

ARAPOHUE SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number: 1002

Principal: Kylie Piper

School Address: Mititai Road, Arapohue

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Accountant / Service Provider:

Education } Services.
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ARAPOHUE SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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Arapohue 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.

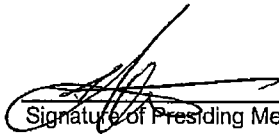
The management (including the principal and others, as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.


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.

ANDREW GILLESPIE
Full Name of Presiding Member

KYUIG PIPER
Full Name of Principal


Signature of Presiding Member


Signature of Principal

23 MAY 24
Date:

23 MAY 24
Date:

Arapohue 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	790,192	581,619	721,835
Locally Raised Funds	3	30,793	15,450	26,467
Interest		11,245	1,000	2,619
Other Revenue		19,468	-	1,130
Total Revenue		851,698	598,069	752,051
Expense				
Locally Raised Funds	3	7,361	11,300	4,635
Learning Resources	4	506,795	397,490	444,988
Administration	5	100,840	51,180	93,012
Interest		74	74	148
Property	6	202,223	157,588	167,615
Other Expenses	7	50	-	-
Loss on Disposal of Property, Plant and Equipment		9,295	-	-
Total Expense		826,638	617,632	710,398
Net Surplus / (Deficit) for the year		25,060	(19,563)	41,653
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		25,060	(19,563)	41,653

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



Arapohue School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2023

	2023	2023	2022
Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Equity at 1 January	317,010	242,781	263,078
Total comprehensive revenue and expense for the year	25,060	(19,563)	41,653
Contributions from / (Distributions to) the Ministry of Education	-	-	10,482
Contribution - Furniture and Equipment Grant	2,983	-	1,797
Equity at 31 December	345,053	223,218	317,010
Accumulated comprehensive revenue and expense	345,053	223,218	317,010
Equity at 31 December	345,053	223,218	317,010

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.



Arapohue School
Statement of Financial Position
As at 31 December 2023

		2023	2023	2022
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	215,365	65,629	217,449
Accounts Receivable	9	38,475	17,758	30,687
Prepayments		8,388	4,481	2,332
Inventories	10	193	818	281
Investments	11	170,000	70,000	70,000
		<u>432,421</u>	<u>158,686</u>	<u>320,749</u>
Current Liabilities				
GST Payable		24,493	7,230	14,474
Accounts Payable	13	53,573	23,722	53,091
Revenue Received in Advance	14	1,633	-	420
Provision for Cyclical Maintenance	15	4,048	-	3,680
Finance Lease Liability	16	805	838	806
Funds held in Trust	17	103,045	-	12,992
Funds held for Capital Works Projects	18	89	-	23,044
		<u>187,686</u>	<u>31,790</u>	<u>108,507</u>
Working Capital Surplus/(Deficit)		244,735	126,896	212,242
Non-current Assets				
Property, Plant and Equipment	12	135,462	133,725	137,923
		<u>135,462</u>	<u>133,725</u>	<u>137,923</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	34,236	36,192	32,749
Finance Lease Liability	16	908	1,211	406
		<u>35,144</u>	<u>37,403</u>	<u>33,155</u>
Net Assets		<u>345,053</u>	<u>223,218</u>	<u>317,010</u>
Equity		<u>345,053</u>	<u>223,218</u>	<u>317,010</u>

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



Arapohue 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		234,824	188,665	226,006
Locally Raised Funds		46,795	15,450	27,748
Goods and Services Tax (net)		10,019	-	7,244
Payments to Employees		(117,587)	(115,500)	(122,040)
Payments to Suppliers		(111,036)	(111,102)	(66,875)
Interest Paid		(74)	(74)	(148)
Interest Received		8,033	1,000	2,072
Net cash from/(to) Operating Activities		70,974	(21,561)	74,007
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(26,828)	(15,500)	(22,248)
Purchase of Investments		(100,000)	-	-
Net cash from/(to) Investing Activities		(126,828)	(15,500)	(22,248)
Cash flows from Financing Activities				
Furniture and Equipment Grant		2,983	-	1,797
Contributions from / (Distributions to) Ministry of Education		-	-	10,482
Finance Lease Payments		(267)	(806)	(303)
Funds Administered on Behalf of Other Parties		51,054	-	50,218
Net cash from/(to) Financing Activities		53,770	(806)	62,194
Net increase/(decrease) in cash and cash equivalents		(2,084)	(37,867)	113,953
Cash and cash equivalents at the beginning of the year	8	217,449	103,496	103,496
Cash and cash equivalents at the end of the year	8	215,365	65,629	217,449

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.



