,877)
Purchase of Investments		(206,786)	-	-
Net cash from/(to) Investing Activities		(249,825)	(35,314)	(57,877)
Cash flows from Financing Activities				
Furniture and Equipment Grant		25,147	-	-
Finance Lease Payments		(8,319)	(16,534)	(7,616)
Funds Administered on Behalf of Other Parties		57,325	-	(19,452)
Net cash from/(to) Financing Activities		74,153	(16,534)	(27,068)
Net increase/(decrease) in cash and cash equivalents		(192,226)	171,889	298,671
Cash and cash equivalents at the beginning of the year	7	570,169	271,498	271,498
Cash and cash equivalents at the end of the year	7	377,943	443,387	570,169

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 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.

Orakei School

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

Orakei 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 11.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 21b.

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) 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.

e) 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.

f) 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.

g) 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.

h) Inventories

Inventories are consumable items held for sale and comprised of Stationery and Uniform. 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.

i) 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.

j) 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	40 years
Furniture and Equipment	5-10 years
Information and Communication Technology	3-10 years
Library Resources	8 years DV
Leased assets held under a Finance Lease	Term of Lease

k) 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.

l) Impairment of property, plant, and equipment and intangible assets

The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information. The valuation is based on a comparison to recent market transactions.

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

The reversal of an impairment loss is recognised in the surplus or deficit. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

m) 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.

n) Employee Entitlements

Short-term employee entitlements

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned, by non teaching staff, to but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in surplus or deficit in the period in which they arise.

o) Revenue Received in Advance

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

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

p) 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.

q) 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.

r) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts 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.

s) 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 Schools 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.

t) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

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

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

u) 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.

v) 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.

w) Budget Figures

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

x) 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	955,935	948,855	1,115,719
Teachers' Salaries Grants	2,031,213	2,238,539	2,194,668
Use of Land and Buildings Grants	1,221,119	1,558,337	1,602,687
Other Government Grants	18,699	-	32,847
	4,226,966	4,745,731	4,945,921

The school has opted in to the donations scheme for this year. Total amount received was \$55,329.

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	17,261	45,250	26,397
Fees for Extra Curricular Activities	15,256	13,820	21,884
Trading	4,690	-	5,357
Fundraising & Community Grants	12,535	2,500	13,962
International Students	14,348	16,000	-
Montessori	26,087	26,000	26,087
	90,177	103,570	93,687
Expense			
Extra Curricular Activities Costs	10,081	18,500	34,554
Trading	1,982	-	4,001
Fundraising & Community Grant Costs	722	-	-
International Student - Student Recruitment	2,087	-	-
International Student - Other Expenses	19	-	-
	14,891	18,500	38,555
<i>Surplus for the year Locally raised funds</i>	75,286	85,070	55,132

During the year the School hosted 1 International student (2022:0)

4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	122,948	121,488	114,712
Information and Communication Technology	41,192	35,000	34,994
Library Resources	692	1,200	934
Employee Benefits - Salaries	2,613,272	2,711,730	2,599,788
Staff Development	26,325	37,000	29,238
Depreciation	122,579	117,792	128,922
	2,927,008	3,024,210	2,908,588

5. Administration

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fees	7,386	7,237	7,026
Board Fees	935	6,270	3,830
Board Expenses	2,714	4,900	16,309
Communication	1,571	3,700	3,257
Consumables	9,987	7,000	7,329
Operating Leases	675	-	723
Other	35,152	29,175	28,509
Employee Benefits - Salaries	120,235	102,950	136,894
Insurance	4,951	700	3,728
Service Providers, Contractors and Consultancy	10,159	-	8,544
	193,765	161,932	216,149

6. Property

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	9,073	8,250	9,754
Consultancy and Contract Services	49,837	49,000	42,404
Cyclical Maintenance Provision	53,467	27,757	27,526
Grounds	22,193	9,500	13,090
Heat, Light and Water	21,210	15,000	18,895
Repairs and Maintenance	33,272	31,125	31,887
Use of Land and Buildings	1,221,119	1,558,337	1,602,687
Security	13,677	11,600	13,102
Employee Benefits - Salaries	34,742	38,934	40,543
	1,458,590	1,749,503	1,799,888

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	377,943	242,950	368,421
Short-term Bank Deposits	-	200,437	201,748
Cash and cash equivalents for Statement of Cash Flows	377,943	443,387	570,169

