

KAIPAKI SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number: 1760

Principal: Kim Budd

School Address: 687 Kaipaki Road

School Postal Address: 687 Kaipaki Road RD 3, Cambridge, 3495

School Phone: 07 823 6653

School Email: office@kaipaki.school.nz

Accountant / Service Provider:

Education  Services.
Dedicated to your school

KAIPAKI SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

Index

Page	Statement
1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 20	Notes to the Financial Statements
	Independent Auditor's Report
	Other Information
25	Members of the Board
26	Kiwisport
27 - 28	Statement of Compliance with Employment Policy
29 - 32	Statement of Variance
33	Report on how the school has given effect to Te Tiriti o Waitangi

Kaipaki 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.

Lisette Balsom
Full Name of Presiding Member

Sara-Jane Morgan
Full Name of Acting Principal

Lisette Balsom
Signature of Presiding Member

[Signature]
Signature of Acting Principal

31 May 2024
Date:

31 May 2024
Date:

Kaipaki 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	1,381,974	1,296,835	1,320,454
Locally Raised Funds	3	45,330	50,500	87,227
Interest		2,991	250	545
Total Revenue		1,430,295	1,347,585	1,408,226
Expense				
Locally Raised Funds	3	15,359	10,000	34,897
Learning Resources	4	1,016,985	964,018	945,524
Administration	5	194,373	178,675	186,189
Interest		1,117	-	474
Property	6	288,556	220,650	240,273
Total Expense		1,516,390	1,373,343	1,407,357
Net Surplus / (Deficit) for the year		(86,095)	(25,758)	869
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(86,095)	(25,758)	869

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

Kaipaki 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		274,441	273,572	273,572
Total comprehensive revenue and expense for the year		(86,095)	(25,758)	869
Contribution - Furniture and Equipment Grant		7,228	-	-
Equity at 31 December		195,574	247,814	274,441
Accumulated comprehensive revenue and expense		195,574	247,814	274,441
Equity at 31 December		195,574	247,814	274,441

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.

Kaipaki 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	39,341	9,092	54,333
Accounts Receivable	8	83,036	82,791	86,356
GST Receivable		2,744	-	1,474
Prepayments		6,549	4,965	5,915
Inventories	9	4,973	4,678	4,308
Funds Receivable for Capital Works Projects	14	7,826	-	9,104
		<u>144,469</u>	<u>101,526</u>	<u>161,490</u>
Current Liabilities				
GST Payable		-	12,212	-
Accounts Payable	11	85,166	83,148	80,250
Provision for Cyclical Maintenance	12	-	-	22,778
Finance Lease Liability	13	4,649	2,509	3,133
		<u>89,815</u>	<u>97,869</u>	<u>106,161</u>
Working Capital Surplus/(Deficit)		54,654	3,657	55,329
Non-current Assets				
Property, Plant and Equipment	10	196,920	246,780	221,664
		<u>196,920</u>	<u>246,780</u>	<u>221,664</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	12	45,600	-	-
Finance Lease Liability	13	10,400	2,623	2,552
		<u>56,000</u>	<u>2,623</u>	<u>2,552</u>
Net Assets		<u>195,574</u>	<u>247,814</u>	<u>274,441</u>
Equity		<u>195,574</u>	<u>247,814</u>	<u>274,441</u>

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

Kaipaki School
Statement of Cash Flows
For the year ended 31 December 2023

		2023	2023	2022
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		367,944	343,217	363,876
Locally Raised Funds		55,020	52,750	93,817
Goods and Services Tax (net)		(1,270)	-	(13,686)
Payments to Employees		(241,306)	(157,000)	(186,443)
Payments to Suppliers		(197,882)	(331,694)	(235,200)
Interest Paid		(1,117)	-	(474)
Interest Received		2,891	250	536
Net cash from/(to) Operating Activities		(15,720)	(92,477)	22,426
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(4,783)	(17,228)	(13,198)
Net cash from/(to) Investing Activities		(4,783)	(17,228)	(13,198)
Cash flows from Financing Activities				
Furniture and Equipment Grant		7,228	-	-
Finance Lease Payments		(2,995)	-	(1,714)
Funds Administered on Behalf of Other Parties		1,278	-	(71,978)
Net cash from/(to) Financing Activities		5,511	-	(73,692)
Net increase/(decrease) in cash and cash equivalents		(14,992)	(109,705)	(64,464)
Cash and cash equivalents at the beginning of the year	7	54,333	118,797	118,797
Cash and cash equivalents at the end of the year	7	39,341	9,092	54,333

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.

