

KENAKENA SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022



Principal:	Bruce McDonald
Ministry Number:	2878
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KENAKENA SCHOOL

Annual Report - For the year ended 31 December 2022

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For the year ended 31 December 2022

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

Date:

KENAKENA SCHOOL

Statement of Comprehensive Revenue and Expense For the year ended 31 December 2022

		2022	2022	2021
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	4,375,927	4,077,957	4,193,764
Locally Raised Funds	3	121,760	218,272	193,173
Interest Earned		5,709	1,500	2,002
		4,503,396	4,297,729	4,388,939
Expenses				
Locally Raised Funds	3	42,566	86,146	63,468
Learning Resources	4	3,359,053	3,185,954	3,299,642
Administration	5	271,446	238,684	233,256
Finance Costs		1,337	1,600	1,275
Property	6	803,132	819,096	751,941
		4,477,534	4,331,480	4,349,582
Net Deficit		25,862	(33,751)	39,357
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		25,862	(33,751)	39,357

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



KENAKENA SCHOOL

Statement of Changes in Net Assets/Equity For the year ended 31 December 2022

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Balance at 1 January	336,185	296,831	296,828
Total comprehensive revenue and expense for the year	25,862	(33,751)	39,357
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	17,565	-	-
Equity at 31 December	379,612	263,080	336,185
Accumulated comprehensive revenue and expense	379,612	263,080	336,185
Equity at 31 December	379,612	263,080	336,185

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.



KENAKENA SCHOOL

Statement of Financial Position As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	7	307,111	225,240	226,035
Accounts Receivable	8	255,826	207,500	224,232
GST Receivable		-	10,000	15,182
Inventories	9	4,381	2,000	4,971
Investments	10	102,759	100,000	100,997
Prepayments		7,132	7,200	7,152
Funds Receivable for Capital Works Projects	16	15,617	-	13,025
		692,826	551,940	591,594
Current Liabilities				
Accounts Payable	12	302,330	283,235	287,747
Finance Lease Liability	15	9,015	6,600	6,564
Funds held for Capital Works Projects	16	67,754	20,000	43,698
GST Payable		2,422	-	-
Revenue Received in Advance	13	83,582	64,200	66,575
Provision for Cyclical Maintenance	14	56,358	50,500	45,462
		521,461	424,535	450,046
Working Capital Surplus/(Deficit)		171,365	127,405	141,548
Non-current Assets				
Property, Plant and Equipment	11	234,685	195,000	221,559
		234,685	195,000	221,559
Non-current Liabilities				
Provision for Cyclical Maintenance	14	16,188	55,100	22,697
Finance Lease Liability	15	10,250	4,225	4,225
		26,438	59,325	26,922
Net Assets		379,612	263,080	336,185
Equity		379,612	263,080	336,185

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

KENAKENA SCHOOL

Statement of Cash Flows

For the year ended 31 December 2022

		2022	2022	2021
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		1,320,044	1,101,890	1,200,376
Locally Raised Funds		121,759	183,396	146,299
International Students		15,317	2,374	8,462
Goods and Services Tax (net)		17,605	(948)	(6,132)
Payments to Employees		(1,049,616)	(882,340)	(912,462)
Payments to Suppliers		(322,380)	(392,040)	(420,180)
Interest Paid		(1,337)	(1,600)	(1,275)
Interest Received		4,878	2,025	2,517
Net cash from / (to) the Operating Activities		106,270	12,757	17,605
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(55,944)	(28,737)	(41,039)
Purchase of Investments		(1,762)	(673)	(1,670)
Net cash from / (to) the Investing Activities		(57,706)	(29,410)	(42,709)
Cash flows from Financing Activities				
Furniture and Equipment Grant		17,565	(1,268)	-
Finance Lease Payments		(9,109)	8,024	(2,695)
Funds on Behalf of Third Parties		24,056	-	18,697
Net cash from Financing Activities		32,512	6,756	16,002
Net increase/(decrease) in cash and cash equivalents		81,076	(9,897)	(9,102)
Cash and cash equivalents at the beginning of the year	7	226,035	235,137	235,137
Cash and cash equivalents at the end of the year	7	307,111	225,240	226,035

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

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

KENAKENA SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

Kenakena 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 reports have been prepared for the period 1 January 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

These financial statements are presented in New Zealand dollars, rounded to the nearest 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 long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

KENAKENA SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 21b.

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

c) Revenue Recognition

Government Grants

The school receives funding from the Ministry of Education. The following are the main types of funding that the School receives.

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period they relate to. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. These 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.



KENAKENA SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

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 comprise of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

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 not trivial.