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

8. Accounts Receivable

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	3,387	16,808	11,436
Receivables from the Ministry of Education	10,341	-	25,115
Interest Receivable	1,598	1,055	390
Banking Staffing Underuse	-	-	24,579
Teacher Salaries Grant Receivable	177,527	178,587	166,386
	<u>192,853</u>	<u>196,450</u>	<u>227,906</u>
Receivables from Exchange Transactions	4,985	17,863	36,941
Receivables from Non-Exchange Transactions	187,868	178,587	190,965
	<u>192,853</u>	<u>196,450</u>	<u>227,906</u>

9. Inventories

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	-	960	-
Uniform	643	3,286	1,190
	<u>643</u>	<u>4,246</u>	<u>1,190</u>

10. Investments

The School's investment activities are classified as follows:

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	206,786	250,000	-
Total Investments	<u>206,786</u>	<u>250,000</u>	<u>-</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Building Improvements	100,467	13,408	-	-	(3,457)	110,418
Furniture and Equipment	342,171	6,348	-	-	(81,219)	267,300
Information and Communication Technology	60,516	23,282	-	-	(23,451)	60,347
Leased Assets	19,936	7,176	-	-	(13,728)	13,384
Library Resources	5,792	-	-	-	(724)	5,068
Balance at 31 December 2023	528,882	50,214	-	-	(122,579)	456,517

The net carrying value of equipment held under a finance lease is \$13,384 (2022: \$19,936)

Restrictions

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

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	145,123	(34,705)	110,418	131,715	(31,248)	100,467
Furniture and Equipment	914,531	(647,231)	267,300	908,184	(566,013)	342,171
Information and Communication Technology	238,106	(177,759)	60,347	214,823	(154,307)	60,516
Leased Assets	42,325	(28,941)	13,384	39,288	(19,352)	19,936
Library Resources	26,115	(21,047)	5,068	26,115	(20,323)	5,792
Balance at 31 December	1,366,200	(909,683)	456,517	1,320,125	(791,243)	528,882

12. Accounts Payable

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	35,852	63,493	20,950
Accruals	3,237	25,462	7,026
Employee Entitlements - Salaries	187,868	178,587	166,386
Employee Entitlements - Leave Accrual	3,784	935	2,422
	230,741	268,477	196,784
Payables for Exchange Transactions	230,741	268,477	196,784
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	230,741	268,477	196,784

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
International Student Fees in Advance	6,957	6,957	6,957
Grants in Advance - Ministry of Education	9,438	-	-
	16,395	6,957	6,957

14. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	105,376	102,630	77,850
Increase to the Provision During the Year	27,738	27,757	27,738
Other Adjustments	25,729	-	(212)
Provision at the End of the Year	158,843	130,387	105,376
Cyclical Maintenance - Current	3,596	2,750	2,769
Cyclical Maintenance - Non current	155,247	127,637	102,607
	158,843	130,387	105,376

Per the cyclical maintenance schedule, the school is next expected to undertake painting works during 2024. This plan is based on the schools 10 Year Property plan / painting quotes.

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	10,484	11,702	14,043
Later than One Year and no Later than Five Years	5,641	14,861	9,422
Future Finance Charges	(1,234)	-	(1,921)
	14,891	26,563	21,544

Represented by

Finance lease liability - Current	9,592	11,702	12,641
Finance lease liability - Non current	5,299	14,861	8,903
	14,891	26,563	21,544

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 projects is included under cash and cash equivalents in note 7.

	2023	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Water in Elevator Lift			(6,282)	-	(12,381)	-	(18,663)
Sewerage Pumps		247065	(30,422)	-	-	-	(30,422)
AMS Combined Project		211793	(67,980)	57,625	(3,053)	13,408	-
SIP Playground Project		230539	(1,726)	1,726	-	-	-
Totals			<u>(106,410)</u>	<u>59,351</u>	<u>(15,434)</u>	<u>13,408</u>	<u>(49,085)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(49,085)

	2022	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Block 1 Maintenance			5,022	(59,829)	54,807	-	-
Main Block/Roll Growth			4,996	(4,996)	-	-	-
Water in Elevator Lift			(29,505)	-	23,223	-	(6,282)
Sewerage Pumps		247065	(23,292)	-	(7,130)	-	(30,422)
AMS Combined Project		211793	(16,074)	59,829	(111,735)	-	(67,980)
SIP Project-Paving Replacement		227671	(2,409)	2,799	(390)	-	-
Roof Replacement,H&S Drainage Works		211796	193	(193)	-	-	-
Essential Works			(26,166)	-	26,166	-	-
SIP Playground Project		230539	-	37,333	(39,059)	-	(1,726)
Totals			<u>(87,235)</u>	<u>34,943</u>	<u>(54,118)</u>	<u>-</u>	<u>(106,410)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(106,410)

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 conditions 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 Principal, Associate Principal and SENCO.