Kaipaki School

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

Kaipaki 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 12.

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 13. Future operating lease commitments are disclosed in note 19b.

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 are depreciated over their estimated useful lives on a straight line basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Buildings	6-40 years
Furniture and Equipment	5-25 years
Information and Communication Technology	5 years
Motor Vehicles	5 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 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.

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	358,652	341,717	367,939
Teachers' Salaries Grants	800,256	797,848	774,032
Use of Land and Buildings Grants	209,322	155,770	176,651
Other Government Grants	13,744	1,500	1,832
	<u>1,381,974</u>	<u>1,296,835</u>	<u>1,320,454</u>

The school has opted in to the donations scheme for this year. Total amount received was \$20,190.

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	18,367	31,000	49,798
Fees for Extra Curricular Activities	10,994	4,500	32,495
Trading	5,735	5,000	4,934
Fundraising & Community Grants	10,234	10,000	-
	<u>45,330</u>	<u>50,500</u>	<u>87,227</u>
Expense			
Extra Curricular Activities Costs	8,977	5,000	28,493
Trading	6,382	5,000	6,404
	<u>15,359</u>	<u>10,000</u>	<u>34,897</u>
<i>Surplus for the year Locally raised funds</i>	<u>29,971</u>	<u>40,500</u>	<u>52,330</u>

4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	28,411	36,770	18,905
Library Resources	1,178	1,000	1,113
Employee Benefits - Salaries	933,151	875,848	876,606
Staff Development	10,785	9,400	6,059
Depreciation	43,460	41,000	42,841
	<u>1,016,985</u>	<u>964,018</u>	<u>945,524</u>

5. Administration

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Audit Fees	4,148	4,664	4,704
Board Fees	2,435	2,760	1,880
Board Expenses	3,179	3,450	5,123
Communication	3,450	3,500	3,614
Consumables	8,658	6,000	10,015
Operating Leases	2,052	4,500	2,831
Legal Fees	423	600	760
Other	12,826	13,000	24,958
Employee Benefits - Salaries	79,691	79,000	79,957
Insurance	3,728	3,001	1,644
Service Providers, Contractors and Consultancy	6,062	3,000	2,760
Bus Expenditure	56,260	42,750	38,964
Private Bus	11,461	12,450	8,979
	<u>194,373</u>	<u>178,675</u>	<u>186,189</u>

6. Property

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Caretaking and Cleaning Consumables	2,817	3,000	2,970
Consultancy and Contract Services	33,990	32,000	32,827
Cyclical Maintenance Provision	22,822	5,000	3,255
Grounds	6,619	7,700	5,771
Heat, Light and Water	8,811	6,000	6,586
Repairs and Maintenance	3,128	9,680	10,775
Use of Land and Buildings	209,322	155,770	176,651
Security	1,047	1,500	1,438
	<u>288,556</u>	<u>220,650</u>	<u>240,273</u>

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

7. Cash and Cash Equivalents

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Bank Accounts	39,341	9,092	54,333
Cash and cash equivalents for Statement of Cash Flows	<u>39,341</u>	<u>9,092</u>	<u>54,333</u>

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

8. Accounts Receivable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	10,070	26,332	19,742
Interest Receivable	111	2	11
Teacher Salaries Grant Receivable	72,855	56,457	66,603
	<u>83,036</u>	<u>82,791</u>	<u>86,356</u>
Receivables from Exchange Transactions	10,181	26,334	19,753
Receivables from Non-Exchange Transactions	72,855	56,457	66,603
	<u>83,036</u>	<u>82,791</u>	<u>86,356</u>

