

# KIMBOLTON SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2022

#### School Directory

**Ministry Number:** 2379

**Principal:** Greg Codyre

**School Address:** 4 Henderson Street RD 54 Kimbolton

**School Postal Address:** PO Box 3 Kimbolton 4744

**School Phone:** 06 328 5880

**School Email:** [principal@kimbolton.school.nz](mailto:principal@kimbolton.school.nz)

#### Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Stewart Morton	Presiding Member	Elected	2025
Greg Codyre	Principal	ex Officio	
Naomi Clifton	Parent Representative	Elected	2025
Wayne Jenkins	Parent Representative	Elected	2025
Gemma McDougall	Parent Representative	Elected	2025
Natalie Masters	Parent Representative	Co-opted	2022
Kirsty Early	Staff Representative	Elected	2025

**Accountant / Service Provider:** Openbook Solutions Limited

# KIMBOLTON SCHOOL

Annual Report - For the year ended 31 December 2022

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# Kimbolton 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.

Stewart John Kempson Morton  
Full Name of Presiding Member

  
Signature of Presiding Member

25-05-2023  
Date:

GREG SCOTT CODYRE  
Full Name of Principal

  
Signature of Principal

25-05-2023  
Date:

# Kimbolton 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	742,076	721,215	683,899
Locally Raised Funds	3	55,100	41,100	39,880
Interest Income		2,396	200	504
<b>Total Revenue</b>		799,572	762,515	724,283
<b>Expenses</b>				
Locally Raised Funds	3	12,805	13,700	30,355
Learning Resources	4	497,579	495,369	485,290
Administration	5	86,210	84,650	80,308
Finance		308	660	673
Property	6	107,804	133,878	66,693
Other Expenses	7	58,626	31,800	38,056
Loss on Disposal of Property, Plant and Equipment		1,115	0	0
<b>Total Expenses</b>		764,447	760,057	701,375
<b>Net Surplus / (Deficit) for the year</b>		35,125	2,458	22,908
Other Comprehensive Revenue and Expense		0	0	0
<b>Total Comprehensive Revenue and Expense for the Year</b>		35,125	2,458	22,908

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

# Kimbolton 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>		340,606	340,606	317,698
Total comprehensive revenue and expense for the year		35,125	2,458	22,908
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		3,973	0	0
<b>Equity at 31 December</b>		379,704	343,064	340,606
Accumulated comprehensive revenue and expense		379,704	343,064	340,606
Reserves		0	0	0
<b>Equity at 31 December</b>		379,704	343,064	340,606

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.

# Kimbolton 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	8	155,797	151,817	341,900
Accounts Receivable	9	38,711	25,000	27,810
Prepayments		3,761	2,000	2,222
Inventories	10	1,348	800	913
		199,617	179,617	372,845
<b>Current Liabilities</b>				
GST Payable		2,277	25,000	36,059
Accounts Payable	12	61,331	55,000	58,052
Revenue Received in Advance	13	1,650	0	0
Finance Lease Liability	15	3,741	2,810	3,586
Funds held for Capital Works Projects	16	0	0	197,102
		68,999	82,810	294,799
<b>Working Capital Surplus/(Deficit)</b>		130,618	96,807	78,046
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	262,000	255,770	269,770
		262,000	255,770	269,770
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	11,362	9,513	4,400
Finance Lease Liability	15	1,552	0	2,810
		12,914	9,513	7,210
<b>Net Assets</b>		379,704	343,064	340,606
<b>Equity</b>		379,704	343,064	340,606

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

# Kimbolton 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		271,561	253,950	243,366
Locally Raised Funds		48,613	51,560	39,918
Goods and Services Tax (net)		(33,782)	(11,059)	11,616
Payments to Employees		(147,575)	(155,151)	(143,920)
Payments to Suppliers		(115,679)	(114,222)	(140,619)
Interest Paid		(308)	(660)	(673)
Interest Received		2,396	200	504
Net cash from/(to) Operating Activities		25,226	24,618	10,192
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(14,419)	(15,000)	(3,896)
Net cash from/(to) Investing Activities		(14,419)	(15,000)	(3,895)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		3,973	0	0
Finance Lease Payments		(2,649)	(2,599)	(12,981)
Funds Administered on Behalf of Third Parties		(198,234)	(197,102)	154,012
Net cash from/(to) Financing Activities		(196,910)	(199,701)	141,031
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(186,103)</b>	<b>(190,083)</b>	<b>147,328</b>
Cash and cash equivalents at the beginning of the year	8	341,900	341,900	194,572
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>155,797</b>	<b>151,817</b>	<b>341,900</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.

