

# WARKWORTH SCHOOL

## ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022



Te Kura o Puhinui  
Warkworth School

# WARKWORTH SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2022

#### School Directory

**Ministry Number:** 1561  
**Principal:** Cynthia Holden  
**School Address:** 35 Hill Street, Warkworth  
**School Postal Address:** P O Box 332, Warkworth 0941  
**School Phone:** 09 425 8300  
**School Email:** [office@warkworth.school.nz](mailto:office@warkworth.school.nz)

#### Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Sheralyn Cotton	Presiding Member	Re-elected	Jun-25
Cynthia Holden	Principal ex Officio	ex Officio	
Nicole Callender	Staff Representative	Elected	Jun-25
Tiffany Hubbard	Parent Representative	Elected	Jun-25
Brian Mahon	Parent Representative	Elected	Jun-25
Richard Jones	Parent Representative	Elected	Jun-25
Dave Morrison	Parent Representative	Re-elected	Jun-22
Wayde McMahon	Parent Representative	Elected	Jun-22
Lance O'Callaghan	Parent Representative	Elected	Jun-22
Lorita Munro	Parent Representative	Elected	Jun-22
Jason Gurney	Parent Representative	Co-opted 09/2020	Jun-22
Jennifer Lane	Staff Representative	Elected	Jun-22

**Accountant / Service Provider:**



**Auditor:**

BDO Northland

# WARCKWORTH SCHOOL

Annual Report - For the year ended 31 December 2022

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# Warkworth School

## Statement of Responsibility

For the year ended 31 December 2022

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 2022 fairly reflects the financial position and operations of the school.

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

Sheralyn Cotton

\_\_\_\_\_  
Full Name of Presiding Member



\_\_\_\_\_  
Signature of Presiding Member

31 May 2023

\_\_\_\_\_  
Date:

Cynthia Holden

\_\_\_\_\_  
Full Name of Principal



\_\_\_\_\_  
Signature of Principal

31 May 2023

\_\_\_\_\_  
Date:

# Warkworth School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>				
Government Grants	2	4,863,137	5,136,974	4,559,585
Locally Raised Funds	3	113,618	68,050	110,417
Interest Income		12,914	2,000	2,107
<b>Total Revenue</b>		<b>4,989,669</b>	<b>5,207,024</b>	<b>4,672,109</b>
<b>Expenses</b>				
Locally Raised Funds	3	45,306	29,300	72,704
Learning Resources	4	3,083,279	3,348,827	3,031,692
Administration	5	363,149	331,077	335,007
Finance		2,838	1,130	2,426
Property	6	1,400,961	1,624,520	1,175,512
Loss on Disposal of Property, Plant and Equipment		1,636	-	1,317
		<b>4,897,169</b>	<b>5,334,854</b>	<b>4,618,658</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>92,500</b>	<b>(127,830)</b>	<b>53,451</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>92,500</b>	<b>(127,830)</b>	<b>53,451</b>

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

# Warkworth School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Equity at 1 January</b>		1,227,471	1,227,471	1,174,020
Total comprehensive revenue and expense for the year		92,500	(127,830)	53,451
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	-
<b>Equity at 31 December</b>		1,319,971	1,099,641	1,227,471
Accumulated comprehensive revenue and expense		1,319,971	1,099,641	1,227,471
<b>Equity at 31 December</b>		1,319,971	1,099,641	1,227,471

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.