9. Inventories

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Stationery	2,505	2,047	1,547
Uniform	2,468	2,631	2,761
	<u>4,973</u>	<u>4,678</u>	<u>4,308</u>

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Buildings	40,743	-	-	-	(1,129)	39,614
Building Improvements	24	-	-	-	(5)	19
Furniture and Equipment	109,665	1,053	-	-	(12,392)	98,326
Information and Communication Technology	12,698	3,730	-	-	(4,849)	11,579
Motor Vehicles	52,027	-	-	-	(20,148)	31,879
Leased Assets	5,223	13,933	-	-	(4,778)	14,378
Library Resources	1,284	-	-	-	(159)	1,125
Balance at 31 December 2023	221,664	18,716	-	-	(43,460)	196,920

The net carrying value of equipment held under a finance lease is \$14,378 (2022: \$5,223)

Restrictions

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

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	56,045	(16,431)	39,614	56,045	(15,302)	40,743
Building Improvements	1,400	(1,381)	19	1,400	(1,376)	24
Furniture and Equipment	233,080	(134,754)	98,326	232,227	(122,562)	109,665
Information and Communication Technology	82,121	(70,542)	11,579	78,391	(65,693)	12,698
Motor Vehicles	136,444	(104,565)	31,879	136,444	(84,417)	52,027
Leased Assets	43,000	(28,622)	14,378	29,067	(23,844)	5,223
Library Resources	10,756	(9,631)	1,125	10,756	(9,472)	1,284
Balance at 31 December	562,846	(365,926)	196,920	544,330	(322,666)	221,664

11. Accounts Payable

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	7,228	19,826	7,796
Accruals	3,299	4,664	4,804
Banking Staffing Overuse	1,060	1,610	-
Employee Entitlements - Salaries	72,855	56,457	66,603
Employee Entitlements - Leave Accrual	724	591	1,047
	85,166	83,148	80,250
Payables for Exchange Transactions	85,166	83,148	80,250
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	85,166	83,148	80,250

The carrying value of payables approximates their fair value.

12. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	22,778	-	19,523
Increase to the Provision During the Year	6,033	-	3,256
Use of the Provision During the Year	-	-	(1)
Other Adjustments	16,789	-	-
Provision at the End of the Year	<u>45,600</u>	<u>-</u>	<u>22,778</u>
Cyclical Maintenance - Current	-	-	22,778
Cyclical Maintenance - Non current	45,600	-	-
	<u>45,600</u>	<u>-</u>	<u>22,778</u>

Per the cyclical maintenance schedule, the school is next expected to undertake painting works during 2025. This plan is based on the schools 10 Year Property plan / painting quotes.

13. 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	5,871	2,509	3,508
Later than One Year and no Later than Five Years	11,899	2,623	2,730
Future Finance Charges	(2,721)	-	(553)
	<u>15,049</u>	<u>5,132</u>	<u>5,685</u>
Represented by			
Finance lease liability - Current	4,649	2,509	3,133
Finance lease liability - Non current	10,400	2,623	2,552
	<u>15,049</u>	<u>5,132</u>	<u>5,685</u>

14. 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 \$
Staffroom Upgrade		225551	(9,104)	-	1,278	-	(7,826)
Totals			<u>(9,104)</u>	<u>-</u>	<u>1,278</u>	<u>-</u>	<u>(7,826)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(7,826)

	2022	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Staffroom Upgrade		225551	62,874	-	(71,978)	-	(9,104)
Totals			<u>62,874</u>	<u>-</u>	<u>(71,978)</u>	<u>-</u>	<u>(9,104)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(9,104)

15. 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.