# Kimbolton School

## Notes to the Financial Statements

### For the year ended 31 December 2022

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Kimbolton 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 14. Future operating lease commitments are disclosed in note 20b.



#### *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) 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.

### **e) 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.

### **f) 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.

### **g) 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.

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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	20–40 years
Board Owned Buildings	33–40 years
Furniture and equipment	3–15 years
Information and communication technology	5–15 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

### **h) 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.

### **i) 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.

### **j) 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.

### **k) Revenue Received in Advance**

Revenue received in advance relates to grants received from the Ministry of Education 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.

### **l) 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.

**m) Provision for Cyclical Maintenance**

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

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

The school carries out painting maintenance of the whole school over an 4 to 15 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.

**n) Financial Instruments**

The School's financial assets comprise cash and cash equivalents and accounts receivable. All of these financial assets 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 and finance lease 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.

**o) 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.

**p) Budget Figures**

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

**q) 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	284,825	261,600	261,104
Teachers' Salaries Grants	372,721	350,000	350,621
Use of Land and Buildings Grants	84,530	109,615	72,174
	<u>742,076</u>	<u>721,215</u>	<u>683,899</u>

The school has opted in to the donations scheme for this year. Total amount received was \$7,650.

## 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	18,971	18,700	13,923
Fees for Extra Curricular Activities	790	300	1,485
Trading	2,621	2,800	3,938
Fundraising & Community Grants	11,847	0	4,671
Other Revenue	20,871	19,300	15,863
	<u>55,100</u>	<u>41,100</u>	<u>39,880</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	815	1,900	1,962
Trading	4,465	1,800	2,373
Fundraising and Community Grant Costs	871	0	1,529
Other Locally Raised Funds Expenditure	6,654	10,000	24,491
	<u>12,805</u>	<u>13,700</u>	<u>30,355</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>42,295</u>	<u>27,400</u>	<u>9,525</u>

## 4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	19,709	16,550	9,133
Equipment Repairs	0	3,000	800
Information and Communication Technology	700	1,000	2,829
Employee Benefits - Salaries	440,264	437,569	432,180
Staff Development	11,106	8,250	934
Depreciation	25,800	29,000	39,414
	<u>497,579</u>	<u>495,369</u>	<u>485,290</u>

## 5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	5,353	6,156	5,197
Board Fees	3,405	0	3,170
Board Expenses	3,069	6,400	1,021
Communication	1,503	2,000	1,561
Other	11,077	13,012	12,932
Employee Benefits - Salaries	52,605	47,582	48,396
Insurance	3,012	2,500	1,863
Service Providers, Contractors and Consultancy	6,186	7,000	6,168
	<u>86,210</u>	<u>84,650</u>	<u>80,308</u>

## 6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	1,154	1,250	1,764
Cyclical Maintenance Provision	6,963	5,113	(23,184)
Grounds	6,266	5,500	4,904
Heat, Light and Water	5,875	6,000	4,252
Rates	3,665	2,400	2,571
Repairs and Maintenance	(649)	4,000	4,012
Use of Land and Buildings	84,530	109,615	72,174
Security	0	0	200
	<u>107,804</u>	<u>133,878</u>	<u>66,693</u>

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

## 7. Other Expenses

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
Transport	58,626	31,800	38,056
	<u>58,626</u>	<u>31,800</u>	<u>38,056</u>

## 8. Cash and Cash Equivalents

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Bank Accounts	155,797	151,817	341,900
Cash and cash equivalents for Statement of Cash Flows	<u>155,797</u>	<u>151,817</u>	<u>341,900</u>

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

## 9. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	6,487	0	0
Teacher Salaries Grant Receivable	32,224	25,000	27,810
	<u>38,711</u>	<u>25,000</u>	<u>27,810</u>
Receivables from Exchange Transactions	6,487	0	0
Receivables from Non-Exchange Transactions	32,224	25,000	27,810
	<u>38,711</u>	<u>25,000</u>	<u>27,810</u>

## 10. Inventories

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Stationery	0	800	913
School Uniforms	1,348	0	0
	<u>1,348</u>	<u>800</u>	<u>913</u>