# Warkworth School

## Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	660,895	419,835	704,827
Accounts Receivable	8	480,685	212,789	312,667
GST Receivable		1,921	5,096	5,096
Prepayments		9,193	47,066	47,066
Inventories	9	2,218	2,599	2,599
Investments	10	129,590	127,348	127,348
Funds Receivable for Capital Works Projects	16	145,358	-	8,124
		<u>1,429,860</u>	<u>814,733</u>	<u>1,207,727</u>
<b>Current Liabilities</b>				
Accounts Payable	12	311,761	362,151	362,151
Revenue Received in Advance	13	2,242	2,159	2,159
Finance Lease Liability	15	18,584	19,511	19,511
Funds held for Capital Works Projects	16	295,822	-	191,776
		<u>628,409</u>	<u>383,821</u>	<u>575,597</u>
<b>Working Capital Surplus/(Deficit)</b>		801,451	430,912	632,130
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	693,957	744,922	673,942
		<u>693,957</u>	<u>744,922</u>	<u>673,942</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	139,700	69,750	69,750
Finance Lease Liability	15	35,737	6,443	8,851
		<u>175,437</u>	<u>76,193</u>	<u>78,601</u>
<b>Net Assets</b>		<u>1,319,971</u>	<u>1,099,641</u>	<u>1,227,471</u>
<b>Equity</b>		<u>1,319,971</u>	<u>1,099,641</u>	<u>1,227,471</u>

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



# Warkworth School

## Statement of Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		1,240,240	1,063,283	1,185,609
Locally Raised Funds		108,490	71,517	87,632
Goods and Services Tax (net)		3,175	7,644	7,644
Payments to Employees		(691,303)	(598,891)	(598,409)
Payments to Suppliers		(426,771)	(552,481)	(455,201)
Interest Paid		(2,838)	(1,130)	(2,426)
Interest Received		11,485	2,827	2,934
Net cash from/(to) Operating Activities		242,478	(7,231)	227,783
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(98,191)	(109,672)	(64,020)
Purchase of Investments		(2,242)	198,987	-
Proceeds from Sale of Investments		-	-	198,987
Net cash from/(to) Investing Activities		(100,433)	89,315	134,967
<b>Cash flows from Financing Activities</b>				
Finance Lease Payments		(22,484)	(19,511)	(24,736)
Funds Administered on Behalf of Third Parties		(163,493)	(117,000)	120,119
Net cash from/(to) Financing Activities		(185,977)	(136,511)	95,383
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(43,932)</b>	<b>(54,427)</b>	<b>458,133</b>
Cash and cash equivalents at the beginning of the year	7	704,827	474,262	246,694
<b>Cash and cash equivalents at the end of the year</b>	7	<b>660,895</b>	<b>419,835</b>	<b>704,827</b>

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





# Warkworth School

## Notes to the Financial Statements

### For the year ended 31 December 2022

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Warkworth 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 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 expense threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

###### **Measurement Base**

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

###### **Presentation Currency**

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

###### **Specific Accounting Policies**

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

###### **Critical Accounting Estimates And Assumptions**

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

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

###### **Cyclical maintenance**

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

###### **Useful lives of property, plant and equipment**

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



### **Critical Judgements in applying accounting policies**

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

#### **Classification of leases**

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

#### **Recognition of grants**

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

### **c) Revenue Recognition**

#### **Government Grants**

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

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

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

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

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. Grants for the use of land and buildings are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

#### **Other Grants where conditions exist**

Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

#### **Donations, Gifts and Bequests**

Donations, gifts and bequests are recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

#### **Interest Revenue**

Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned.

### **d) Operating Lease Payments**

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

### **e) Finance Lease Payments**

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.



**f) Cash and Cash Equivalents**

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

**g) Accounts Receivable**

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

**h) Inventories**

Inventories are consumable items held for sale and comprised of stationery and 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.

**j) Property, Plant and Equipment**

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

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

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

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

**Finance Leases**

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

**Depreciation**

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

The estimated useful lives of the assets are:

Building improvements	15–50 years
Board Owned Buildings	15–50 years
Furniture and equipment	3–18 years
Information and communication technology	4–40 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value



#### **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.

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 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.