16. 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	2,435	1,880
<i>Leadership Team</i>		
Remuneration	252,628	384,426
Full-time equivalent members	2.00	5.00
Total key management personnel remuneration	<u>255,063</u>	<u>386,306</u>

There are 5 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 (5 members) and Property (5 members) committees that met 9 and 9 times respectively. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140 - 150	130 - 140
Benefits and Other Emoluments	4 - 5	3 - 4
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	1.00	-
	<u>1.00</u>	<u>0.00</u>

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

17. 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	-	-

18. Contingencies

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

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

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.

19. Commitments

(a) Capital Commitments

As at 31 December 2023, the Board had capital commitments of \$1,533 (2022: \$255) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
Staffroom Upgrade	82,332	80,799	1,533
Total	82,332	80,799	1,533

(b) Operating Commitments

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

20. 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	39,341	9,092	54,333
Receivables	83,036	82,791	86,356
Investments - Term Deposits	-	-	-
Total financial assets measured at amortised cost	122,377	91,883	140,689

Financial liabilities measured at amortised cost

Payables	85,166	83,148	80,250
Finance Leases	15,049	5,132	5,685
Total financial liabilities measured at amortised cost	100,215	88,280	85,935



21. Events After Balance Date

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

22. 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 KAIPAKI FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

The Auditor-General is the auditor of Kaipaki School (the School). The Auditor-General has appointed me, Cameron Town, using the staff and resources of Silks Audit Chartered Accountants Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

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

- 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 Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 31 May 2024. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

The Board's responsibilities arise from section 134 of the Education and Training Act 2020.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.

- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 1, 25 to 33, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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

Cameron Town

**Cameron Town
Silks Audit Chartered Accountants Limited
On behalf of the Auditor-General
Whanganui, New Zealand**

Kaipaki School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Lisette Balsom	Presiding Member	Elected	Sep 2025
Kim Budd	Principal	ex Officio	
Rodney Schick	Parent Representative	Elected	Sep 2025
Dan Gibb	Parent Representative	Elected	Sep 2025
Shaun Brighthouse	Parent Representative	Elected	Sep 2025
Jade Coutts - Resigned July 2023	Staff Representative	Elected	Jul 2023
Jody Ellis - Elected July 2023	Staff Representative	Elected	Sep 2025

Kaipaki School

Bringing Learning to Life

Kaipaki School
687 Kaipaki Rd
RD 3
Cambridge 3495

Ph (07) 823 6653
e-mail: office@kaipaki.school.nz
web site: www.kaipaki.school.nz



9 April 2024

KiwiSport Funding Statement

In 2023, Kaipaki School received \$1,977.76 of KiwiSport funding through the School Operations Grant. Kaipaki School used this to support the provision of professional swimming lessons for all akonga from Year 0 – 8 at Cambridge Perry Aquatic Centre.

Yours sincerely

A handwritten signature in blue ink that reads 'KBudd' is placed on a light-colored rectangular background.

Kim Budd
Principal

Statement of compliance with employment policy (required)

Your board is required to operate an employment policy that complies with the principle of being a good employer. Your board must ensure compliance with this policy (including your equal employment opportunities programme) and report in your annual report on the extent of compliance (section 597(1) of the Education and Training Act 2020).

Your board may wish to complete and include the following tables in your annual report to meet requirements under s597 of the Education and Training Act 2020. The use of the tables is optional.

Under s597 of the Act a good employer is one who operates a personnel policy containing provisions generally accepted as necessary for the fair and proper treatment of employees in all aspects of their employment.

The board should look to confirm what actions or policies are already in place and what actions are being undertaken to meet the provisions.

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>Staff Well Being and Health and Safety Policies Focus in 2024 Annual Implementation Plan Induction programme in place for all new staff</i></p>
<p>What is in your equal employment opportunities programme? How have you been fulfilling this programme?</p>	<p><i>Our EEO programme includes:</i></p> <ul style="list-style-type: none"> ● <i>a policy statement and establishing objectives</i> ● <i>appointing of an EEO representative</i> ● <i>consultation with staff to hear any concerns</i> ● <i>creating an employee database (with informed consent for any EEO data collected)</i> ● <i>encouraging staff to participate in training and career development</i> ● <i>programme monitoring through staff meetings and board reports</i> ● <i>reviewing employment and personnel policies and processes.</i> <p><i>Kaipaki School aims to raise awareness of discrimination and bias through our EEO programme. We support staff to discuss the development and implementation of the programme, and raise any concerns with the principal or board.</i></p>
<p>How do you practise impartial selection of suitably qualified persons for appointment?</p>	<p><i>Appointment Committee established for all appointments as follows:</i></p>