Arapohue School

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

Arapohue School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2023 to 31 December 2023 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expense threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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



Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

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 16. Future operating lease commitments are disclosed in note 23b.

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. 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:

Building Improvements	40 years
Buildings	40 years
Furniture and Equipment	5-18 years
Information and Communication Technology	4 years
Library Resources	8 years
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	261,943	179,978	266,692
Teachers' Salaries Grants	356,574	271,767	311,902
Use of Land and Buildings Grants	152,110	117,874	128,241
Other Government Grants	19,565	12,000	15,000
	<u>790,192</u>	<u>581,619</u>	<u>721,835</u>

The school has opted in to the donations scheme for this year. Total amount received was \$5,548.

3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue			
Donations & Bequests	6,296	-	696
Fees for Extra Curricular Activities	186	-	611
Trading	955	900	883
Fundraising & Community Grants	8,506	3,750	11,273
Other Revenue	14,850	10,800	13,004
	<u>30,793</u>	<u>15,450</u>	<u>26,467</u>
Expense			
Extra Curricular Activities Costs	99	-	123
Trading	812	600	1,246
Fundraising & Community Grant Costs	254	-	458
Other Locally Raised Funds Expenditure	6,196	10,700	2,808
	<u>7,361</u>	<u>11,300</u>	<u>4,635</u>
<i>Surplus for the year Locally raised funds</i>	<u>23,432</u>	<u>4,150</u>	<u>21,832</u>

4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	16,757	15,850	20,207
Library Resources	303	250	227
Employee Benefits - Salaries	450,725	343,267	392,557
Staff Development	15,806	16,000	10,481
Depreciation	21,302	16,123	18,661
Information Communication Technology	1,367	3,000	1,717
Equipment Repairs	535	3,000	1,138
	<u>506,795</u>	<u>397,490</u>	<u>444,988</u>



5. Administration

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Audit Fees	3,800	3,800	3,680
Board Fees	3,265	2,800	2,895
Board Expenses	2,597	1,900	1,040
Communication	1,759	1,550	1,757
Consumables	3,421	2,450	2,678
Other	3,353	4,180	4,608
Employee Benefits - Salaries	22,802	28,000	21,646
Insurance	1,939	2,000	1,651
Service Providers, Contractors and Consultancy	4,860	4,500	4,536
Healthy School Lunch Programme	53,044	-	48,521
	<u>100,840</u>	<u>51,180</u>	<u>93,012</u>

6. Property

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Caretaking and Cleaning Consumables	1,428	1,900	1,278
Cyclical Maintenance Provision	9,078	4,514	9,265
Grounds	13,007	5,500	5,669
Heat, Light and Water	5,299	6,500	3,707
Repairs and Maintenance	5,980	5,000	4,114
Use of Land and Buildings	152,110	117,874	128,241
Security	-	300	158
Employee Benefits - Salaries	15,321	16,000	15,183
	<u>202,223</u>	<u>157,588</u>	<u>167,615</u>

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

7. Other Expenses

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Loss on Uncollectable Accounts Receivable	50	-	-
	<u>50</u>	<u>-</u>	<u>-</u>



8. Cash and Cash Equivalents

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Bank Accounts	215,365	65,629	217,449
Cash and cash equivalents for Statement of Cash Flows	<u>215,365</u>	<u>65,629</u>	<u>217,449</u>

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

Of the \$215,365 Cash and Cash Equivalents \$89 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2024 on Crown owned school buildings.

Of the \$215,365 Cash and Cash Equivalents, \$103,045 is held by the School on behalf of the Kahui Ako cluster.