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	935	3,830
<i>Leadership Team</i>		
Remuneration	497,038	420,513
Full-time equivalent members	4.00	3.19
Total key management personnel remuneration	497,973	424,343

There are 9 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 (2 members) and Property (1 members) committees that met 9 times. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings.

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	150 - 160	120-130
Benefits and Other Emoluments	4 - 5	1-2
Termination Benefits	-	-

Principal 2

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

Salary and Other Payments	-	50-60
Benefits and Other Emoluments	-	-
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	4.00	1.00
110 - 120	2.00	-
120 - 130	1.00	2.00
	7.00	3.00

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

19. Compensation and Other Benefits Upon Leaving

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

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

20. Contingencies

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

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.

21. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2023 (Capital commitments at 31 December 2022: \$0).

(b) Operating Commitments

There are no operating commitments as at 31 December 2023 (Operating commitments at 31 December 2022: nil).

22. Financial Instruments

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

Financial assets measured at amortised cost

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	377,943	443,387	570,169
Receivables	192,853	196,450	227,906
Investments - Term Deposits	206,786	250,000	-
Total financial assets measured at amortised cost	<u>777,582</u>	<u>889,837</u>	<u>798,075</u>

Financial liabilities measured at amortised cost

Payables	230,741	268,477	196,784
Finance Leases	14,891	26,563	21,544
Total financial liabilities measured at amortised cost	<u>245,632</u>	<u>295,040</u>	<u>218,328</u>

23. Events After Balance Date

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

24. Comparatives

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

**INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF ORAKEI SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2023**

The Auditor-General is the auditor of Orakei School (the "School"). The Auditor-General has appointed me, Brendan Lyon, using the staff and resources of Crowe New Zealand Audit Partnership, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 1 to 20, that comprise the statement of financial position as at 31 December 2023, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- a) present fairly, in all material respects:
 - its financial position as at 31 December 2023; and
 - its financial performance and cash flows for the year then ended; and
- b) comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 10 September 2024. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises of the Evaluation of the school's student's progress and achievement, Statement of Variance, Report on how the school has given effect to Te Tiriti o Waitangi, Kiwisport Funding report and Statement of Compliance with Good Employer Policy but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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

A handwritten signature in blue ink, appearing to read "B Lyon", with a long horizontal line extending to the right.

Brendan Lyon
Partner¹
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Auckland, New Zealand

¹ The title 'Partner' conveys that the person is a senior member within their respective division and is among the group of persons who hold an equity interest (shareholder) in its parent entity, Findex Group Limited. The only professional service offering which is conducted by a partnership is external audit, conducted via the Crowe Australasia external audit division and Unison SMSF Audit. All other professional services offered by Findex Group Limited are conducted by a privately owned organisation and/or its subsidiaries.