## 11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2022</b>						
Building Improvements	219,824	0	0	0	(11,380)	<b>208,445</b>
Furniture and Equipment	26,129	11,715	0	0	(6,646)	<b>31,198</b>
Information and Communication	2,668	4,509	(1,002)	0	(1,928)	<b>4,247</b>
Leased Assets	5,964	2,919	(112)	0	(3,948)	<b>4,823</b>
Library Resources	15,185	0	0	0	(1,898)	<b>13,287</b>
<b>Balance at 31 December 2022</b>	<u>269,770</u>	<u>19,143</u>	<u>(1,114)</u>	<u>0</u>	<u>(25,800)</u>	<u><b>262,000</b></u>

The net carrying value of furniture and equipment held under a finance lease is \$4,823 (2021: \$5,964)

	2022 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$	2021 Cost or Valuation \$	2021 Accumulated Depreciation \$	2021 Net Book Value \$
Building Improvements	373,903	(165,458)	<b>208,445</b>	373,903	(154,079)	<b>219,824</b>
Furniture and Equipment	151,028	(119,830)	<b>31,198</b>	170,742	(144,613)	<b>26,129</b>
Information and Communication	31,762	(27,515)	<b>4,247</b>	32,665	(29,997)	<b>2,668</b>
Motor Vehicles	81,538	(81,538)	<b>0</b>	81,538	(81,538)	<b>0</b>
Leased Assets	13,366	(8,543)	<b>4,823</b>	13,535	(7,571)	<b>5,964</b>
Library Resources	55,137	(41,850)	<b>13,287</b>	55,137	(39,952)	<b>15,185</b>
<b>Balance at 31 December</b>	<u>706,734</u>	<u>(444,734)</u>	<u><b>262,000</b></u>	<u>727,520</u>	<u>(457,750)</u>	<u><b>269,770</b></u>

## 12. Accounts Payable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Creditors	6,525	15,000	9,581
Accruals	5,005	10,000	8,004
Banking Staffing Overuse	11,979	0	8,112
Employee Entitlements - Salaries	32,224	25,000	27,810
Employee Entitlements - Leave Accrual	5,598	5,000	4,545
	<u>61,331</u>	<u>55,000</u>	<u>58,052</u>
Payables for Exchange Transactions	59,909	55,000	56,239
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	1,422	0	1,813
	<u>61,331</u>	<u>55,000</u>	<u>58,052</u>

The carrying value of payables approximates their fair value.

## 13. Revenue Received in Advance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Grants in Advance - Ministry of Education	1,650	0	0
	<u>1,650</u>	<u>0</u>	<u>0</u>

## 14. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	4,400	4,400	59,163
Increase to the Provision During the Year	6,962	5,113	(23,184)
Use of the Provision During the Year	0	0	(31,579)
Other Adjustments	0	0	0
Provision at the End of the Year	<u>11,362</u>	<u>9,513</u>	<u>4,400</u>
Cyclical Maintenance - Current	0	0	0
Cyclical Maintenance - Non current	11,362	9,513	4,400
	<u>11,362</u>	<u>9,513</u>	<u>4,400</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 and other ICT equipment. Minimum lease payments payable:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	3,991	2,878	3,775
Later than One Year and no Later than Five Years	1,669	0	2,878
Later than Five Years	0	0	0
Future Finance Charges	(367)	(68)	(257)
	<u>5,293</u>	<u>2,810</u>	<u>6,396</u>
<b>Represented by</b>			
Finance lease liability - Current	3,741	2,810	3,586
Finance lease liability - Non current	1,552	0	2,810
	<u>5,293</u>	<u>2,810</u>	<u>6,396</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.

2022	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Main Block remodel - Project 218839	124,915	22,369	(147,284)	0	0
Outdoor Learning Area - Project 236998	0	41,050	(41,460)	410	0
Learning Support Fencing - Project 223234	72,187	9,716	(81,903)	0	0
Totals	<u>197,102</u>	<u>73,135</u>	<u>(270,647)</u>	<u>410</u>	<u>0</u>

### Represented by:

Funds Held on Behalf of the Ministry of Education	0
Funds Receivable from the Ministry of Education	0