9. Accounts Receivable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	3,393	936	347
Receivables from the Ministry of Education	-	-	3,472
Interest Receivable	3,935	176	723
Banking Staffing Underuse	-	-	5,550
Teacher Salaries Grant Receivable	31,147	16,646	20,595
	<u>38,475</u>	<u>17,758</u>	<u>30,687</u>
Receivables from Exchange Transactions	7,328	1,112	1,070
Receivables from Non-Exchange Transactions	31,147	16,646	29,617
	<u>38,475</u>	<u>17,758</u>	<u>30,687</u>

10. Inventories

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Stationery	193	818	281
	<u>193</u>	<u>818</u>	<u>281</u>

11. Investments

The School's investment activities are classified as follows:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Asset			
Short-term Bank Deposits	170,000	70,000	70,000
Total Investments	<u>170,000</u>	<u>70,000</u>	<u>70,000</u>



12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Buildings	48,938	-	-	-	(2,250)	46,688
Building Improvements	20,394	-	-	-	(670)	19,724
Furniture and Equipment	38,865	24,998	(9,295)	-	(6,977)	47,591
Information and Communication Technology	27,016	1,831	-	-	(10,101)	18,746
Leased Assets	1,140	1,307	-	-	(867)	1,580
Library Resources	1,570	-	-	-	(437)	1,133
Balance at 31 December 2023	137,923	28,136	(9,295)	-	(21,302)	135,462

The net carrying value of equipment held under a finance lease is \$1,580 (2022: \$1,140)

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	90,000	(43,312)	46,688	90,000	(41,062)	48,938
Building Improvements	71,037	(51,313)	19,724	71,037	(50,643)	20,394
Furniture and Equipment	107,613	(60,022)	47,591	96,405	(57,540)	38,865
Information and Communication Technology	73,432	(54,686)	18,746	71,602	(44,586)	27,016
Leased Assets	2,787	(1,207)	1,580	2,587	(1,447)	1,140
Library Resources	26,715	(25,582)	1,133	26,715	(25,145)	1,570
Balance at 31 December	371,584	(236,122)	135,462	358,346	(220,423)	137,923

13. Accounts Payable

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	7,577	2,600	27,477
Accruals	3,800	3,580	3,680
Banking Staffing Overuse	9,506	-	-
Employee Entitlements - Salaries	31,147	16,646	20,595
Employee Entitlements - Leave Accrual	1,543	896	1,339
	53,573	23,722	53,091
Payables for Exchange Transactions	53,573	23,722	53,091
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	53,573	23,722	53,091

The carrying value of payables approximates their fair value.



14. Revenue Received in Advance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Grants in Advance - Ministry of Education	1,633	-	-
Other Revenue In Advance	-	-	420
	<u>1,633</u>	<u>-</u>	<u>420</u>

15. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	36,429	31,678	27,164
Increase to the Provision During the Year	5,038	4,514	5,191
Use of the Provision During the Year	(7,223)	-	-
Other Adjustments	4,040	-	4,074
Provision at the End of the Year	<u>38,284</u>	<u>36,192</u>	<u>36,429</u>
Cyclical Maintenance - Current	4,048	-	3,680
Cyclical Maintenance - Non current	34,236	36,192	32,749
	<u>38,284</u>	<u>36,192</u>	<u>36,429</u>

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.

16. Finance Lease Liability

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	921	838	880
Later than One Year and no Later than Five Years	997	1,211	423
Future Finance Charges	(205)	-	(91)
	<u>1,713</u>	<u>2,049</u>	<u>1,212</u>
Represented by			
Finance lease liability - Current	805	838	806
Finance lease liability - Non current	908	1,211	406
	<u>1,713</u>	<u>2,049</u>	<u>1,212</u>



17. Funds held in Trust

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	103,045	-	12,992
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	103,045	-	12,992

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expenditure of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

18. 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 8.

	2023	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Library Upgrade			500	-	(500)	-	-
AMS Combined		236760	22,544	-	(22,455)	-	89
Totals			23,044	-	(22,955)	-	89

Represented by:

Funds Held on Behalf of the Ministry of Education	89
Funds Receivable from the Ministry of Education	-

	2022	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Library Upgrade			7,384	-	(6,884)	-	500
Canopy		223341	(7,871)	7,871	-	-	-
AMS Combined		236760	-	45,000	(22,456)	-	22,544
Solar Panels Install Income		221054	2,349	(2,349)	-	-	-
Totals			1,862	50,522	(29,340)	-	23,044

Represented by:

Funds Held on Behalf of the Ministry of Education	23,044
Funds Receivable from the Ministry of Education	-

19. 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.