Evaluation and analysis of the school's students' progress and achievement

School Name:	Orakei School	School Number:	1402																																																																																																																																																																
Strategic Aim:	Student Learning - Achievement																																																																																																																																																																		
Annual Aim:	<ol style="list-style-type: none"> To increase the number of students who will be Reading at or above the expected curriculum level for their year. To increase the number of students who will be Writing at or above the expected curriculum level for their year. To increase the number of students who will be Maths at or above the expected curriculum level for their year. 																																																																																																																																																																		
Target:	<ol style="list-style-type: none"> 80% of students achieve at least 12 months progress in Reading 80% of students achieve at least 12 months progress in Writing 80% of students achieve at least 12 months progress in Maths 																																																																																																																																																																		
Baseline Data:	<table border="1"> <thead> <tr> <th rowspan="2">MID YEAR</th> <th colspan="2">All Students Yr 0 - 8</th> <th colspan="2">Boys Yr 0 - 8</th> <th colspan="2">Girls Yr 0 - 8</th> <th colspan="2">Maori Students Yr 0 - 8</th> <th colspan="2">Pasifika Students Yr 0 - 8</th> </tr> <tr> <th>Total</th> <th>%</th> <th>Total</th> <th>%</th> <th>Total</th> <th>%</th> <th>Total</th> <th>%</th> <th>Total</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>READING</td> <td colspan="10"></td> </tr> <tr> <td>Students Achieving Within or Above</td> <td>157</td> <td>65%</td> <td>82</td> <td>63%</td> <td>75</td> <td>68%</td> <td>24</td> <td>39%</td> <td>5</td> <td>42%</td> </tr> <tr> <td>Students Achieving Below</td> <td>85</td> <td>35%</td> <td>49</td> <td>37%</td> <td>36</td> <td>32%</td> <td>38</td> <td>61%</td> <td>7</td> <td>58%</td> </tr> <tr> <td>Total</td> <td colspan="2">242</td> <td colspan="2">131</td> <td colspan="2">111</td> <td colspan="2">62</td> <td colspan="2">12</td> </tr> <tr> <td>WRITING</td> <td colspan="10"></td> </tr> <tr> <td>Students Achieving Within or Above</td> <td>125</td> <td>52%</td> <td>60</td> <td>46%</td> <td>65</td> <td>59%</td> <td>13</td> <td>21%</td> <td>4</td> <td>33%</td> </tr> <tr> <td>Students Achieving Below</td> <td>116</td> <td>48%</td> <td>71</td> <td>54%</td> <td>45</td> <td>41%</td> <td>49</td> <td>79%</td> <td>8</td> <td>67%</td> </tr> <tr> <td>Total</td> <td colspan="2">241</td> <td colspan="2">131</td> <td colspan="2">110</td> <td colspan="2">62</td> <td colspan="2">12</td> </tr> <tr> <td>MATHS</td> <td colspan="10"></td> </tr> <tr> <td>Students Achieving Within or Above</td> <td>151</td> <td>63%</td> <td>83</td> <td>64%</td> <td>68</td> <td>61%</td> <td>20</td> <td>32%</td> <td>5</td> <td>42%</td> </tr> <tr> <td>Students Achieving Below</td> <td>89</td> <td>37%</td> <td>46</td> <td>36%</td> <td>43</td> <td>39%</td> <td>41</td> <td>67%</td> <td>7</td> <td>58%</td> </tr> <tr> <td>Total</td> <td colspan="2">240</td> <td colspan="2">129</td> <td colspan="2">111</td> <td colspan="2">61</td> <td colspan="2">12</td> </tr> </tbody> </table>										MID YEAR	All Students Yr 0 - 8		Boys Yr 0 - 8		Girls Yr 0 - 8		Maori Students Yr 0 - 8		Pasifika Students Yr 0 - 8		Total	%	Total	%	Total	%	Total	%	Total	%	READING											Students Achieving Within or Above	157	65%	82	63%	75	68%	24	39%	5	42%	Students Achieving Below	85	35%	49	37%	36	32%	38	61%	7	58%	Total	242		131		111		62		12		WRITING											Students Achieving Within or Above	125	52%	60	46%	65	59%	13	21%	4	33%	Students Achieving Below	116	48%	71	54%	45	41%	49	79%	8	67%	Total	241		131		110		62		12		MATHS											Students Achieving Within or Above	151	63%	83	64%	68	61%	20	32%	5	42%	Students Achieving Below	89	37%	46	36%	43	39%	41	67%	7	58%	Total	240		129		111		61		12	
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Actions

What did we do?

Hero

- We moved to a new learning management system at the beginning of the year. Hero provided an easy way for teachers to track student learning goals and progress against the assigned learning goals.

Teams - Data analysis on Hero

- A key component of all team meetings is reviewing the progress of all students. Discussions around strategies that are working for students are shared as well as concerns for any students who are at risk of not making progress.

What interventions and strategies are working for our target students?

- Develop and implement IEPs for students with identified students with behaviour and learning needs.
- Collaborate with special education professionals to ensure the effective delivery of individualised interventions.
- Conduct small group instruction to provide targeted support to students who require additional assistance.
- Group students based on their learning needs, allowing for more personalised attention.

How can we ensure that accelerated progress is being made?

Early Intervention and Support:

Identify students who may benefit from accelerated progress early on and provide targeted support. Implement interventions at the first sign of academic challenges to prevent gaps from widening.

Student Goal-Setting on Hero:

- Involve students in setting their own learning goals.
- Foster a growth mindset and empower students to take ownership of their academic progress.
- Teams tracking and analysing their own team data and identifying collective actions.

Teacher Collaboration and Professional Learning Communities (PLCs):

- Foster collaboration among teachers and create PLCs to share successful strategies and interventions.
- Establish a culture of continuous improvement, where educators collaboratively analyze student data and adjust instructional practices.

Regular Communication with Parents:

- Keep parents informed about their child's progress, goals, and the strategies being implemented.
- Encourage parent involvement and support at home to reinforce accelerated learning.

Professional Learning

- ERO review template - teams undertook self review of data and personalised learning programs to suit the needs of students.
- Continue to make reference to our student targets within our documentation and schedule systematic self-review opportunities through our team meetings.
- Target groups created on Hero and class teachers also created their individual tracking forms.