KENAKENA SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

j) Property, Plant and Equipment

Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements (funded by the Board) to buildings owned by the Crown or directly by the board are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Gains and losses on disposals (*i.e.* sold or given away) are determined by comparing the proceeds received with the carrying amounts (*i.e.* the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

Finance Leases

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the school will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

Depreciation

Property, plant and equipment except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Furniture and equipment	5 - 10 years
Information and communication technology	5 years
Leased assets	3 - 5 years
Leasehold Improvements	10 - 75 years
Library resources	12.5% Diminishing value
Other	5 - 20 years



KENAKENA SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

k) 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 [details of the valuer's approach to determining market value (i.e. what valuation techniques have been employed, comparison to recent market transaction etc.).

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.

l) 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.

m) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, and also 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.



KENAKENA SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

n) Revenue Received in Advance

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

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

o) 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 Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

p) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

The schools carries out painting maintenance of the whole school over a 7 to 10 year period, the economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

q) 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.

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.

r) Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

s) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

t) Services received in-kind

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



KENAKENA SCHOOL

Notes to the Financial Statements For the year ended 31 December 2022

2. Government Grants

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	1,340,557	1,101,957	1,212,844
Other Government Grants	15,168	6,000	9,357
Teachers' Salaries Grants	2,461,204	2,450,000	2,448,492
Use of Land and Buildings Grants	558,998	520,000	523,071
	4,375,927	4,077,957	4,193,764

The school has opted in to the donations scheme for this year. Total amount received was \$84,000 (2021: \$84,450).

3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Fees for Extra Curricular Activities	41,689	95,830	85,227
Donations & Bequests	67,362	108,942	82,711
Fundraising & Community Grants	-	-	1,672
Other revenue	6,695	6,400	6,435
Trading	488	900	4,840
International Student Fees	5,526	6,200	12,288
	121,760	218,272	193,173
Expenses			
Extra Curricular Activities Costs	34,662	78,503	57,785
Fundraising & Community Grant Costs	1,591	4,643	3,774
International Student - Other Expenses	6,313	3,000	1,909
	42,566	86,146	63,468
<i>Surplus for the year Locally raised funds</i>	79,194	132,126	129,705

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	61,760	73,472	65,458
Employee Benefits - Salaries	3,186,988	2,980,100	3,090,791
Extra-curricular activities	11,046	14,250	36,304
Information and Communication Technology	20,271	21,000	18,121
Library Resources	2,372	1,900	1,467
Staff Development	16,212	28,232	25,855
Depreciation	60,404	67,000	61,646
	3,359,053	3,185,954	3,299,642

KENAKENA SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2022

5. Administration

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	5,235	5,234	5,082
Board of Trustees Expenses	3,028	1,400	803
Board of Trustees Fees	5,951	6,330	5,808
Communication	15,598	17,450	16,126
Consumables	7,306	8,000	8,222
Employee Benefits - Salaries	194,773	158,800	155,832
Insurance	8,414	6,830	6,933
Other	22,002	25,640	25,387
Service Providers, Contractors and Consultancy	9,139	9,000	9,063
	<u>271,446</u>	<u>238,684</u>	<u>233,256</u>

6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	15,615	16,000	15,792
Cyclical Maintenance Provision	4,387	14,954	(5,913)
Employee Benefits - Salaries	138,084	124,000	118,708
Grounds	34,159	84,642	48,119
Heat, Light and Water	17,763	17,000	18,476
Rates	8,509	7,800	7,954
Repairs and Maintenance	20,297	29,300	20,272
Security	5,320	5,400	5,462
Use of Land and Buildings	558,998	520,000	523,071
	<u>803,132</u>	<u>819,096</u>	<u>751,941</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.



KENAKENA SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2022

7. Cash and Cash Equivalents

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	307,111	225,240	226,035
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	307,111	225,240	226,035

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

Of the \$307,111 Cash and Cash Equivalents, \$67,754 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2023 on Crown owned school buildings under the School's Five Year Property Plan.

8. Accounts Receivable

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	4,413	7,000	17,644
Receivables from the Ministry of Education	36,701	-	1,933
Interest Receivable	1,341	500	510
Teacher Salaries Grant Receivable	213,371	200,000	204,145
	255,826	207,500	224,232
Receivables from Exchange Transactions	42,455	7,500	20,087
Receivables from Non-Exchange Transactions	213,371	200,000	204,145
	255,826	207,500	224,232

9. Inventories

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	4,381	2,000	4,971

10. Investments

The School's investment activities are classified as follows:

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	102,759	100,000	100,997



KENAKENA SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2022

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Furniture and Equipment	69,833	19,682	-	-	(20,837)	68,678
Information Technology	39,388	20,206	-	-	(14,555)	45,039
Leased Assets	11,196	17,585	-	-	(9,361)	19,420
Leasehold Improvements	19,993	-	-	-	(3,337)	16,656
Library Resources	44,470	7,542	-	-	(6,109)	45,903
Other	36,679	8,515	-	-	(6,205)	38,989
	-	-	-	-	-	-
Balance at 31 December 2022	221,559	73,530	-	-	(60,404)	234,685

The net carrying value of equipment held under a finance lease is \$19,420 (2021: \$11,196).