20. Remuneration

Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	3,265	2,895
<i>Leadership Team</i>		
Remuneration	141,462	125,958
Full-time equivalent members	1.00	1.00
Total key management personnel remuneration	144,727	128,853

There are 4 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. The Board also has Finance (4 members) and Property (4 members) committees that met 8 and 8 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	130 - 140	120 - 130
Benefits and Other Emoluments	3 - 4	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	2.00	-
	2.00	0.00

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

21. 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	-	-



22. 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).

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.

23. Commitments

(a) Capital Commitments

As at 31 December 2023, the Board had capital commitments of \$4,079 (2022: \$30,518) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
AMS Combined	48,990	44,911	4,079
Total	48,990	44,911	4,079

(b) Operating Commitments

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



24. 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	215,365	65,629	217,449
Receivables	38,475	17,758	30,687
Investments - Term Deposits	170,000	70,000	70,000
Total financial assets measured at amortised cost	423,840	153,387	318,136

Financial liabilities measured at amortised cost

Payables	53,573	23,722	53,091
Finance Leases	1,713	2,049	1,212
Total financial liabilities measured at amortised cost	55,286	25,771	54,303

25. Events After Balance Date

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

26. Comparatives

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



Arapohue School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Andrew Gillespie	Presiding Member	Elected	Jun 2025
Kylie Piper	Principal	ex Officio	
Joseph Simpkin	Parent Representative	Elected	Jun 2025
Paul Sorensen	Parent Representative	Elected	Jun 2025
Sheryl Gray	Staff Representative	Elected	Jun 2025

Arapohue School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2023, the school received total Kiwisport funding of \$586 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2023 the Arapohue 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.