	<table border="1" data-bbox="778 230 1329 450"> <thead> <tr> <th>Position</th> <th>Appointment Committee</th> </tr> </thead> <tbody> <tr> <td>Principal</td> <td>Full board, and an education consultant.</td> </tr> <tr> <td>Senior management position</td> <td>Principal, and board representation.</td> </tr> <tr> <td>Permanent teaching staff (including part-time staff)</td> <td>Principal, deputy principal, and board representation.</td> </tr> <tr> <td>Fixed term teaching staff, including part-time and relieving staff (more than one term)</td> <td>Principal, and member(s) of the senior leadership team.</td> </tr> <tr> <td>Fixed term teaching staff, including part-time and relieving staff (up to one term)</td> <td>Principal, and member(s) of the senior leadership team.</td> </tr> <tr> <td>Support staff</td> <td>Principal, and member(s) of the senior leadership team.</td> </tr> </tbody> </table> <p><i>Consultant used for Leadership positions, eg Deputy Principal position in 2023.</i></p> <p><i>Criteria established and template used during shortlisting and interview processes.</i></p> <p><i>Referee Checks</i></p> <p><i>NZSTA suggest procedures followed.</i></p>	Position	Appointment Committee	Principal	Full board, and an education consultant.	Senior management position	Principal, and board representation.	Permanent teaching staff (including part-time staff)	Principal, deputy principal, and board representation.	Fixed term teaching staff, including part-time and relieving staff (more than one term)	Principal, and member(s) of the senior leadership team.	Fixed term teaching staff, including part-time and relieving staff (up to one term)	Principal, and member(s) of the senior leadership team.	Support staff	Principal, and member(s) of the senior leadership team.
Position	Appointment Committee														
Principal	Full board, and an education consultant.														
Senior management position	Principal, and board representation.														
Permanent teaching staff (including part-time staff)	Principal, deputy principal, and board representation.														
Fixed term teaching staff, including part-time and relieving staff (more than one term)	Principal, and member(s) of the senior leadership team.														
Fixed term teaching staff, including part-time and relieving staff (up to one term)	Principal, and member(s) of the senior leadership team.														
Support staff	Principal, and member(s) of the senior leadership team.														
<p>How are you recognising,</p> <ul style="list-style-type: none"> - The aims and aspirations of Māori, - The employment requirements of Māori, and - Greater involvement of Māori in the Education service? 	<p><i>2024/25 Kaipaki Strategic Plan</i> <i>2024 Annual Implementation Plan</i> <i>Te Reo lessons in all classrooms</i> <i>Involvement in Maaori Achievement Collaborative</i> <i>Tikanga Maaori</i></p>														
<p>How have you enhanced the abilities of individual employees?</p>	<p><i>Professional Learning</i> <i>Involvement in Maaori Achievement Collaborative</i> <i>Kahui Ako network and opportunities</i> <i>Employees with sport and environment focus aligned with Strategic Plan</i></p>														
<p>How are you recognising the employment requirements of women?</p>	<p><i>Flexi working arrangements with current staff members (family focused)</i></p>														
<p>How are you recognising the employment requirements of persons with disabilities?</p>	<p><i>Bathrooms/Disabled Access</i> <i>Currently have employees with recognised disabilities – communicate regularly about needs and make changes in response.</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	

2023 End of Year Target Analysis

Kaipaki School Achievement Information

Students achieving AT or ABOVE expected curriculum levels

Ethnicity:		School Composition
Maori	13 out of 139 (9%)	End Data 2022- 78 boys and 52 girls - total 130 Mid Term Data- 76 boys and 51 girls - total 127 End Year Data- 84 boys and 55 girls - total 139
Pacific	6 out of 139 (4%)	
NZ European	100 out of 139 (72%)	
Other	20 out of 139 (14%)	

Mathematics

Target Goal: To achieve consistency in Mathematics Achievement between our Maori and Pacific cohort and Non Maori cohort (2022 Data: 76% Non Māori at or above and 64% Māori at or above 57% Pacific at or above)

Target outcome: Reduction in the disparity between achievement in Mathematics for Non Māori and Māori/Pacific students was not met.