#### **n) Revenue Received in Advance**

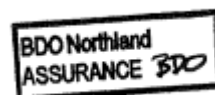
Revenue received in advance relates to fees received from grants received where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

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) 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 Revenue and Expense. In instances where the school is determined to be the principal for providing the service related to the Shared Funds (such as the RTLB programme), all income and expenditure related to the provision of the service is recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

**q) 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.

**r) 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.

**s) 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.

**t) Budget Figures**

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

**u) 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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	1,223,562	967,978	1,149,061
Teachers' Salaries Grants	2,528,077	2,750,000	2,480,288
Use of Land and Buildings Grants	1,083,977	1,400,000	925,998
Other Government Grants	27,521	18,996	4,238
	<u>4,863,137</u>	<u>5,136,974</u>	<u>4,559,585</u>

The school has opted in to the donations scheme for this year. Total amount received was \$75,750.

## 3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>			
Donations & Bequests	34,704	22,000	12,395
Fundraising & Community Grants	10,054	9,700	11,437
Trading	10,425	13,000	13,562
Fees for Extra Curricular Activities	58,435	23,350	73,023
	<u>113,618</u>	<u>68,050</u>	<u>110,417</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	28,180	9,600	51,700
Trading	7,861	11,000	12,202
Fundraising and Community Grant Costs	9,265	8,700	8,802
	<u>45,306</u>	<u>29,300</u>	<u>72,704</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>68,312</u>	<u>38,750</u>	<u>37,713</u>

## 4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	59,521	87,805	54,027
Information and Communication Technology	23,714	24,403	22,765
Employee Benefits - Salaries	2,859,062	3,105,750	2,815,562
Staff Development	15,999	21,000	18,998
Depreciation	124,983	109,869	120,340
	<u>3,083,279</u>	<u>3,348,827</u>	<u>3,031,692</u>



## 5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	6,613	7,605	6,420
Board Fees	2,156	2,500	3,168
Board Expenses	4,849	3,400	1,961
Communication	3,441	3,100	3,173
Consumables	17,389	26,470	16,750
Other	53,649	45,552	43,367
Employee Benefits - Salaries	256,967	220,000	238,905
Insurance	9,758	12,000	11,225
Service Providers, Contractors and Consultancy	8,327	10,450	10,038
	363,149	331,077	335,007

## 6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	18,949	15,150	19,696
Consultancy and Contract Services	47,753	48,000	45,728
Cyclical Maintenance Provision	69,950	40,000	57,300
Grounds	4,940	2,200	1,996
Heat, Light and Water	40,674	34,000	32,959
Rates	12,382	12,200	11,443
Repairs and Maintenance	52,293	23,670	30,278
Use of Land and Buildings	1,083,977	1,400,000	925,998
Security	3,443	4,300	4,025
Employee Benefits - Salaries	66,600	45,000	46,089
	1,400,961	1,624,520	1,175,512

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

## 7. Cash and Cash Equivalents

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Bank Accounts	660,895	419,835	704,827
Cash and cash equivalents for Statement of Cash Flows	660,895	419,835	704,827

Of the \$660,895 Cash and Cash Equivalents, \$295,822 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 2023 on Crown owned school buildings.



## 8. Accounts Receivable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Receivables	13,686	8,475	8,475
Receivables from the Ministry of Education	230,183	-	99,878
Interest Receivable	1,429	-	-
Banking Staffing Underuse	13,413	2,570	2,570
Teacher Salaries Grant Receivable	221,974	201,744	201,744
	<u>480,685</u>	<u>212,789</u>	<u>312,667</u>
Receivables from Exchange Transactions	15,115	8,475	8,475
Receivables from Non-Exchange Transactions	465,570	204,314	304,192
	<u>480,685</u>	<u>212,789</u>	<u>312,667</u>

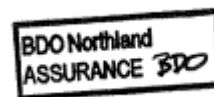
## 9. Inventories

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Stationery	922	1,117	1,117
School Uniforms	1,296	1,482	1,482
	<u>2,218</u>	<u>2,599</u>	<u>2,599</u>

## 10. Investments

The School's investment activities are classified as follows:

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	129,590	127,348	127,348
	<u>129,590</u>	<u>127,348</u>	<u>127,348</u>





## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Buildings	99,596	-	-	-	(3,786)	<b>95,810</b>
Furniture and Equipment	455,686	39,385	(589)	-	(53,556)	<b>440,926</b>
Information and Communication Technology	72,643	55,705	-	-	(39,183)	<b>89,165</b>
Leased Assets	28,838	48,443	-	-	(26,054)	<b>51,227</b>
Library Resources	17,179	2,963	(909)	-	(2,404)	<b>16,829</b>
		-	-	-		
<b>Balance at 31 December 2022</b>	<b>673,942</b>	<b>146,496</b>	<b>(1,498)</b>	<b>-</b>	<b>(124,983)</b>	<b>693,957</b>

The net carrying value of furniture and equipment held under a finance lease is \$51,227 (2021: \$28,838)

### Restrictions

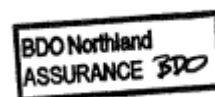
There are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2022 Cost or Valuation	2022 Accumulated Depreciation	2022 Net Book Value	2021 Cost or Valuation	2021 Accumulated Depreciation	2021 Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	277,238	(181,428)	<b>95,810</b>	277,238	(177,642)	<b>99,596</b>
Furniture and Equipment	803,031	(362,105)	<b>440,926</b>	797,995	(342,309)	<b>455,686</b>
Information and Communication Technology	211,323	(122,158)	<b>89,165</b>	173,035	(100,392)	<b>72,643</b>
Leased Assets	75,288	(24,061)	<b>51,227</b>	76,994	(48,156)	<b>28,838</b>
Library Resources	60,386	(43,557)	<b>16,829</b>	60,633	(43,454)	<b>17,179</b>
<b>Balance at 31 December</b>	<b>1,427,266</b>	<b>(733,309)</b>	<b>693,957</b>	<b>1,385,895</b>	<b>(711,953)</b>	<b>673,942</b>

## 12. Accounts Payable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	47,162	82,215	82,215
Accruals	7,604	6,420	6,420
Banking Staffing Overuse	-	-	-
Employee Entitlements - Salaries	238,597	253,062	253,062
Employee Entitlements - Leave Accrual	18,398	20,454	20,454
	<b>311,761</b>	<b>362,151</b>	<b>362,151</b>
Payables for Exchange Transactions	311,761	362,151	362,151
	<b>311,761</b>	<b>362,151</b>	<b>362,151</b>

The carrying value of payables approximates their fair value.



**13. Revenue Received in Advance**

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget (Unaudited)</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Other revenue in Advance	2,242	2,159	2,159
	<u>2,242</u>	<u>2,159</u>	<u>2,159</u>

**14. Provision for Cyclical Maintenance**

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget (Unaudited)</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Provision at the Start of the Year	69,750	69,750	33,333
Increase to the Provision During the Year	39,017	-	57,364
Use of the Provision During the Year	-	-	(20,947)
Other Adjustments	30,933	-	-
Provision at the End of the Year	<u>139,700</u>	<u>69,750</u>	<u>69,750</u>
Cyclical Maintenance - Non current	139,700	69,750	69,750
	<u>139,700</u>	<u>69,750</u>	<u>69,750</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 and quotes from local painting contractors.

**15. Finance Lease Liability**

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

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget (Unaudited)</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
No Later than One Year	22,452	23,311	21,127
Later than One Year and no Later than Five Years	40,272	6,943	9,348
Future Finance Charges	(8,403)	(4,300)	(2,113)
	<u>54,321</u>	<u>25,954</u>	<u>28,362</u>
<b>Represented by</b>			
Finance lease liability - Current	18,584	19,511	19,511
Finance lease liability - Non current	35,737	6,443	8,851
	<u>54,321</u>	<u>25,954</u>	<u>28,362</u>