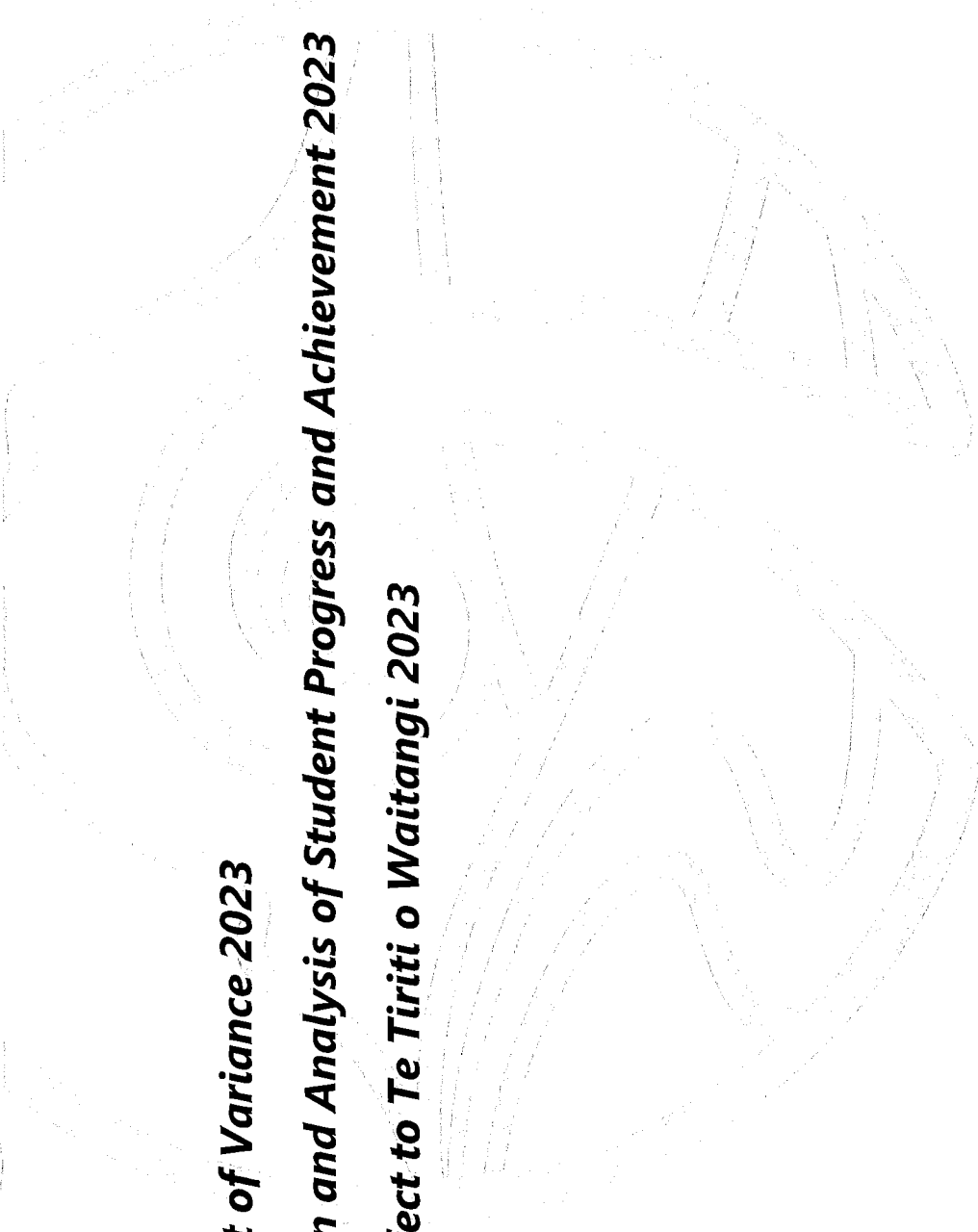
ARAPOHUE SCHOOL

Te ara ki mātauranga • The pathway to knowledge

Statement of Variance 2023

Evaluation and Analysis of Student Progress and Achievement 2023

Giving Effect to Te Tiriti o Waitangi 2023





ARAPOHUE SCHOOL

Te ara ki mātauranga • The pathway to knowledge

Statement of Variance 2023

School number: 1002

Strategic Goal: To grow a connected community to increase engagement and success

Initiative 1: Ensure regular opportunity for community to engage in school programmes

Actions	What did we achieve	Evidence	Reasons for any differences (variances) between the target and the outcomes.	Planning for next year – where to next?
1 x Termly learning celebration or opportunity for whānau to share in student learning	4 successful Learning celebrations attended by 80%+ of our community Children sharing their learning with their families	Attendance Feedback	Varying the events is successful Providing kai is a positive initiative	Continue to embed practice Include swimming earlier in Term 1 Include Kai/hospitality budget
Access and utilise support from community experts to support learning programmes	Had a range of community experts in leading programmes in their area of expertise Engaged students enjoying a variety of extra opportunities	Provided new opportunities such as tennis, swimming cricket, roller, Enviro-schools experts/visitors in supporting programmes NZSO online session KDC Māori Advisors – Māori Language Week WTB PLD providers	-	Continue to timetable
Initiative 2: Implement and embed PB4L into our school				
Teaching Plan in place	Whole school teaching opportunities Documented above process to illustrate what we do	Documentation of coverage recorded SET assessment completed	Need to adjust programme guidelines for our small school context	Continue to embed

Data is regularly analysed to measure success of implementation and to direct teaching plan	Regularly staff meetings looking at data Address behaviours as they arise Positive school culture maintained New students fully inducted and on board with our kaupapa	Positive trends in behaviour visible Reflective and relevant teaching in place to address specific issues as they arise	Continuing to analyse data – both positive and negative continues to challenge staff and encourages us to reflect and refine our practices.	Continue to embed
Strategic Goal: Develop our physical environment to ensure it supports and reflects our school culture and learning programmes				
Initiative 1: Enhance, develop and utilise our outdoor areas to support learning and reflect our school culture				
Actions	What did we achieve	Evidence	Reasons for any differences (variances) between the target and the outcomes.	Planning for next year – where to next?
Join Enviro-schools programme and integrate this kaupapa into our localised curriculum	Joined programme and made a start to implementing it into our school Great relationship with facilitator Good learning opportunities for our students – Pahi Trip for seniors	Staff PD sessions	Teachers unsure where to head next, losing focus with class, more deliberate acts required rather than attempting to integrate.	Continue to focus, Garden club weekly, focussed learning opportunities from that Link to Science Box
Initiative 2: Increase the shade provision around the School				
Caring for trees and plantings undertaken over previous year	85% of new plants surviving, Watering, weeding, protecting helped	Plants are alive and well	Learning about where diff types of trees thrive.	Include into above with gardening hour Fertilise fruit trees,