2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Main Block remodel - Project 218839	3,347	135,123	(13,555)	0	124,915
Swimming Pool Liner - Project 223195	41,900	5,000	(48,647)	1,747	0
Compost Bins - Project 227031	0	6,079	(6,079)	0	0
Learning Support Fencing - Project 223234	0	110,112	(37,925)	0	72,187
Totals	<u>45,247</u>	<u>256,314</u>	<u>(106,206)</u>	<u>1,747</u>	<u>197,102</u>

### Represented by:

Funds Held on Behalf of the Ministry of Education	197,102
Funds Receivable from the Ministry of Education	0

## 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 and the Principal.

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	3,405	3,170
<i>Leadership Team</i>		
Remuneration	110,146	108,126
Full-time equivalent members	1.00	1.00
Total key management personnel remuneration	113,551	111,296

There are 5 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. 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 1

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	100 - 110	100 - 110
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	0	0

### 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	0	1
110 - 120	0	0
	0	1

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:

	2022 Actual	2021 Actual
Total	0	0
Number of People	0	0

## 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.

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2022. The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2022. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The School has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2023.

## 21. Commitments

### (a) Capital Commitments

As at 31 December 2022 the Board has entered into no capital commitments.

(Capital commitments at 31 December 2021: \$229,337)

### (b) Operating Commitments

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

(a) Photocopier maintenance and service contract and water cooler

	2022 Actual \$	2021 Actual \$
No later than One Year	2,608	2,511
Later than One Year and No Later than Five Years	815	2,093
Later than Five Years	0	0
	<u>3,423</u>	<u>4,604</u>

The total lease payments incurred during the period were \$2,702 (2021: \$2,511).

## 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	155,797	151,817	341,900
Receivables	38,711	25,000	27,810
Total Financial assets measured at amortised cost	194,508	176,817	369,710

### Financial liabilities measured at amortised cost

Payables	59,909	55,000	56,239
Finance Leases	5,293	2,810	6,396
Total Financial Liabilities Measured at Amortised Cost	65,202	57,810	62,635

## 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.

# KIMBOLTON SCHOOL READING TARGET 2022

## STRATEGIC GOAL

Children will achieve excellence across all areas of the curriculum with emphasis on Literacy and Numeracy.

*All students are successfully able to access the NZ curriculum which is evidenced by progress and achievement in relation to The New Zealand Curriculum Levels.*

## ANNUAL AIMS

### Annual Goal 1a

Embed play based learning through the junior programme. This will be known officially as Creative Learning, at Kimbolton School.

### Annual Goal 1b

Strengthen assessment and the validity and use of student data.

## 2022 TARGET

To raise the achievement of all students with emphasis on the students who were achieving below or well below their curriculum level. 90% of all students achieve at or above the expected level, in Reading, by December.

**BASELINE DATA:** Analysis of reading data for students in their first year of school up to students who have completed Year 8 identified the following.

## READING – end 2022

Year	Towards Expectation	Meeting Expectation	Above Expectation
1	1	7	1
2	3	5	3
3	1	4	2
4	0	0	3
5	5	5	0
6	2	3	1
7	3	3	2
8	0	1	0
Whole School	26%	48%	26%

## 2022 ANALYSIS

Analysis of school wide reading data in November 2022 indicated that 74% of Year 1-8 students were performing at or above their expected level as assessed using data collected and Overall Teacher Judgements. This is a rise of 10% on the previous year.

When we explored Gender specific data, there were slightly more males working towards the expected standard than females.

When looking at our data around Maori students 3 out of 12 were working below the expected level.

The continuation of Learning The Code has made a difference for some students as has working with the RTLit. Teachers are aware that students read some genre/texts more easily than others just as they would expect of adults. This is a reminder of the importance of student engagement and the relevance of texts and interests of students.

School wide actions to support students included the increased use of decodables, targeted teacher aide use and continued work with the code.

Specific actions from teachers to support learning were as follows and will continue to be a focus area in 2023.