## 16. Funds Held for Capital Works Projects

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

	2022	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
		\$	\$	\$	\$	\$
Senior Campus Construction		(8,124)	14,544	(13,830)	-	(7,410)
Ventilation Project		660	-	-	-	660
Junior Landscaping		110,623	-	(191,789)	-	(81,166)
Swimming Pool Fencing		80,493	159	(20,589)	-	60,063
Outdoor Learning Space		-	252,800	(17,701)	-	235,099
Hall Toilets		-	-	(4,750)	-	(4,750)
LSC Project		-	-	(52,032)	-	(52,032)
Totals		183,652	267,503	(300,691)	-	150,464

### Represented by:

Funds Held on Behalf of the Ministry of Education	295,822
Funds Receivable from the Ministry of Education	(145,358)

	2021	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
		\$	\$	\$	\$	\$
Senior Campus Construction		(29,456)	25,400	(4,068)	-	(8,124)
Ventilation Project		58,395	1,005	(58,740)	-	660
Junior Landscaping		(7,080)	161,100	(43,397)	-	110,623
Swimming Pool Fencing		-	86,463	(5,970)	-	80,493
Totals		21,859	273,968	(112,175)	-	183,652

### Represented by:

Funds Held on Behalf of the Ministry of Education	191,776
Funds Receivable from the Ministry of Education	(8,124)

## 17. Related Party Transactions

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

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



**18. Remuneration**

*Key management personnel compensation*

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

	<b>2022 Actual \$</b>	<b>2021 Actual \$</b>
<i>Board Members</i>		
Remuneration	2,156	3,168
<i>Leadership Team</i>		
Remuneration	966,769	934,517
Full-time equivalent members	8.80	9.00
Total key management personnel remuneration	968,925	937,685

There are currently 5 (previously 6) members of the Board excluding the Principal. The Board had held 7 full meetings of the Board in the year. The Board also has Finance (1 member) and Property (currently 1, previously 2, members) that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Chair 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:

	<b>2022 Actual \$000</b>	<b>2021 Actual \$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150-160	150-160
Benefits and Other Emoluments	0-5	0-5
Termination Benefits	-	-

*Other Employees*

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

<b>Remuneration \$000</b>	<b>2022 FTE Number</b>	<b>2021 FTE Number</b>
100 - 110	3.00	5.00
	3.00	5.00

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



## 19. Compensation and Other Benefits Upon Leaving

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

	<b>2022 Actual</b>	<b>2021 Actual</b>
Total	\$0	\$0
Number of People	nil	nil

## 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:

(a) Capital Works projects as per note 16 to be completed in 2023, which will be fully funded by the Ministry of Education except for approx \$24,000 that will be funded by the BOT for Senior Hall project. For the new projects in 2023 (Outdoor Learning Space, Hall Toilets & LSC Projects) \$252,800 has been received of which \$74,483 has been spent on these project to date.

(Capital commitments at 31 December 2021: as per note 16)

### (b) Operating Commitments

As at 31 December 2022 the Board has entered into the following contracts:

(a) cleaning contract that is reviewed annually;

	<b>2022 Actual</b>	<b>2021 Actual</b>
No later than One Year	\$ 49,500	\$ 52,551
	<u>49,500</u>	<u>52,551</u>

BDO Northland  
ASSURANCE BDO

## 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	660,895	419,835	704,827
Receivables	480,685	212,789	312,667
Investments - Term Deposits	129,590	127,348	127,348
Total Financial assets measured at amortised cost	<u>1,271,170</u>	<u>759,972</u>	<u>1,144,842</u>

### Financial liabilities measured at amortised cost

Payables	311,761	362,151	362,151
Finance Leases	54,321	25,954	28,362
Total Financial Liabilities Measured at Amortised Cost	<u>366,082</u>	<u>388,105</u>	<u>390,513</u>

## 23. Events After Balance Date

Other than noted below, there were no significant events after the balance date that impact these financial statements.