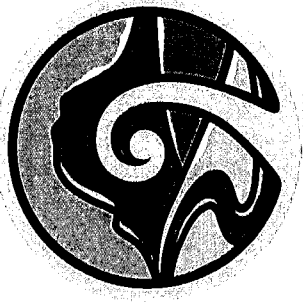
Strategic Goal: Design and develop high quality learning programmes that engage, inspire and grow our learners

Initiative 1: Provide Relationship Based Learning Professional Development to grow individual capability and collective capacity

Actions	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes.	Planning for next year – where to next?
Use accredited Impact Coach to provide coaching sessions regularly for teaching staff	Impact Coach completed 2 x coaching sessions with other teachers Impact coach ran holiday PD session for support staff and then completed Coaching session with them	Appraisal Documentation	Staff implementing RBL principals in their teaching	Business as usual PD opportunity for new staff members
Teacher Inquiries and Appraisals link to RBL practices	Teachers linked their appraisals to RBL practices	Appraisal Documentation	Staff implementing RBL principals in their teaching	Business as usual PD opportunity for new staff members

Initiative 2: To develop and deliver a coherent, effective, student centred curriculum that inspires develops and grows our learners

Staff continue to undertake PD to develop Arapohue Curriculum	Minimal input from external provider lead to less progress than anticipated	One PLD session over the year.	Minimal engagement from facilitator who then left and was not replaced New government changed/altered priorities; no certainty about current direction in regard to Curriculum Refresh	Look at value of reengaging with new facilitator
Staff undertake Writers Toolbox PLD with Kāhui Ako	Developed good understanding of WTB programme for all teaching staff Students using online tool successfully Growth in staff knowledge and confidence	Staff feedback Kāhui Ako interim reports to MoE	Great facilitation, additional support due to other Kāhui schools dropping out of PD	Continue with this learning – reliant on ongoing funding from MoE



ARAPOHUE SCHOOL

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Evaluation and Analysis of Student Progress and Achievement 2023

School number: 1002

Strategic Aim:

Students will all progress across learning areas in their achievement working to meet the required standard as per NZC.

Our testing at the end of 2020 showed student success in Reading and Mathematics and some challenge in the Area of writing. Our goal was to continue to improve in all areas with a particular focus on writing.

Annual Aim:

- for 80% (29/36) of students to be at or above expectation in reading and maths
- for 75% (27/36) of students to be working at or above expectation in writing

Target Group:

Whole school

Baseline data

Testing and OTJ showed that at the end of 2022:

- 78% of students to be at or above expectation in Reading
- 47% of students to be at or above expectation in Writing
- 81% of students to be at or above expectation in Mathematics

Actions (what did we do?)

Outcomes (what happened?)

<p>Maintain Yolanda Soyli whole school Phonics programme into junior class for new entrant children</p> <p>Rākau Literacy/Numeracy group – reducing numbers in class from Yr 4-8</p> <p>BoT Funded teacher aide support in both classrooms</p> <p>Staff collaboration through moderation</p> <p>School wide consistent writing assessment tool through EAstyle</p> <p>Explored and used online learning programmes to support inclass learning – eAko, Sunshine online, Sunshine classics, Matific, Prodigy, Eggy Words,</p> <p>Trailed DMIC culturally responsive Maths Approach across all classes</p> <p>Participated in Kāhui Ako Writers Toolbox PLD (WTB)</p>	<p>Mulfi levelled Phonics Programme embedded successfully in junior classroom.</p> <p>Early Words programme resource available in junior classroom</p> <p>Staff set individual goals re implementation of an aspect in their writing programme</p> <p>Students engaged and focussed on learning</p> <p>Student success in Reading and Mathematics continues.</p> <p>Student enjoying WTB writing programme</p> <p>Student success in writing regionally</p> <p>Teacher confidence and capability improved through professional conversations and development</p>
<p>Annual Aim: - for 80% (29/36) of students to be at or above expectation in reading and maths</p> <p>RESULT:</p> <ul style="list-style-type: none"> - 83% (33/40) of our students are at or above in Reading - 80% (32/40) of our students are at or above in Maths <p>Annual Aim: - for 75% (27/36) of students to be working at or above expectation in writing</p> <p>RESULT:</p> <ul style="list-style-type: none"> - 65% (26/40) of our students are at or above in Writing 	
<p>Reasons for the variance (why did it happen?)</p> <ul style="list-style-type: none"> - Ongoing disruption due to Covid19, bringing with it whole school disruption with Lockdown, Distance Learning and disruption to general staff and student wellbeing and to student achievement * Weather Events causing school closures 	<p>Evaluation (where to next?)</p> <p>Staff stability to ensure we can build capability and capacity</p> <p>Increased goal setting focus to ensure explicit teaching of students</p> <p>Involving students more in the learning process</p>