	2022	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Furniture and Equipment	245,393	(176,715)	68,678	225,711	(155,878)	69,833
Information Technology	178,691	(133,652)	45,039	158,485	(119,097)	39,388
Leased Assets	63,128	(43,708)	19,420	56,584	(45,388)	11,196
Leasehold Improvements	109,925	(93,269)	16,656	109,925	(89,932)	19,993
Library Resources	122,950	(77,047)	45,903	115,408	(70,938)	44,470
Other	61,040	(22,051)	38,989	52,526	(15,847)	36,679
Balance at 31 December	781,127	(546,442)	234,685	718,639	(497,080)	221,559

12. Accounts Payable

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	21,085	65,000	24,860
Accruals	3,664	5,235	3,557
Employee Entitlements - salaries	259,144	200,000	245,546
Employee Entitlements - leave accrual	18,437	13,000	13,784
	302,330	283,235	287,747
Payables for Exchange Transactions	302,330	283,235	287,747
	302,330	283,235	287,747

The carrying value of payables approximates their fair value.



KENAKENA SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2022

13. Revenue Received in Advance

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Grants in Advance	69,591	70,000	63,551
International Student Fees	9,791	-	-
Student Fees in Advance	4,200	(5,800)	3,024
	<u>83,582</u>	<u>64,200</u>	<u>66,575</u>

14. Provision for Cyclical Maintenance

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	68,159	68,159	75,673
Increase to the Provision During the Year	8,813	9,915	9,915
Use of the Provision During the Year	(4,426)	(13,074)	(17,429)
Provision at the End of the Year	<u>72,546</u>	<u>65,000</u>	<u>68,159</u>
Cyclical Maintenance - Current	56,358	50,500	45,462
Cyclical Maintenance - Non current	16,188	55,100	22,697
	<u>72,546</u>	<u>105,600</u>	<u>68,159</u>

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 Year Property plan.

15. Finance Lease Liability

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

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	10,365	6,600	7,239
Later than One Year and no Later than Five Years	10,439	4,225	4,515
Future Finance Charges	(1,539)		(965)
	<u>19,265</u>	<u>10,825</u>	<u>10,789</u>
Represented by			
Finance lease liability - Current	9,015	6,600	6,564
Finance lease liability - Non current	10,250	4,225	4,225
	<u>19,265</u>	<u>10,825</u>	<u>10,789</u>



KENAKENA SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2022

16. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7.

2022	Project Number	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Site - Rectify Flooding Issues	210626	(5,824)	610	-	5,214	-
Replace Light Fittings	226025	1,861	1,889	(3,750)	-	-
AMS Upgrade Fire Alarm System	226030	(5,241)	139,867	(131,372)	-	3,254
Replace Carpet (Block K)	226026	20,000	3,312	(23,312)	-	-
Replace Non Slip Surfacing	226022	(1,960)	4,175	(2,215)	-	-
Replace Roof Coverings & Spouting		14,500	-	-	-	14,500
Staffroom & Staff Toilet Redevelopment	221768	7,337	-	(10,074)	-	(2,737)
AMS Replace Windows & Cladding	226028	-	50,000	-	-	50,000
Refurbish Classroom & Toilets	226028	-	-	(12,880)	-	(12,880)
Totals		30,673	199,853	(183,603)	5,214	52,137

Represented by:

Funds Held on Behalf of the Ministry of Education

67,754

Funds Receivable from the Ministry of Education

(15,617)

52,137

2021	Project Number	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Site - Rectify Flooding Issues	210626	(5,824)	-	-	-	(5,824)
LSM Fencing & Gates	219473	17,800	57,300	(75,100)	-	-
Replace Light Fittings	226025		44,946	(43,085)	-	1,861
AMS Upgrade Fire Alarm System	226030		-	(5,241)	-	(5,241)
Replace Carpet (Block K)	226026		20,000	-	-	20,000
Replacement Mechanical Heating (Block K)	226027		15,986	(15,986)	-	-
Replace Non Slip Surfacing	226022		23,885	(25,845)	-	(1,960)
Replace Roof Coverings & Spouting			14,500	-	-	14,500
Staffroom & Staff Toilet Redevelopment	221768		39,362	(32,025)	-	7,337
Totals		11,976	215,979	(197,282)	-	30,673