Learning Support

- SENCO - identified students that required further support
- Literacy - students were supported through the Reading Recovery Program

ESOL

- Teachers identified students that required extra support and attended weekly ESOL sessions(ESOL and low readers)

Outcomes

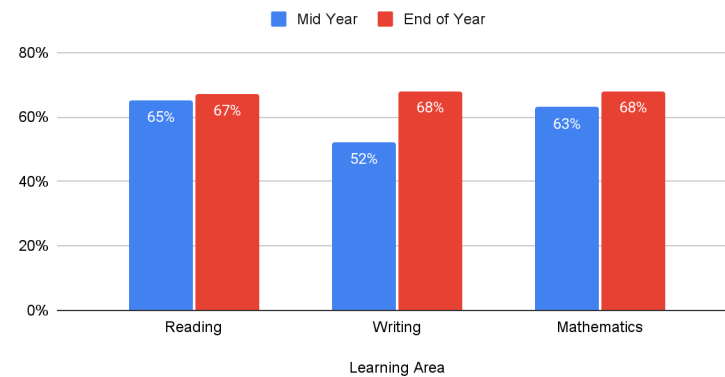
What happened?

END YEAR	All Students Yr 0 - 8		Boys Yr 0 - 8		Girls Yr 0 - 8		Maori Students Yr 0 - 8		Pasifika Students Yr 0 - 8	
	Total	%	Total	%	Total	%	Total	%	Total	%
READING										
Students Achieving Within or Above	155	67%	76	63%	78	72%	26	41%	5	38%
Students Achieving Below	77	33%	45	37%	30	28%	38	59%	8	62%
Total	232		121		108		64		13	
WRITING										
Students Achieving Within or Above	157	68%	74	61%	83	75%	25	39%	8	62%
Students Achieving Below	75	32%	48	39%	27	25%	39	61%	5	38%
Total	232		122		110		64		13	
MATHS										
Students Achieving Within or Above	157	68%	75	61%	77	71%	25	39%	5	38%
Students Achieving Below	75	32%	47	39%	32	29%	39	61%	8	62%
Total	232		122		109		64		13	

All Students within or above expectation comparison - mid to end of year

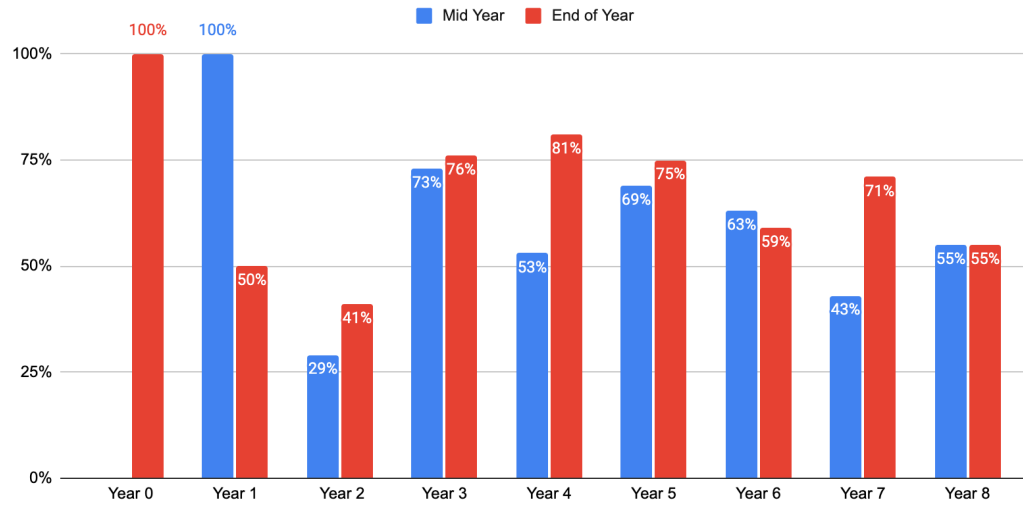
Learning Area	Mid Year	End of Year	
Reading	65%	67%	↑
Writing	52%	68%	↑
Mathematics	63%	68%	↑

2023 - Achievement Progress - % of all students achieving within or above expectation