<ul style="list-style-type: none"> * Poor attendance due to sickness * Greater focus on wellbeing * Transience * Disruption to PLD opportunities - Student movement - *5 new students have been enrolled this year, 9 students have left during the year, this constant movement has an impact on classroom programmes as teachers continually adjust to changing needs. 5/5 students that we enrolled were either significantly below expectation academically or had social / emotional challenges on arrival. - Teacher changes / movement - Writing PD – an expected drop in achievement due to nature of programme, change in assessment and delivery methods. 	<p>Writing focus/PLD on target groups Writers tool box PD ongoing in 2024</p> <p>DMIC-implementation across all classes</p> <p>Bot funded Teacher aides/teacher top up to support additional programmes</p> <p>Continue targeted intervention programmes</p>
<p>Planning for next year 2024:</p> <p>To include aspects mentioned in evaluation to 2024 planning</p> <p>Maintain Principal taking seniors programme</p> <p>Writing focus – Cluster/Kahui wide to continue</p> <p>Staff PLD to build capacity and capability – Schooltalks + DMIC</p> <p>Increased focus on goal setting / explicit teaching</p> <p>Teacher Inquiry – exploring programme and cross curricular links to enhance writing</p>	



ARAPOHUE SCHOOL

Te ara ki mātauranga • The pathway to knowledge

Giving Effect to Te Tiriti o Waitangi 2023

School number: 1002

Arapohue School is committed to fulfilling its obligations under Te Tiriti o Waitangi by embedding principles of Tikanga Māori, Mātauranga Māori and Te Ao Māori into its plans, policies and local curriculum. The school actively works towards providing instruction in tikanga and te reo, alongside ensuring equitable outcomes for Māori students. The efforts and initiatives undertaken by Arapohue School are outlined below:

Arapohue School recognises the significant of Te Tiriti o Waitangi as the founding document of Aotearoa New Zealand. The school is committed to upholding its responsibilities outlined in the Treaty, particularly in relation to the fostering of Māori cultural identity, language and in achieving equitable outcomes for Māori students.

Arapohue School ensures that its plans, policies and local curriculum are reflective of local tikanga Māori, mātauranga Māori and te ao Māori. This is achieved through:

- Integration of Māori world view across all learning areas, including history, science and the arts, to provide students with a holistic understanding of te ao Māori.
- Including Māori cultural events, such as pōwhiri, mihi whakatau and kapa haka, into our school calendar to celebrate and promote Māori language and culture
- Working to build positive relationships with local iwi and Māori community leaders to incorporate traditional knowledge, practices and perspectives into school policies and curriculum development