### Subsequent events - extreme weather events

During February 2023 the North Island of New Zealand was struck by several extreme weather events which resulted in widespread flooding, road closures, slips, and prolonged power and water outages for many communities in the Northland, Auckland, Coromandel, Bay of Plenty, Gisborne, and Hawkes Bay/Tairāwhiti regions.

While many schools were able to reopen soon after the extreme weather events, some schools have remained closed for a prolonged period.

### Potential significant impact

The damage caused by extreme weather events in the Auckland region and the full financial impact has not yet been determined. The school continued to receive funding from the Ministry of Education, even while closed. However, economic uncertainties have arisen which are likely to negatively affect the operations and services of the school.

We have identified the following possible effects on the school.

- A reduction in locally raised funds revenue because the board's ability to undertake fundraising events in the community, and/or collect donations or other contributions from parents, may be compromised. Costs already incurred arranging future events may not be recoverable.

- Additional costs incurred repairing and replacing school equipment not covered by insurance.

- Additional staffing costs incurred because staff were unable to access the school/kura due to road closures.

## 24. Comparatives

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



# **Warkworth School**

## **Kiwisport Statement**

For the year ended 31 December 2022

Kiwisport is a government funding initiative to support students' participation in organised sport which the School receives through the Operations Grant. In 2022 the school received a Kiwisport funding of \$7,586 excl GST.

Warkworth School applies 100% of their Kiwisport funding to pay for a trained teacher with specific expertise in sport to run sports programmes for students in Years 3 - 6. The specialist sports teacher coordinates all aspects of the school sports programme. This covers two key areas - lunchtime sport and competitive sport. The sports teacher oversees the lunchtime timetable to ensure there is a game available every lunchtime for students to take part in, often running the game herself. This encourages physical activity and student enjoyment when participating. She also oversees competitive sport which includes local sport competitions and regional sports field days and tournaments. These competitions require a higher level of skill so our sports teacher coaches teams to develop code-specific skills and techniques. She runs trials, selects teams and trains them. She also trains parent helpers as coaches, developing their repertoire of training drills and their knowledge of the rules. This applies to the following sporting codes - rippa rugby, tackle rugby, soccer, hockey, netball, basketball, cricket and frisbee golf. The sports teacher provides training for students in each area of skill in athletics - high jump, long jump, sprints, relays, discus and shot put both during lunch hours and during physical education lesson times. She acts as a resource person for other teachers providing guidance about taking effective lessons.

## **Statement of Compliance with Employment Policy**

For the year ended 31 December 2022

### **Reporting on the principles of being a Good Employer**

#### **How have you met your obligations to provide good and safe working conditions?**

*The board:*

- takes all steps, so far as is reasonably practicable, to meet its primary duty of care obligations to ensure good and safe working conditions for employees and responds to all reasonable concerns and requests made by employees
- considers staff health and wellbeing (hauora) and work-life balance, and will consider applications for flexible working arrangements.

#### **What is in your equal employment opportunities programme? How have you been fulfilling this programme?**

*The board:*

- shows commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development
- selects the person most suited to the position in terms of skills, experience, qualifications, and aptitude

### **How do you practise impartial selection of suitably qualified persons for appointment?**

#### *The board:*

- recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups.
- ensures that employment and personnel practices are fair and free of any bias.

### **How are you recognising,**

- **The aims and aspirations of Maori,**
- **The employment requirements of Maori, and**
- **Greater involvement of Maori in the Education service?**

#### *The board:*

- consults with the Māori community regarding hopes, goals and aspirations for their tamariki and whanau.
- Includes outcomes of consultation in the Strategic Plan.

### **How have you enhanced the abilities of individual employees?**

#### *The board:*

- promotes high levels of staff performance through:
  - performance management and professional development (including budgeting for training and development programmes intended to enhance the abilities of individual employees)
  - acknowledgement of staff achievements
  - salary units and classroom release time.