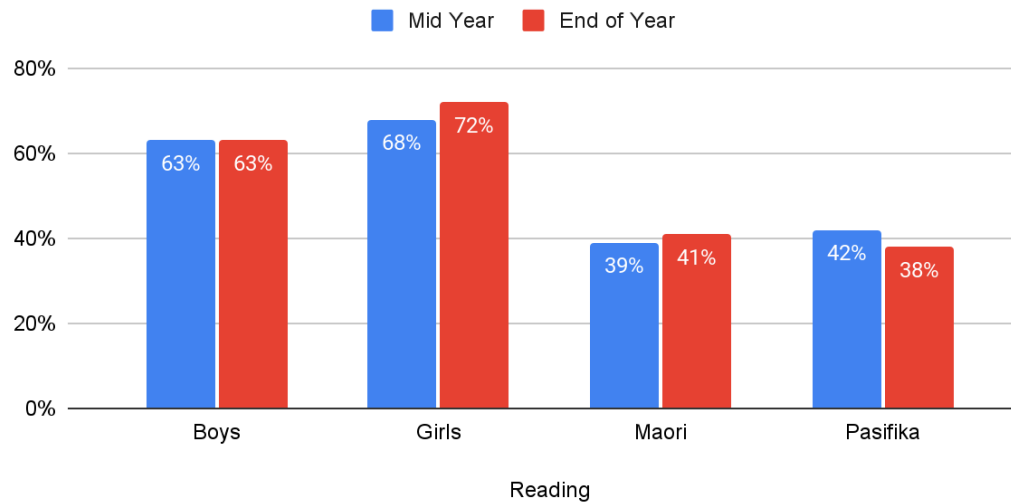


Reading (End of Year)
Achievement Data

2023 - Reading - % of students achieving within or above expectation - Year Levels

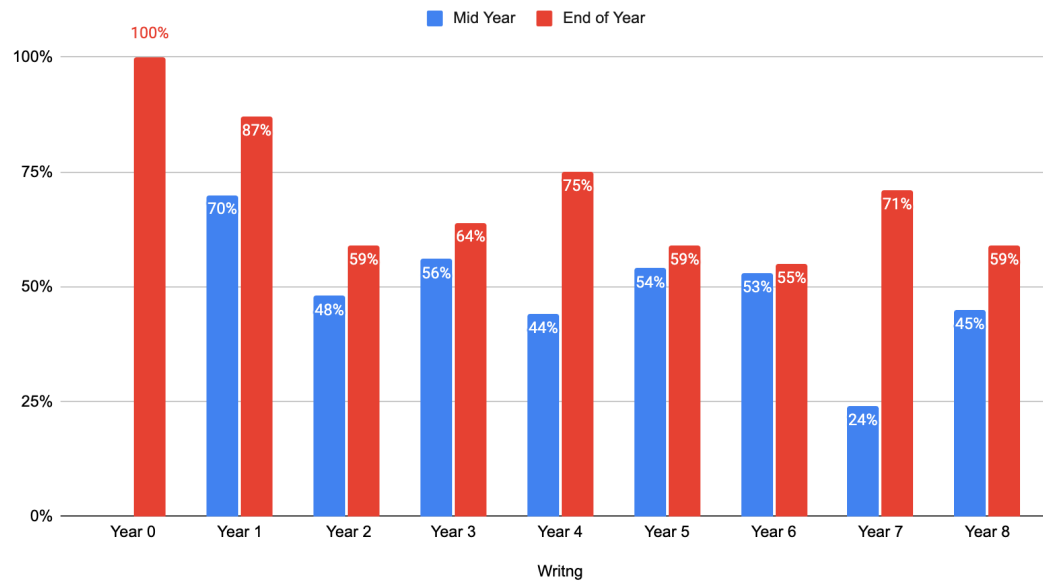


2023 - Reading - % of students achieving within or above expectation

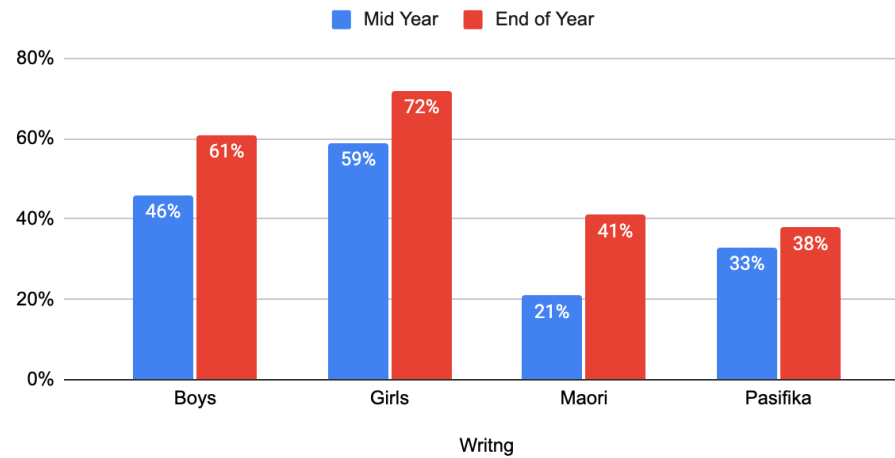


Writing (End of Year)
Achievement Data

2023 - Writing - % of students achieving within or above expectation - Year Levels