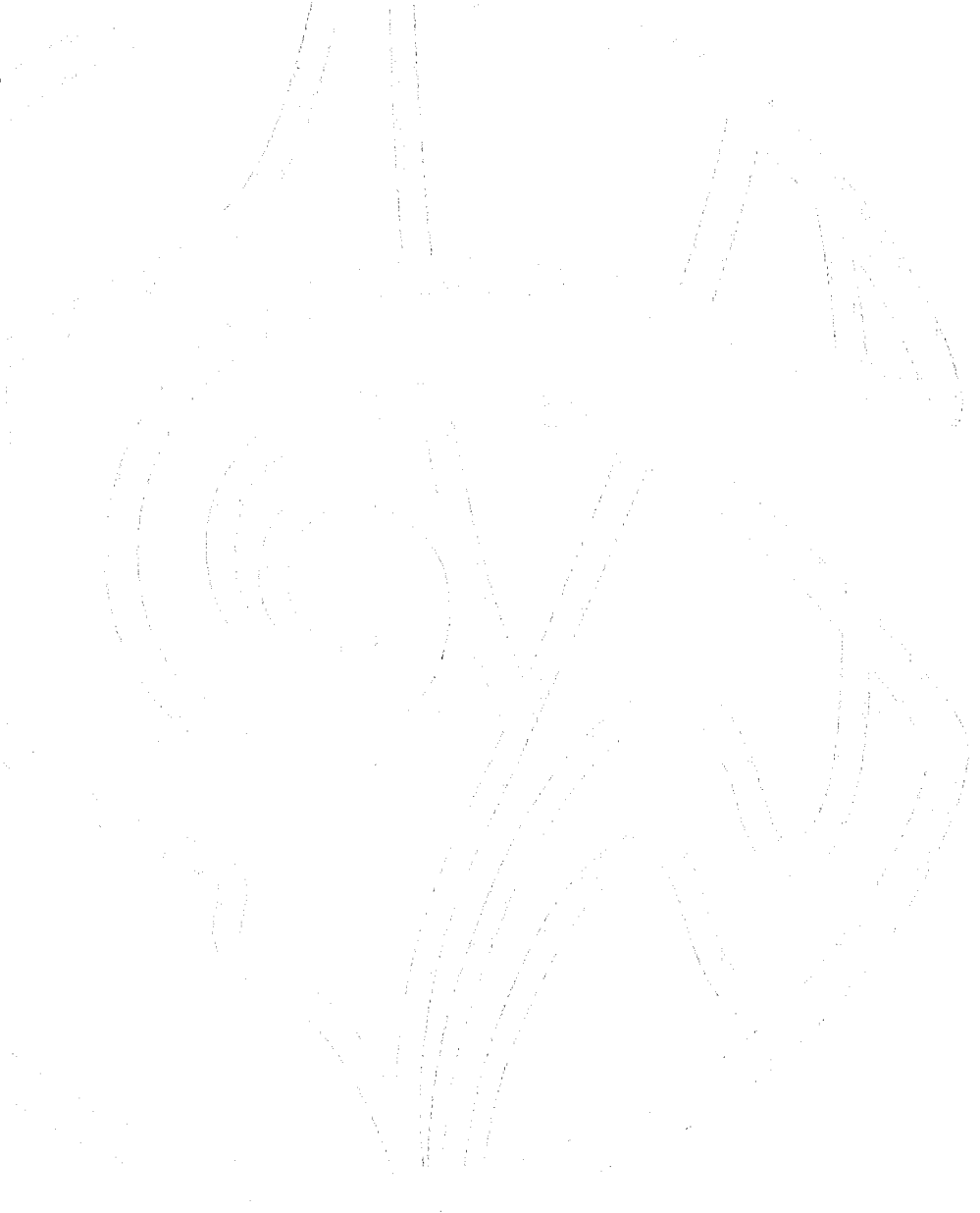
Arapohue School is committed to making instruction available in tikanga Māori and te reo Māori through:

- Providing professional development opportunities for staff to upskill in te reo Māori and tikanga Māori, enabling them to integrate these principles into their teaching practices.
- Partnering with local Māori language experts and cultural practitioners to deliver authentic learning experiences in tikanga Māori and te reo Māori.
- Integrating te reo and tikanga Māori into classroom programmes, and events

- Including daily karakia, waiata, whakatauki into all classroom programmes.

Arapohue School is dedicated to achieving equitable outcomes for Māori students by:

- Implementing targeted support programs to address the unique needs and aspirations of Māori learners, including culturally responsive teaching practices and mentoring initiatives.
- Monitoring and analysing data on academic achievement, attendance, and wellbeing to identify and address disparities between Māori and non-Māori students.
- Fostering strong relationships with whānau and community stakeholders to collaboratively support the educational success of Māori students both inside and outside the classroom.



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

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The Auditor-General is the auditor of Arapohue School (the School). The Auditor-General has appointed me, Steve Bennett, using the staff and resources of Bennett & Associates, 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 Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 23 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 of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.



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

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, 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 Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Analysis of Variance, the Kiwisport Statement, the List of Trustees and Statement of Responsibility 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.



Steve Bennett
BENNETT & ASSOCIATES
On behalf of the Auditor-General
Whangarei, New Zealand