### **How are you recognising the employment requirements of women?**

#### *The board:*

- provides a private and comfortable space for breastfeeding/infant feeding.
- considers staff health and wellbeing (hauora) and work-life balance, and will consider applications for flexible working arrangements.

### **How are you recognising the employment requirements of persons with disabilities?**

#### *The board:*

- provides fully accessible work and rest spaces for persons with disabilities.
- responds to all reasonable concerns and requests made by employees.

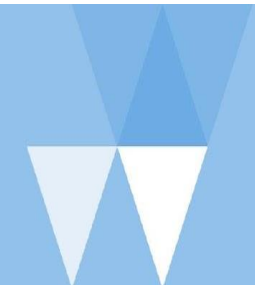
**All requirements for the Equal Employment Opportunities (EEO) Programme/Policy have been met.**





# Analysis of Variance Reporting 2022

<b>School Name:</b>	Warkworth School	<b>School Number:</b>	1561
<b>Strategic Aim:</b>	<ul style="list-style-type: none"> <li>We will provide a relationships-centred, culturally-connected, authentic curriculum that is engaging, inclusive and future-focused.</li> </ul>		
<b>Annual Aim:</b>	<ul style="list-style-type: none"> <li>Learners at risk of not succeeding are identified in Learning Community Improvement Plans and differentiated learning programmes are provided so that school-wide achievement outcomes are lifted.</li> </ul>		
<b>Target:</b>	<p><b><u>Reading:</u></b></p> <p>Raise achievement of 2021 cohorts by lifting:</p> <ul style="list-style-type: none"> <li>10% of all students</li> <li>15% of Year 1 students</li> <li>10% of Year 2, 3 and 4 students</li> <li>15% of Pasifika students</li> </ul> <p>Reduce the percentage of students making insufficient progress by 12% from 27% to 15%</p> <p><b><u>Writing:</u></b></p> <p>Raise achievement of 2021 cohorts by lifting:</p> <ul style="list-style-type: none"> <li>10% of all students</li> <li>15% of Year 1 students</li> <li>10% of Year 2, 3 and 4 students</li> <li>10% of Male students</li> <li>10% of NZ Maori students</li> <li>15% of Pasifika students</li> </ul> <p>Reduce the percentage of students making insufficient progress by 15% from 37% to 22%</p>		



# Tātaritanga raraunga

## Baseline Data:

### Reading:

Raise achievement of 2021 cohorts by lifting:

- 10% of all students - **met 12% lifted**
- 15% of Year 1 students - **met 23% lifted**
- 10% of Year 2, 3 and 4 students – **met Year 2, 11% lifted; not met Year 3 -2% lifted; met Year 4, 15% lifted**
- 15% of Pasifika students : **not met 11.1% lifted**

Reduce the percentage of students making insufficient progress by 12% from 27% to 15% - **Invalid data**

READING	All	Y1	Y2	Y3	Y4	Pasifika
Baseline 2021	70	48	71	67	69	29
Actual 2022	82	71	82	65	84	40
Outcome	+12%	23%	11%	-2%	+15%	+11%

### Writing:

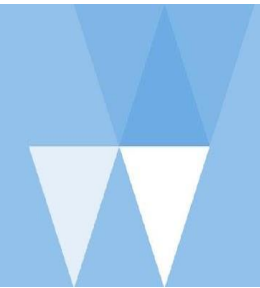
Raise achievement of 2021 cohorts by lifting:

- 10% of all students – **met 14% lifted**
- 15% of Year 1 students - **not met -3% lifted**
- 10% of Year 2, 3 and 4 students – **met Year 2, 10% lifted; not met Year 3 -6% lifted; met Year 4, 43% lifted**
- 10% of Male students - **met 18% lifted**
- 10% of NZ Maori students – **met 15% lifted**
- 15% of Pasifika students – **met 17% lifted**

Reduce the percentage of students making insufficient progress by 15% from 37% to 22% - **invalid data**