- Differentiated learning
- Reading across the curriculum
- Feedback from a range of sources - Self, peer, teacher
- Small group supported by teacher aides
- Specific choices around text offered
- Working individually with students
- Building relationships with students and whanau

	<ul style="list-style-type: none"> <li>Understanding of student needs</li> </ul>			
ACTION TO ACHIEVE TARGET	WHO	INDICATORS	BUDGET	TIME FRAME
<p><b>Annual Goal 1a</b></p> <p>Allocate, through the budget, a financial commitment to establish this.  Visit schools where play based learning is already in place.  Meet with the community to outline the differences and similarities between Creative Learning and previous learning programmes in the junior room.  Allocate PD to allow for clear understanding around planning, monitoring and assessment.  Generate baseline data to allow monitoring of the programme's effectiveness.  Design, and administer a wellbeing survey for the junior students around their experiences at Kimbolton School.</p> <p><b>Annual Goal 1b</b></p> <p>Develop consistent assessment tools, based on Year levels, that allow consistency, through the years.  Set consistent time lines around different forms of assessment.  Ensure teachers are upskilled in the forms of assessment used, including analysing tests and using matrices.  Use data to create individual learning plans for all students below expectation.</p>	Principal Teaching staff	<p>Targets set early each year and teachers working to them.  Student assessment results</p> <p>Analysis of data used to identify strengths and weaknesses in teaching and learning</p> <p>Learning Intentions and Success Criteria clear and understood</p> <p>Number of students at or above expectation for Reading, Writing and Mathematics</p> <p>Students and staff will have worked with Resource Teacher of Literacy and RTLB as needed</p> <p>Working with Across School leads- Kāhui Ako</p> <p>Teacher aides assisting classroom</p>		On going Term 1-4

# KIMBOLTON SCHOOL WRITING TARGET 2022

## STRATEGIC GOAL

Children will achieve excellence across all areas of the curriculum with emphasis on Literacy and Numeracy.

*All students are successfully able to access the NZ curriculum which is evidenced by progress and achievement in relation to The New Zealand Curriculum Levels.*

## ANNUAL AIMS

### Annual Goal 1a

Embed play based learning through the junior programme. This will be known officially as Creative Learning, at Kimbolton School.

### Annual Goal 1b

Strengthen assessment and the validity and use of student data.

## 2021 TARGET

To raise the achievement of all students with emphasis on the students who were achieving below or well below their curriculum level. 90% of all students achieve at or above the expected level, in Writing, by December.

**BASELINE DATA:** Analysis of Writing data for students in their first year of school up to students who have completed Year 8 identified the following.

## WRITING – end 2021

Year	Towards Expectation	Meeting Expectation	Above Expectation
1	1	8	0
2	3	5	3
3	0	1	2
4	0	1	2
5	5	2	0
6	5	1	0
7	5	4	0
8	0	1	0
Whole School	38%	46%	%16

## 2022 ANALYSIS

Analysis of school wide writing data in November 2022 indicated that 62% of Year 1-8 students were performing at or above their expected level as assessed using data collected and Overall Teacher Judgements. 19 students (38%) were identified as performing below expectation. When we explored Gender specific data, there were 13 males working towards the expected standard and 6 females.

When looking at our data around Maori students 4 out of 12 were working below the expected level.

The continuation of Learning The Code has made a difference for some students as has working with the RTLit. Teachers are aware that students read some genre/texts more easily than others just as they would expect of adults. This is a reminder of the importance of student engagement and the relevance of texts and interests of students.

School wide actions to support students included the increased use of decodables, targeted teacher aide use and continued work with the code.

Specific actions from teachers to support learning were as follows and will continue to be a focus area in 2023.

- Multi Sensory Structured language approach
- Dictated sentences
- Comprehensive modelling
- Writing across the curriculum
- Feedback from a range of sources - Self, peer, teacher

- Small group supported by teacher aides
- Shared experiences as motivation
- Clear planning
- Modelling
- Working individually with students
- Use of Google Docs
- Building relationships with students and whanau
- Understanding of student needs
- Showing compassion when required

ACTION TO ACHIEVE TARGET	WHO	INDICATORS	BUDGET	TIME FRAME
<p><b>Annual Goal 1a</b></p> <p>Allocate, through the budget, a financial commitment to establish this.  Visit schools where play based learning is already in place.  Meet with the community to outline the differences and similarities between Creative Learning and previous learning programmes in the junior room.  Allocate PD to allow for clear understanding around planning, monitoring and assessment.  Generate baseline data to allow monitoring of the programme's effectiveness.  Design, and administer a wellbeing survey for the junior students around their experiences at Kimbolton School.</p> <p><b>Annual Goal 1b</b></p> <p>Develop consistent assessment tools, based on Year levels, that allow consistency, through the years.  Set consistent time lines around different forms of assessment.  Ensure teachers are upskilled in the forms of assessment used, including analysing tests and using matrices.  Use data to create individual learning plans for all students below expectation.</p>	Principal Teaching staff	<p>Targets set early each year and teachers working to them.  Student assessment results</p> <p>Analysis of data used to identify strengths and weaknesses in teaching and learning</p> <p>Learning Intentions and Success Criteria clear and understood</p> <p>Number of students at or above expectation for Reading, Writing and Mathematics</p> <p>Students and staff will have worked with Resource Teacher of</p>		On going Term 1-4