Mathematics % At or Above (number of children) 139 children

	End 2022	Mid 2023	Since 5.5y (85)	End 2023	Comment
All	76% (99)	80% (102)	82% (70)	78% (108/139)	2 % increase from 2022 End Data
Māori	64% (7)	70% (7)		62% (8/13)	2% decrease (small cohort)
Non-maori	79% (88)	81% (95)		79% (100/126)	% stable from 2022 to 2023 End Data
Pacific	57% (4)	50% (3)		33% (2/6)	
Boys	74% (58)	83% (63)		80% (67/84)	Boys up 6% on 2022 End Data
Girls	79% (41)	76% (39)		75% (41/55)	4% decrease on End of 2022 Data

Schoolwide: Accelerated Progress Data 2022/2023 OTJ Shift

Mathematics

2022- End of Year Data		2023- Mid year Data		Shift
Well Below	Below	Well Below	Below	1.5% decrease in Well below 1.4% Increase in Below 0.1% decrease overall
5/98	17/98	5/139	26/139	
5.1%	17.3%	3.6%	18.7%	

Considerations for 2024 Mathematics Planning:

- Te Mātaiaho Professional learning
- Maths Scope and Sequence

Reading

Target Goal: To accelerate progress in Reading to have more children achieving above expectations. Specifically that 25% of ākonga across the school are achieving above expectations in reading.

Target outcome met: More than 25% of ākonga are achieving above expectations in reading

Reading % At or Above (number of children) 139 children

	End 2022	Mid 2022	Since 5.5y (85)	End 2023	Comment
All	78% (102)	83% (105)	86% (73)	82% (114/139)	4% increase on End of 2022 Data
Māori	73% (8)	70% (7)		85% (11/13)	12% increase on End of 2022 Data
Non-maori	79% (89)	84% (98)		82% (103/126)	3% increase on End of 2022 Data
Pacific	71% (5)	67% (4)		67% (4/6)	Decrease of 4% (small cohort)
Boys	78% (61)	82% (62)		79% (66/84)	1% Increase on End 2022 Data
Girls	79% (41)	86% (44)		87% (48/55)	8% increase on End of 2022 Data

Focus on Learners Achieving Above Expectations

2023- End year Data	
At	Above
66	30
55.9%	25.4%

Considerations for 2024 Reading Planning:

- BSLA Training - Teachers/Teacher Aides
- Literacy Support Teacher Initiative extended
- Extension of Library programme

Writing

Writing % At or Above (number of children) 139 children

Target Goal: To achieve consistency between boys and girls achievement in Writing. Disparity in our 2022 data - 73% Boys at or above and 83% girls at or above

Target Outcome: Reduction in the disparity between achievement in Writing between male and female students was not met.

	End 2022	Mid 2023	Since 5.5y (85)	End 2023	Comment
All	77% (101)	83% (105)	84% (71)	74% (103/139)	Decrease of 3% on end of 2022 Data
Māori	64% (7)	70% (7)		77% (10/13)	Increase of 13% on End 2022 Data
Non-Maori	80% (90)	86% (101)		74% (93/126)	Decrease of 6% on End of 2022 Data
Pacific	57% (4)	67% (4)		67% (4/6)	Increase of 10% on 2022 Data
Boys	73% (58)	78% (59)		68% (57/84)	Decrease of 4% on End of 2022 Data
Girls	83% (43)	88% (45)		84% (46/55)	Increase of 1% on End of 2022 Data