WRITING	All	Y1	Y2	Y3	Y4	Male	NZ Maori	Pasifika
Baseline 2021	60	72	68	52	30	50	49	32
Actual 2022	74	69	78	46	73	68	64	49
Outcome	+14%	-3%	+10%	-6%	+43%	+18%	+15%	+17%

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>All teachers engaged in PLD through MoE-resourced external facilitator (Jenny Thompson) in Literacy and Assessment for Learning. This strengthened teacher knowledge of the LPF's in Writing and formative assessment practices and was actively used in teacher planning and teaching and learning programmes.</p> <p>Year 1 teachers completed microcredentials in BSLA and implemented it for all learners in that year level.</p> <p>Teachers actively increased the frequency and time students engaged in Reading.</p> <p>Teachers planned for frequent and regular, authentic writing experiences linked to reading activities and inquiry learning.</p> <p>Teachers placed a stronger focus on writing for a specific audience using an authentic context to give purpose for the writing.</p> <p>An experienced ESOL teacher worked intensively with small groups of learners to strengthen their oral language which had an impact on their written language.</p>	<p>In Reading and Writing, most of the targets were met and progress was made.</p> <p>Of particular note were the gains made in Reading with the Year 1 cohort and in Writing with the Year 4 cohort.</p> <p>Targets were met with our Pasifika and NZ Maori groups in Writing.</p> <p>Whilst the target was not met in Reading, Pasifika also made gains overall in Reading.</p>	<p>Covid resulted in ongoing disruptions especially in Term 1 but also throughout the year with rolling teacher and student absences. This made it challenging to gain momentum and cohesion of learning.</p> <p>The Year 4 cohort has a disproportionate number of learners with additional needs in comparison to other cohorts. It also has a significant proportion of first generation ESOL learners.</p>	<p>Specific and targeted resourcing provided for our Year 2 and 4 2022 cohorts in Year 3 and 5 respectively in 2023.</p> <p>Utilise the use of our ESOL teacher supporting literacy programmes in Years 3 and 5 which will have a positive impact.</p> <p>Provide Intervention programmes for targeted at-risk Pasifika learners to accelerate learning for this specific group.</p> <p>Strengthen reliability of teacher judgements across the school using literacy PLD to support moderation practices.</p> <p>Support the implementation of the Better Start to Literacy Approach (BSLA) for Year One learners and initiate the implementation at Year 2 and Year 3 where MOE funding will support this.</p> <p>Strengthen the implementation of literacy learning experiences for e-Kiribati learners by utilising our skilled Kiribati learning assistants. Specific and targeted resourcing provided for our Year 4 Cohort (2022) in Year 5 (2023) differentiating between our priority learners (NZ Maori, Pasifika,</p>



# Tātaritanga raraunga

			<p>Neurodiverse students) and target learners (working just below expected level). We anticipate the use of our ESOL teacher supporting literacy programmes in Year 5 will have a positive impact.</p>
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## Planning for next year:

- Additional resourcing to employ learning assistants in Year 3 and Year 5 to provide specific and targeted resourcing for our Year 2 and 4 2022 cohorts.
- Continuation of literacy PLD with Jenny Thompson
- Continue MOE PLD of the Better Start to Literacy Approach (BSLA) for Year 2 teachers and new teachers coming in to Year 1 ( roll growth classes)



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NEW ZEALAND

## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF WARKWORTH SCHOOL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

The Auditor-General is the auditor of Warkworth School (the School). The Auditor-General has appointed me, Adelle Wilson using the staff and resources of BDO Northland 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 19, 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 31 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 arises from the Public Audit Act 2001.

### **Other information**

The Board is responsible for the other information. The other information comprises the Kiwi Sport Statement, the Statement of Responsibility, the Statement of Compliance with Employment Policy, the Analysis of Variance report and the list of Trustees, 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.



Adelle Wilson  
BDO Northland  
On behalf of the Auditor-General  
Whangarei, New Zealand