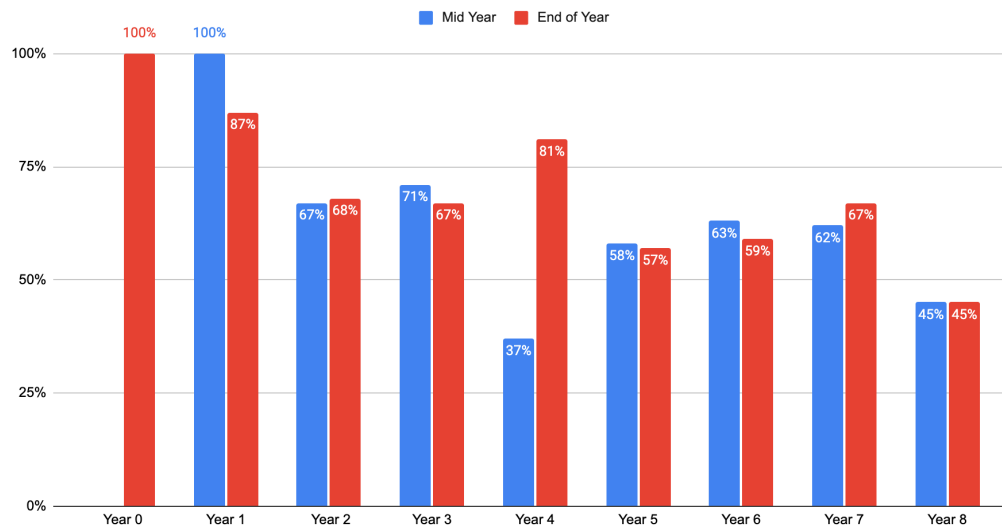


2023 - Writing - % of students achieving within or above expectation

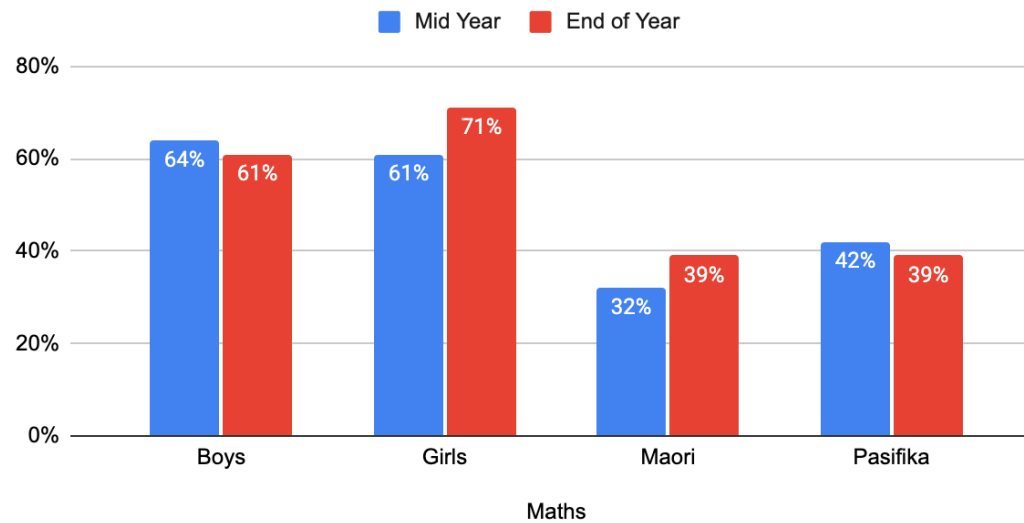


**Maths (End of Year)
Achievement Data**

2023 - Mathematics - % of students achieving within or above expectation - Year Levels