Represented by:

Funds Held on Behalf of the Ministry of Education

43,698

Funds Receivable from the Ministry of Education

(13,025)

30,673



KENAKENA SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2022

17. Related Party Transactions

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

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

18. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	5,951	5,808
<i>Leadership Team</i>		
Remuneration	614,701	547,370
Total key management personnel remuneration	620,652	553,178
Total full-time equivalent personnel	5.41	5.41

There are 7 members of the Board excluding the Principal. The Board had held 9 full meetings of the Board in the year. The Board also has Finance 3 members and Property 4 members that met 3 times and 10 times during the year respectively. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	150 - 160
Benefits and Other Emoluments	4 - 5	4 - 5

Other Employees

The number of other employees with remuneration greater than \$100,000 was in the following bands:

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 - 110	3	1
110 - 120	1	-
	4	1

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



KENAKENA SCHOOL

Notes to the Financial Statements For the year ended 31 December 2022

19. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, committee member, 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:

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

20. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

21. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board has entered into contract agreements for capital works as follows:

- (i) to rectify site flooding issues. The total cost of the project is \$131,943, which is fully funded by the Ministry of Education. \$119,359 had been received from the Ministry, with \$124,573 of costs having being incurred at balance date; and
 - (ii) to redevelop staff room & toilet. The total cost of the project is \$346,116 which is fully funded by the Ministry of Education. \$39,362 had been received from the Ministry, with \$42,099 of costs having being incurred at balance date.
 - (iii) to replace roof coverings & spouting. The total cost of the project is \$25,000 which is fully funded by the Ministry of Education. \$14,500 had been received from the Ministry, with no cost having being incurred at balance date.
 - (iv) to upgrade AMS fire alarm system. The total cost of the project is \$174,867 which is fully funded by the Ministry of Education. \$139,867 had been received from the Ministry, with \$136,613 of costs having being incurred at balance date.
 - (v) to replace windows and cladding. The total cost of the project is \$492,261 which is fully funded by the Ministry of Education. \$50,000 had been received from the Ministry, with no cost having being incurred at balance date; and
 - (vi) to refurbish classrooms and toilets. The total cost of the project is \$422,501 which is fully funded by the Ministry of Education. No funds had been received from the Ministry, with \$12,880 of costs having being incurred at balance date.
- (Capital commitments at 31 December 2021: \$908,194)

(b) Operating Commitments

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

(Operating commitments at 31 December 2021: \$nil)



KENAKENA SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2022

22. Financial Instruments

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

Financial assets measured at amortised cost

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	307,111	225,240	226,035
Receivables	255,826	207,500	224,232
Investments - Term Deposits	102,759	100,000	100,997
Total Financial assets measured at amortised cost	665,696	532,740	551,264

Financial liabilities measured at amortised cost

Payables	302,330	283,235	287,747
Finance Leases	19,265	10,825	10,789
Total Financial Liabilities Measured at Amortised Cost	321,595	294,060	298,536

23. Events After Balance Date

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

24. Comparatives

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



KENAKENA SCHOOL

Members of the Board

As at 31 December 2022

Name	Position	How position on Board gained	Occupation	Term expired/ expires
Louisa Rodani	Presiding Member & International Student	Elected May 2016, re-elected May 2019	HR Manager	September 2025
Bruce McDonald	Principal	Appointed	Principal	
Paul Fallon	Parent Rep - Finance, ICT	Elected May 2016, re-elected May 2019		September 2025
Kate McDonald	Staff Rep	Elected		September 2025
Dan Stoner	Personnel	Elected		September 2025
Nina Ive	Policy	Elected		September 2025
Craig Lambie	Parent Rep - Property	Elected		September 2025
Clinton Smith	Parent Rep - Finance	Elected		September 2025
Michelle Mason	Presiding Member, Legislation & Policy	Elected June 2013, re-elected May 2016, May 2019		September 2022
Sean Fitzgerald	Parent Rep - Curriculum, Strategic & Planning	Elected May 2019		September 2022
Debbie Livingstone	Parent Rep - Property	Elected June 2013, re-elected May 2016, May 2019	Swimming Instructor	September 2022
Marie Mead	Staff Rep	Elected May 2019	Teacher	September 2022

KENAKENA SCHOOL

Kiwisport Statement

For the year ended 31 December 2022

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

In 2022 the School received total Kiwisport funding of \$8,043 excluding GST (2021: \$8,084).

The funding was used to fund participation in gymnastics tuition, sports co-ordinator fees and boys mentoring programme.