		Literacy and RTLB as needed		
		Working with Across School leads- Kāhui Ako		
		Teacher aides assisting classroom		

## KIMBOLTON SCHOOL MATHEMATICS TARGET 2022

<b>STRATEGIC GOAL</b> Children will achieve excellence across all areas of the curriculum with emphasis on Literacy and Numeracy.  <i>All students are successfully able to access the NZ curriculum which is evidenced by progress and achievement in relation to The New Zealand Curriculum Levels.</i>				<b>ANNUAL AIMS</b> <b>Annual Goal 1a</b> Embed play based learning through the junior programme. This will be known officially as Creative Learning, at Kimbolton School.  <b>Annual Goal 1b</b> Strengthen assessment and the validity and use of student data.		<b>2022 TARGET</b> To raise the achievement of all students with emphasis on the students who were achieving below or well below their curriculum level. 90% of all students achieve at or above the expected level, in Mathematics, by December.	
<b>BASELINE DATA:</b> Analysis of Mathematics data for students in their first year of school up to students who have completed Year 8 identified the following.							
<b>MATHS – end 2021</b>				<b>2022 ANALYSIS</b>			
Year	Towards Expectation	Meeting Expectation	Above Expectation	Analysis of school wide writing data in November 2022 indicated that 67% of Year 1-8 students were performing at or above their expected level as assessed using data collected and Overall Teacher Judgements.			
1	1	7	1	When we explored Gender specific data, there was no notable difference between male and females, in regards to working toward expectation.			
2	2	6	3	When looking at our data around Maori students 7 out of 12 were working below the expected level.			
3	0	0	3	School wide actions to support students included the increased use of rich tasks, targeted teacher aide use and continued work on offering a range of experiences.			
4	1	0	2	Specific actions from teachers to support learning were as follows and will continue to be a focus area in 2023.			
5	5	2	0	<ul style="list-style-type: none"><li>● Implementation of Basic Facts programme</li><li>● Use of online programmes</li><li>● Use of equipment</li></ul>			
6	5	0	1				
7	2	3	3				
8	0	1	0				
Whole School	33%	44%	23%				



	<ul style="list-style-type: none"><li>● Peer Maths activities</li><li>● Education Perfect</li><li>● Number Knowledge practice</li><li>● Range of groupings</li><li>● Explicit teaching</li><li>● Use of mathematical language</li><li>● Use of reference sheets</li><li>● Use of rich tasks</li><li>● Independent Problem Solving</li><li>● Use of Teacher Aides</li><li>● Adjusting the pace of lessons</li><li>● Lots of consolidation</li><li>● Range of approaches - resources, hands on, auditory ...</li><li>● Building relationships with students and whanau</li><li>● Understanding student needs</li><li>● Showing compassion when required</li><li>● Individual and group work</li></ul>				
ACTION TO ACHIEVE TARGET		WHO	INDICATORS	BUDGET	TIME FRAME
<p><b>Annual Goal 1a</b></p> <p>Allocate, through the budget, a financial commitment to establish this.</p> <p>Visit schools where play based learning is already in place.</p> <p>Meet with the community to outline the differences and similarities between Creative Learning and previous learning programmes in the junior room.</p> <p>Allocate PD to allow for clear understanding around planning, monitoring and assessment.</p> <p>Generate baseline data to allow monitoring of the programme’s effectiveness.</p> <p>Design, and administer a wellbeing survey for the junior students around their experiences at Kimbolton School.</p>		Principal Teaching staff	<p>Targets set early each year and teachers working to them.</p> <p>Student assessment results</p> <p>Analysis of data used to identify strengths and weaknesses in teaching and learning</p> <p>Learning Intentions and Success Criteria clear and understood</p>		On going Term 1-4