Schoolwide: Accelerated Progress Data 2022/2023 OTJ Shift

Writing

2022- End of Year Data		2023- End year Data		Shift
Well Below	Below	Well Below	Below	2.5% decrease in Well Below 3.9% Increase in Below 1.4% Increase overall
6/98	18/98	5/139	31/139	
6.1%	18.4%	3.6%	22.3%	

Considerations for 2024 Writing Planning:

- BSLA Training - Teachers/Teacher Aides
- Literacy Support Teacher Initiative extended
- Involvement in Writers Toolbox Professional Learning throughout 2024

Curriculum Noticings

- Increase in Writing % Below/Well below
- The cohort of children who have been with us since 5.5 (or before) years consistently is out performing whole school data in all areas (82%, 86%, 84%)
- Reading and Math both show % increase from 2022 End of year Data
- Writing shows a 3% decrease overall
- Māori students have shown significant improvement in Writing
- Pacific and Girls also show a minor increase in Writing, this indicates that the drop has been felt most within Non-Māori and Boys Cohorts

Suggested Targets 2024:

Mathematics:

Target Goal: To achieve consistency in Mathematics Achievement between our Māori, Pacific and Non Māori cohorts

Baseline - 2023 Data: 79% Non Māori at or above and 62% Māori at or above 33% Pacific at or above)

Writing:

Target Goal: To achieve consistency between boys and girls achievement in Writing.

Baseline - 2023 data disparity - 68% Boys at or above and 84% girls at or above

Reading:

Target Goal: More than 30% of ākonga are achieving above expectations in reading

Kaipaki School

Bringing Learning to Life

Kaipaki School
687 Kaipaki Rd
RD 3
Cambridge 3495

Ph (07) 823 6653
e-mail: office@kaipaki.school.nz
web site: www.kaipaki.school.nz



Statement: How we have given effect to Te Tiriti o Waitangi

Giving effect to Te Tiriti o Waitangi is a fundamental objective of our board, and we are committed to working towards this goal in all aspects of our school's operations. In addition to the initiatives previously reported in our annual report, we have undertaken further actions to ensure compliance with Section 127(1)(d) of the Education and Training Act 2020.

To reflect local tikanga Māori, mātauranga Māori, and te ao Māori, our board has actively engaged with local iwi, hapū, and Māori community leaders to incorporate their perspectives and knowledge into our school's plans, policies, and local curriculum, predominantly through involvement in Te Kaahui Ako o Te Oko Horoi. This collaborative effort has enriched our educational programmes and fostered a growing understanding and appreciation of Te Ao Māori among our students and staff.

In line with our commitment to making instruction available in tikanga Māori and te reo Māori, we have taken significant steps to promote the use of te reo Māori in our classrooms and school environment. This includes providing professional development opportunities for our teaching staff to enhance their proficiency in te reo Māori and incorporating te reo Māori resources into our teaching materials and learning activities. Additionally, we have employed a Kaiarahi Te Reo who provides weekly lessons for all our tamariki.

Furthermore, our board remains dedicated to achieving equitable outcomes for Māori students. We continuously monitor and evaluate the academic performance and well-being of Māori students to identify and address any disparities in achievement. Through targeted interventions, culturally responsive teaching practices, and ongoing support services, we strive to create an inclusive and supportive learning environment where all students, including Māori, can thrive and succeed. In 2024 we are fortunate to be part of the Māori Achievement Collaborative. This will allow us to develop greater understanding, confidence and ability as Board members, leaders and teachers to ensure that Kaipaki School is meeting the expectations of Ka Hikitia, the Ministry of Education Strategy for creating educational and cultural success for Māori students as Māori.

In summary, our board recognises the importance of upholding Te Tiriti o Waitangi and is committed to fulfilling our obligations outlined in Section 127(1)(d) of the Education and Training Act 2020. We will continue to prioritise the integration of Māori perspectives, language, and culture into our school's policies, practices, and curriculum to ensure equitable educational opportunities and outcomes for all our students.