KENAKENA SCHOOL

"EXCITING... MOTIVATING... POSITIVE"

12 Donovan Road, P.O. Box 1441, Paraparaumu Beach, Tel: (04) 298 4011
Email: office1@kenakena.school.nz accounts@kenakena.school.nz
Web: www.kenakena.school.nz



Statement of Compliance with Employment Policy

For the year ended 31st December 2022, Kenakena 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 requirements and identifies 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.

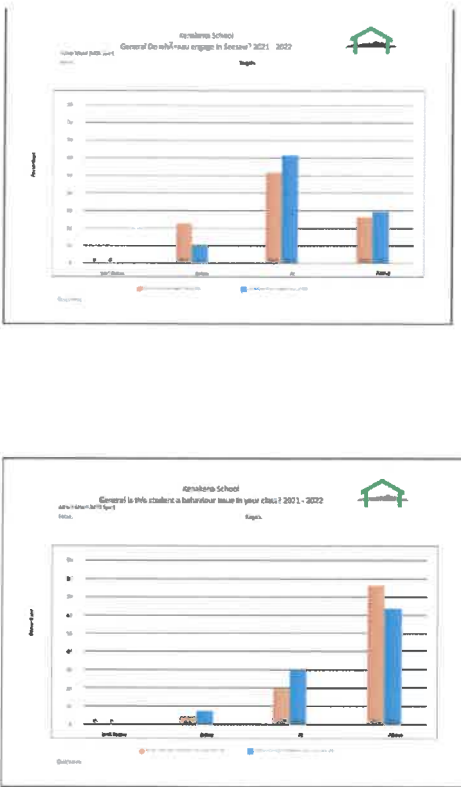
Presiding Member
Louisa Rodani

Principal
Bruce McDonald

Analysis of Variance Reporting



School Name:	2022 Kenakena	School Number:	2878
Strategic Aim:	THROUGH MEANINGFUL LEARNING CONTEXTS DEVELOP KEY COMPETENCIES FOR THE FUTURE		
Annual Aim:	The board continues to aim for 100% of students achieving at or above the expected level for age or year-at-school in reading, mathematics and writing. We continue to focus on students for whom 'Maori' is their first or second 'ethnicity', as recorded on the school's Student Management System. Student and Parent/Caregiver Engagement is a primary consideration in relation to learning and behaviour. This annual analysis of variance provides commentary in relation to that.		
Target:	To focus on the pedagogy and learning environment to improve achievement levels of all students, particularly Māori students, in all curriculum areas. To build engagement and communication with whānau of our Priority Learners.		
Baseline Data:	We are tracking students who have been identified as NZ Māori in ethnicity 1 or ethnicity 2 on their enrolment form. These are our Priority Learners.		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Teachers are aware of the students in their class who are Priority Learners. We discuss these students at team meetings regularly during the year. If these students represent 22% of our roll, are these students involved in 20% of the opportunities available to our students (TOM, Otago Problem Solving, Tour Guides, Student Leaders, Librarians)? When we look at engagement in Seesaw we are looking at the way whānau interact with this platform. Teachers can see who has seen items posted, families can 'like' an item or can comment in more</p>	 <p>The top chart, 'General Do whānau engage in Seesaw? 2021 - 2022', shows engagement levels. The bottom chart, 'General Is this student a behaviour issue in your class? 2021 - 2022', shows the number of students with behavior issues. Both charts compare 'Total', 'Boys', and 'Girls' across 'Engaged' and 'Not Engaged' categories.</p>	<p>There are issues we are dealing with across our school, not just with (but including) our Priority Learners.</p> <ul style="list-style-type: none"> Although there isn't a big discrepancy, boys are making more accelerated progress in Reading and Maths than girls. More girls are making accelerated progress in Writing (by 1%) Interestingly more boys are also making insufficient progress in Reading and Maths than girls (although not a marked difference) More girls are making 'sufficient' progress than boys in Reading and Maths with more boys making sufficient progress in Writing. <p>Communication and engagement with our Priority Learner whānau is</p>	<p><u>Key observations from syndicate teams regarding data:</u></p> <ol style="list-style-type: none"> 1. We are wondering if our children are entering lower in general maybe because of Covid? Also, a bigger range of early childhood facilities, our catchment, rental children living in poverty. What is happening outside school impacts hugely on a student's ability to connect with their learning. 2. Covid is an issue as we can all definitely agree that those who have those extra months as Year 0 are initially at an advantage and if they missed those due to Covid it can take longer to catch up. There is also the impact of a teacher having Covid and staff shortages (as well as students' own absences when family members have Covid). A few weeks can make a big impact in those early months of schooling. 3. Last data report we were keen to get together with other syndicates to cross check our work – going forward with PD in writing we feel this will be relevant again and then

detail. Seesaw is the main communication tool between home and school.