<p><b>Annual Goal 1b</b></p> <p>Develop consistent assessment tools, based on Year levels, that allow consistency, through the years. Set consistent time lines around different forms of assessment. Ensure teachers are upskilled in the forms of assessment used, including analysing tests and using matrices. Use data to create individual learning plans for all students below expectation.</p>		<p>Number of students at or above expectation for Reading, Writing and Mathematics</p> <p>Group will have completed the Otago Problem Solving Challenges, along with other enrichment opportunities.</p> <p>Working with Across School leads- Kāhui Ako</p> <p>Teacher aides assisting classroom</p>		
<p><b>Analysis:</b></p> <p>Annual Goal 1: As of March 2022, the teacher running the programme and the principal have visited three schools with differing models of play based learning. This gave a positive start point for getting it going at Kimbolton School. The concept has been shared with the board, staff and parents. The teacher leading this has completed on line PD around the assessment and ongoing planning of play based learning, and has implemented this into her organisation. We feel it is too soon to do a wellbeing survey, and it is definitely too soon to see any tangible outcomes academically. As of June 20, based on observations and discussions with parents, we are very pleased with the implementation of Creative Learning for our Juniors.</p> <p>Annual Goal 2: As of March 2022, staff are currently working through the specific assessments that will be completed for students of specific year levels. The time lines are set and are the last two weeks of Terms 1 and 3. It is important to mention that these are assessments used for reporting to the board and community and not day to day ongoing judgements that guide teaching. EOY: Our Assessment schedule is now in place. There were a few issues around implementation of this, after our Term 1 assessment. It has highlighted the importance of moderation and this has been addressed. We are now looking at ways to ensure the community understands the processes we have in place for making academic judgments for students.</p>				

## 2022 Strategic Goal 2

GOAL	ACTIONS	ANALYSIS
<p>To develop awareness and acceptance of New Zealand's cultural diversity</p> <p>To develop a sustainable Te Reo programme at Kimbolton School</p> <p>Students identified as Maori are engaged in their learning and are achieving educational success, with pride in their identity, Maori language and culture.</p> <p>Whanau are engaged in their children's learning</p>	<p>Teachers working within the Feilding Kahui Ako – Creating links with iwi.</p> <p>Teachers incorporating aspects of Te Reo / Tikanga in the classroom e.g. use of instructions in Maori e.g. Kia ora, titiro mai, Whakarongo mai, haere mai</p> <p>Children exposed to aspects of the culture through-haka, poi, art works, Waiata, Hangi</p> <p>Marae Visit - Taumata O Te Ra Marae at Halcombe</p> <p>Students taught the significance of Matariki</p> <p>Link Kimbolton programmes and documents to Ka Hikitea</p> <p>Use expertise of staff and community members</p> <p>Takahuringa (Rotation) where students learn aspects of Maori culture</p> <p>Involve parents of students identified as Maori as much as possible</p> <p>To provide school wide topics that develop awareness of Maori traditions and protocol</p> <p>Students who identify as Maori, special needs and gifted and talented students considered in planning.</p>	<p>Kirsty has been doing an outstanding job with the Kahui Ako, focused on increasing Cultural Competence. This has included sharing things that we at Kimbolton are doing, along with open professional discussions with teachers and management from other schools. This is opening up our eyes to different things that can be done by us, and are being done at other schools. It also allows us some confidence in knowing that we are moving forward positively and are not well behind.</p> <p>Greg has also been involved in some PD around incorporating the 5 Principles of the Treaty into our school. One of the key learnings to come out of this is the need to have Māori involved in open discussions around the teaching of Māori students. Some really positive Matariki resources arrived at school, although very close to the actual event, so whilst they were not well utilised in 2022, we do have strong resources for future teaching of Matariki.</p> <p>As a school we now have overarching themes for each term, on a two year rotation, that embrace and promote Māori ideologies and allow for deeper meaning for all students, including Māori.</p> <p>Term 3 sees a much more focused approach to teaching Te Reo, with a set time slot allocated for all students.</p> <p>We have continued to provide specific data on Māori students, through our official reporting to the board.</p> <p>As a school, we have attempted to hold community events each term, but this has not happened due to lack of numbers forcing a postponement of one event. I acknowledge we need to do more in involving Māori parents more in meetings and events at school, as we currently focus on all parents. There is the intention to hold an evening for discussion with our parents of students who identify as Māori.</p> <p>We are aware of who is deemed out local Iwi, although not yet met one on one, despite reaching out to them.</p> <p>Kirsty E, through her work with the Kahui Ako is starting to develop a plan to implement the new histories curriculum into Kimbolton School.</p> <p>Our Quality Teacher statements outline the expectations of staff in regards to our teachers honouring Te Tiriti O Waitangi:</p> <p>Te Tiriti o Waitangi partnership Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.</p>