2023 - Maths - % of students achieving within or above expectation



Statement of Variance

Reasons for the variance <i>Why did it happen?</i>	<ul style="list-style-type: none">● In 2023 we have introduced the Reading, Writing & Maths Progressions - making these visible to teachers, students & parents so that they are aware of their next steps.● A more focussed approach to reviewing assessment data, teaching and learning resources more aligned to student goals.● A better understanding of curriculum expectations within composite classes, and how to plan for differentiation within the curriculum● Staff meetings aligned to the annual plan, with a focus on improving teacher practice and provide professional development opportunities as a staff.
Evaluation <i>Where to next?</i>	<ul style="list-style-type: none">● Teachers continue to build greater confidence in making Overall Teacher Judgements using the progressions on Hero.● Teams to develop strategies to review teaching & learning programs to improve student learning outcomes.● Continue to work on schoolwide moderation in Reading, Writing & Maths to ensure consistency of student progress over the course of the year.● Target students - teams to create a cohort of target students in Reading, Writing & Maths and track progress over the course of the year.● PD in Structured Literacy will result in greater shifts in our Literacy data, as the data suggests, we made little increase in achievement in reading● Cultural responsive practice - identify ways to incorporate culturally appropriate learning experiences.● PLD - working alongside facilitators to target key learning initiatives.● Implement RTI (Response to intervention) frameworks to provide targeted support to students at different tiers.
Planning for next year:	<ul style="list-style-type: none">● A school wide Structured Literacy approach working with Liz Kane literacy. Establish new literacy resources that align well with the Structured Literacy program. Teams to establish target learning groups for core curriculum - Reading, Writing, Maths. Track cohorts of students within class and across teams. Regular data discussions.● Revisit the ERO self review process with staff - Noticing, Investigating, Collaborative Sense Making, Prioritising to take action, Monitoring & Evaluating● Mitey - health and well-being program that supports cultural responsive practice and literacy programs in class.● Mana Potential - reviewing and enhancing our school wide cultural capabilities and practice with Angeline McDonald from Waikato University. Angeline will work alongside our Within School Leader to promote new learning and culturally responsive practice.

Report on how the school has given effect to Te Tiriti o Waitangi

How have we given effect to the Treaty of Waitangi

Working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori.

Taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori.

Achieving equitable outcomes for Māori students.

Incorporating Local Tikanga Māori, Mātauranga Māori, and Te Ao Māori:

- Ōrākei School actively involve local iwi and Māori communities in the development of plans, policies, and the local curriculum. This ensures that the cultural values, traditions, and perspectives of Māori are integrated into the educational environment.
- Teachers and staff will be receiving professional development on tikanga Māori, mātauranga Māori (Māori knowledge), and te ao Māori (Māori worldviews) to enhance their understanding and ability to incorporate these elements into their teaching practices. This year we will be focussing on Mana potential, culturally responsive practice & our Rumaki kaiako will be supporting us in establishing strong protocols for pōhiri, waiata, karakia, kapa haka and celebration of key events on the Māori calendar.

Instruction in Tikanga Māori and Te Reo Māori:

- We are taking reasonable steps to make instruction available in tikanga Māori (Māori customs) and te reo Māori (Māori language).
- Offering language classes, integrating Māori language into daily routines, and creating opportunities for students to engage with and learn te reo Māori are essential steps.

Equitable Outcomes for Māori Students:

As a school we prioritise achieving equitable educational outcomes for Māori students. This includes monitoring and addressing disparities in achievement, participation, and overall well-being.

- Implementing targeted support programs, providing cultural mentors, and fostering a culturally responsive teaching environment can contribute to improving outcomes for Māori students.

Culturally Responsive Policies:

- Through Schooldocs we ensure school policies reflect and respect the principles of the Treaty of Waitangi. This involves an ongoing review of policies to identify and eliminate any potential bias or discrimination against Māori students.
- Recognizing and valuing diverse perspectives within the school community and fostering an inclusive environment that respects and celebrates Māori culture. This is evident in our strategic and annual plan, which was done in consultation with whānau and our wider school community.

Partnership with Māori Communities:

- Establishing and maintaining strong relationships with local iwi, Māori organizations, and the wider Māori community. This partnership ensures that the school is actively engaging with and responding to the needs and aspirations of Māori students and their families.
- We have established strong connections with Ngati Whatua Ōrākei and our lead Rumaki kaiako is supporting our school's vision to ensure tikanga maori is implemented in an authentic and culturally appropriate manner.

Professional Development for Staff:

- Providing ongoing professional development opportunities for teachers and staff to enhance their cultural competence and understanding of the Treaty of Waitangi. PLD will be provided by our Rumaki lead, with focussing the Rumaki kaiako and tamariki, with Ngati Whatua centic curriculum.
- Encouraging reflective practice and continuous learning to ensure that educators are well-equipped to create an inclusive and culturally responsive learning environment.

Overall, the Treaty of Waitangi principles is woven into the fabric of the school's culture, policies, and practices to create an educational environment that respects and values Māori perspectives and contributes to the success of Māori students.

Orakei School

Kiwisport Funding Report

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2023, the school received total Kiwisport funding of \$5,113 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2023 the Orakei School Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.