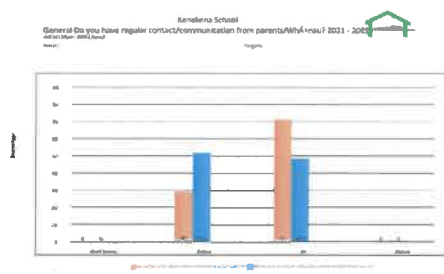
Teachers fill in a doc to track priority students engagement, behaviour, whānau communication and academic achievement during the year. At the end of the year teachers fill in a markbook on etap for Priority Learners to record their observations. We have completed this markbook at the end of each year from 2020 up until the end of 2022 so have collected data for this cohort over the past two years.

Over the past two years we have been undergoing a process of curriculum review

When we look at engagement in Seesaw we are looking at the way whānau interact with this platform. Teachers can see who has 'seen' items posted, families can 'like' an item or comment in more detail. Seesaw is the main communication tool between home and school.

Graph 1 above shows no engagement, regular, inconsistent engagement. Graph 2 above shows major behaviour issue, minor, no behaviour issue.

There is a slight increase in engagement with Seesaw as well as a slight increase in behaviour issues among Priority Learners.



This type of communication is referring to parent/teacher conferences, emails, phone calls, coming to school events etc.

There is quite a sharp dip in communication between 2021-2022

an issue that continues to need addressing.

Percentage of Priority Learners making **accelerated** or **sufficient** progress

	Reading	Writing	Maths
2020 - 2021	68%	70%	78%
2021 - 2022	75%	62%	65%

Within our Priority Learners a significant percentage of boys made accelerated progress in Reading and Maths compared to girls. More girls made slightly more accelerated progress in Writing than boys (by 3%).

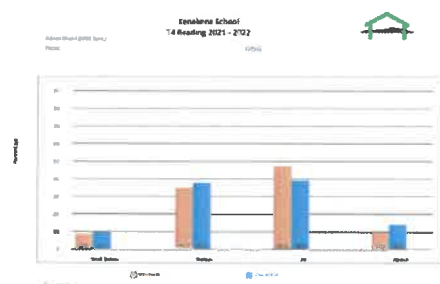
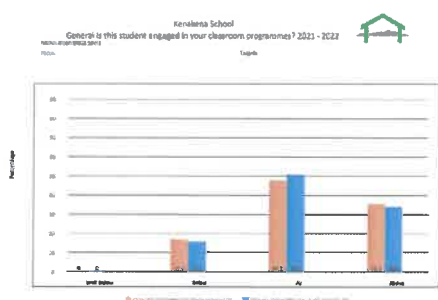
Teacher insights into the 'real life' issues we are facing are outlined in the next column.

to cross check against the 'Making Decisions' document, we are currently cross checking how Structured Literacy places on the Making Decision documents we use to inform against comments like 'working within', 'achieving at' and 'working towards'.

- Our goal for structured literacy is to close the gap and help every child have access to support so there are no boundaries of medication or lack of attendance.
- When children change teachers/levels there is usually a drop at the beginning of the year compared to where they were before the summer break. New routines, new expectations, different teaching styles could all play a part. The move into a new syndicate could also involve a transition from play based learning to a more formal approach.
- The sub-levels that teachers enter are based on OTJ's that are subjective. What evidence are teachers using to make their OTJ's? We need to look at consistency around this.

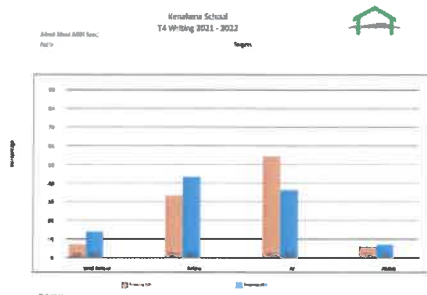
and revitalisation at Kenakena School. The programme will engage the staff in exploring options, identifying and implementing the relevant 21st century pedagogies which will take the school into a next phase of its development that will include decisions around what is relevant to our children and community, how will we bring these to life at Kenakena? *Our current work around the Essence of Kenakena will include valuable pedagogy to support our Priority Learners.*

Overall 83% of Priority Learners were engaged in classroom programmes in 2021 compared to 85% in 2022.