		<p>Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand.</p> <p>Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi.</p> <p>Practise and develop the use of te reo and tikanga Māori.</p> <p>At Kimbolton School this means teachers will:</p> <p>Normalise Te Reo within the classroom.</p> <p>Ensure our learning environments reflect the culture and heritage of our learners.</p> <p>Value Maori Tikanga.</p> <p>Correctly pronounce student names, every day vocabulary and Māori Place names.</p> <p>Explore Pepeha and Mihi.</p> <p>Model our school values, at all times.</p> <p>Evidenced by: Use in assemblies, classrooms, school environment.</p>
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## 2022 Strategic Goal 3

GOAL	ACTIONS	ANALYSIS
Develop a culture of high performance and critical investigation	<ul style="list-style-type: none"><li>• Develop job descriptions with individual teachers, focused on growth opportunities.</li><li>• Give teachers increased responsibility around curriculum budgets.</li><li>• Develop a Professional Growth Cycle.<ul style="list-style-type: none"><li>- Research around other schools models</li><li>- Generate draft ideas</li><li>- Collaborate with staff</li><li>- Firm up ideas</li><li>- Finalise and implement PGC for all teaching staff.</li><li>- Review process at the end of 2022.</li></ul></li></ul>	<p>Job descriptions have been signed off. All teachers were able to discuss with Greg, the areas they wanted extra responsibility in and areas of growth. This was taken into account when finalising the specific aspects of the job descriptions.</p> <p>Teachers are coming to understand the systems around individual budgets and feedback around this initiative is positive.</p> <p>A draft Professional Growth Cycle has been written, discussed with staff and modified. At a staff meeting on June 22 teachers will go through and start the process for their individual growth areas. The whole system will be reviewed at the conclusion of 2022.</p> <p>As we have gone further in the development of the PGC, it has become realised that some external PD is required to embed this effectively. This is currently being looked into.</p> <p>Class budgeting responsibility will continue into 2023.</p>

## 2022 Strategic Goal 4

GOAL	ACTIONS	ANALYSIS
<p>Provide equitable opportunities for all students to learn and succeed</p>	<ul style="list-style-type: none"> <li>● Reshape timetable to ensure that classes receive the specialist skills of our enviro teacher.</li> <li>● Have links between enviro topics and learnings run through the classroom programmes.</li> <li>● Find / allocate funding to support a new staff member.</li> <li>● Employ a music specialist.</li> <li>● Work alongside this person to develop a sustainable programme.</li> <li>● Have discussions with staff and students around our current WAKA values.</li> <li>● Create more specific statements around what we want to see daily from students.</li> <li>● Collaborate with staff to confirm additional statements and specific language around this.</li> <li>● Increase signage around the school, with all students, staff and the community educated around the benefits of consistent language.</li> <li>● Teach the vocab and wider understanding of the values.</li> </ul>	<p>Enviro is offered to the whole school on a rotational basis, every Wednesday.</p> <p>It has taken time, but we are now in a position where we have a music specialist employed, and have systems in place to see the programme become sustainable, over time.</p> <p>Our values are well embedded and included in everyday language, with effective signage.</p> <p>Teachers continue to work on teaching the vocab and ensuring that these values are a part of what we do everyday.</p> <p>We are looking to further extend the values into the community, through newsletters and discussions we may have with parents around student development.</p> <p>Music has been running since Term 3 and will be reviewed in the coming weeks, looking forward to 2023.</p>

### **KIWISPORT FUNDING 2022**

In 2022 Kimbolton School received \$784.35 inc GST in our Operational Funding Grant. This was used toward new sports equipment to enable our students to learn and develop their skills.



## INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Kimbolton School (the School). The Auditor-General has appointed me, Glenn Fan-Robertson, using the staff and resources of BDO Manawatu, 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 17, 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 Standards Reduced Disclosure Regime as applicable to entities that qualify as tier 2.

Our audit was completed on 25<sup>th</sup> 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 Statement of Responsibility, Members of the Board, Kiwisport Statement, Statement of Employment Policy, and Analysis of Variance, 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.



Glenn Fan-Robertson  
BDO Manawatu  
On behalf of the Auditor-General  
Palmerston North, New Zealand