7. Teachers' knowledge of Curriculum levels varies. We need more collaboration and moderation between teams. Teachers who have students come through to them with a curriculum level higher than the present teacher thinks they are working at, need to enter data that is lower. This looks as though the student has regressed.
8. There needs to be more discussion between teams when teachers are considering entering data higher than the expected curriculum level for a student – for example a Year 6 student being placed at 4A or level 5. Level 5 would be mastered at the end of Year 10.
9. In the period under discussion, the junior classes have had very high numbers – not conducive to addressing needs and making good progress. Big class sizes are an issue across the school.
10. Once children start to fall behind, unless they are able to have more individual attention, the gap appears to widen as they progress through the school.

- In 2021 59.9% of Priority Learners were achieving 'at' or 'above' in Reading compared to 58.2% in 2022.
- 43% of Priority Learners made accelerated progress in Reading (compared to 45% in 2021)
- 32% made sufficient progress in Reading (compared to 23% in 2021)
- 25% made insufficient progress in Reading (compared to 33% in 2021)



- 59.8% of Priority Learners achieved 'at' or 'above' in Writing in 2021 compared to 43.2% in 2022.
- In 2021 84% of female Priority Learners made accelerated or sufficient progress in Writing compared to 59% of boys. In 2022 56% of girls made accelerated or sufficient progress compared to 66% of boys.

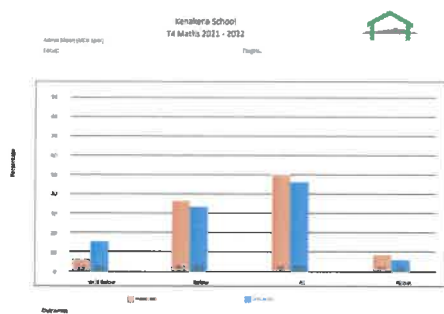
11. We are going through a massive societal change where children are not being exposed to literacy, oral language and numeracy the way they were in the past.

12. Monitoring a year group going right through (as with the Year 3 Cohort) will provide more helpful data

The common themes that may be impacting our data are:

- ***The Pandemic and the ongoing ramifications***
- ***Issues outside school/ attendance. This includes making connections with our whānau and building engagement***
- ***Maintaining consistency across syndicates when making an OTJ or moderating a student's work against the NZ Curriculum***

- In 2021 17% of girls made insufficient progress whereas in 2022 44% of girls made insufficient progress.



- In 2021 58.3% of students achieved 'at' and 'above' in Maths compared to 51.4% in 2022.
- 18% more boys in the Priority Learner group made accelerated progress in Maths compared to girls (The percentage of girls making accelerated progress in Maths dropped from 33% in 2021 to 24% in 2022)
- 6% more girls made sufficient progress in Maths than boys (7% more girls than in 2021)
- 12% more girls made insufficient progress in Maths compared to boys.
- In 2021 25% of girls made insufficient progress in Maths compared to 41% in 2022.
- Overall a similar percentage of Priority Learners made accelerated, sufficient and insufficient progress.

Planning for next year:

Next Steps:

- **Student Wellbeing:** It's important to acknowledge the huge social and emotional gains and their sense of identity we make with students by the way we approach pastoral care, class hui, use of restorative practise at Kenakena School.

What is becoming overwhelming clear to us as professionals working with our students at Kenakena is that there are many factors affecting a child's ability to learn. As we have gained more knowledge about the social and emotional development of children, and through our work with Sam Edwards on trauma informed practise, we now see the importance of addressing the issues many of students are facing out of school so they are able to engage in their learning. This year we continue our work towards becoming a Trauma Informed School. A large emphasis has been placed on a child's 'readiness' to learn.

- **A Neuro-nurture Approach to Working with Students at Kenakena School** - Sam is also initiating a Neuro-Nurture Approach Programme which will support some of our more vulnerable students, outlined below.

Stage One: Four one on one sessions with the student and a teacher trained in the neurosequential model of Education. At the end of this stage there will be a meeting with the student, teacher, class teacher and whanau.

Stage Two: Six small group sessions with either the same teacher or a specially chosen teacher aide (matched to the needs of the student) and a few key students.

Stage Three: Continuous 'relational dosing' from the lead teacher. This should start before the first session, continue throughout both stages and for a period afterwards. At the end of the programme there will be a final one on one session.

Funding will need to be secured to cover staff resourcing for this programme.

Our work around student wellbeing will also be supported by our essence work.

- **Essence Summary** - Over the past two years we have been undergoing a process of curriculum review and revitalisation at Kenakena School. The programme will engage the staff in exploring options, identifying and implementing the relevant 21st century pedagogies which will take the school into a next phase of its development that will include decisions around what is relevant to our children and community, how will we bring these to life at Kenakena? *Our current work around the Essence of Kenakena will include valuable pedagogy to support our Priority Learners.*

Key outcomes of the programme have been:

- Alignment with the same vision
- Coherence and continuity for children as they progress through Kenakena school
- Unity of purpose – An ethos of all of us 'owning' all of our students

- A climate of professional excitement, energy and innovation

We have identified three Essence Areas (Mana, Connectedness and Rich Learning) and are now working on designing and creating an on-line digital portal for the Kenakena Pedagogy and Teaching Framework that is innovative, responsive and practical as the 'go-to' portal for teachers on learning and teaching at Kenakena School. Creating a pool of resources that will ensure recognition and evidence of our vision across the school will help ensure we are meeting the social, emotional and learning needs of all students at Kenakena.

- **Whānau Engagement** – Engaging with and building relationships with students and whānau of our Priority Learners. We have been working on the establishment of a Kenakena Whānau Group with the aim of encouraging more interaction in a way that allows us to build relationships and work together to build a climate of positive collaboration to support students' learning. *It is essential we implement a variety of methods to create opportunities to get our school community involved in the learning and opportunities within our school.*
- **Truancy Initiative** – We are currently working with Fun Zone to support some of more vulnerable learners in getting to school. Fun Zone collect three of our whānau each morning, bring them to school and provide breakfast, to ensure they are ready for learning at the start of each day. *Until the end of term one we received Interim Response Funding to supporting this initiative however that will no longer be available in term two. There is a meeting for local schools early in term two to look at the wider issues around truancy and what programmes can be put in place across our local school communities to facilitate students' attendance.*
- **Seesaw** – It is important our whānau are aware of the purpose of this platform as our main means of communication and reporting. If a family is engaged with Seesaw they, in turn, have more opportunity to be engaged in their child's learning. In term one we have collected data through a survey to give us a picture of how this platform is being used, and what our families' understanding is around the use of Seesaw. Unfortunately we received a very poor response to this survey (four replies through the online survey and six through phone calls or a hard copy). This still gives us a picture, however small, of the issues parents/caregivers are facing when using this platform and have a plan to rectify some of these points.
- **Priority Learners Markbook** – We have established a new markbook that records information about a student called 'Whānau Kōrero' that ensures teachers are aware of important background information on this cohort of students. This is updated each term at a syndicate meeting so all team members are aware of any issues affecting these students. The aim is to build a picture of our Priority Learners and allow all teachers to build strong positive connections with these (and all) students.
- **Cohort Group** – We have set up a year 3 2023 cohort we will track as they move through the school to enable us to collect 'clean' data. This group has benefitted from Structured Literacy PD being integrated into classroom literacy programmes.

Literacy and Numeracy:

- PD continues this year for junior school teachers in the Structured Literacy approach for year 0-4 students. Research indicates this is the most effective approach for students who experience difficulty learning to read and spell printed words. Evidence is strong that the majority of students learn to be

more effective readers with structured teaching of basic language skills. These are particularly important for students with reading disabilities such as dyslexia.

- **Structured Literacy Support:** This year funding has been made available for Lee Norris to take a Remedial Reading Programme. The aim of this programme is to capture some of our literacy strugglers through early identification and intervention. Lee utilizes her vast literacy teaching experience, her growing knowledge of the Structured Literacy Approach (including the use of the new SL reading resources), whilst also incorporating her knowledge of the Davis Dyslexia Approach to personalize strategies for the children with whom she works. Before-and-after data will be collected to determine the success of the programme.
- Although overall, Maths results have dropped, a snapshot of the year 7 (2022) to year 8 (2023) shown below indicates there has been significant movement in Mathematical achievement. Teachers in year 7-8 attribute much of this shift to the DMIC Maths Programme.
- **Dyslexia Programme:** six out the eleven students selected to take part in this programme during 2023 are Priority Learners.

Priority Learner Actions for 2023 :

- Continue to work on a plan that improves engagement with our Priority Learner whānau and ākonga.
 - Each teacher will know the Māori students in their class. They will know who is engaged or displaying a lack of engagement.
 - Who is the best person to make contact with these whānau and how/when will contact be made?
 - Continue to update the 'Whānau Kōrero' section on our Priority Learner markbook each term following team discussions about our priority learners.
 - Introduce a whānau group to Kenakena School.

Work with the Te Reo Maori Programme Development Team to support Kaiako to make connections and build relationships with our Priority Learner whānau.

INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Kenakena School (the School). The Auditor-General has appointed me, Melanie Strydom, using the staff and resources of Auditlink 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 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 30 May 2023. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise 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 2 to 22, 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.



Melanie Strydom
Auditlink Limited

On behalf of the Auditor-General
Palmerston North, New Zealand