

POROTI SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number: 1083

Principal: Pauline Johnson

School Address: 673 Mangakahia Road, Poroti

School Postal Address: 673 Mangakahia Road , RD 9, Whangarei, 0179

School Phone: 09 434 6867

School Email: porotischool@xtra.co.nz

Accountant / Service Provider:

Education Services.
Dedicated to your school

POROTI SCHOOL

Annual Report - For the year ended 31 December 2022

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POROTI SCHOOL

Proud Open minded Respectful Outstanding Trustworthy Independent

673 Mangakahia Rd, RD 9, Whangarei, 0179

09 434 6867

porotischool@xtra.co.nz

13/7/2023

Poroti School

Education Services.
Dedicated to your 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.

Janelle Imeson

Full Name of Presiding Member

Signature of Presiding Member

13 July 2023

Date:

Pauline Johnson

Full Name of Principal

Signature of Principal

13 July 2023

Date:

Poroti School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

		2022	2022	2021
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
Revenue				
Government Grants	2	565,617	471,344	488,816
Locally Raised Funds	3	23,481	5,430	31,086
Interest Income		3,895	1,000	1,444
Other Revenue		-	-	773
		592,993	477,774	522,119
Expenses				
Locally Raised Funds	3	4,744	2,108	2,800
Learning Resources	4	370,330	320,343	330,026
Administration	5	99,844	47,626	72,952
Finance		262	300	514
Property	6	78,080	111,117	92,035
Loss on Disposal of Property, Plant and Equipment	11	-	-	605
		553,260	481,494	498,932
Net Surplus / (Deficit) for the year		39,733	(3,720)	23,187
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		39,733	(3,720)	23,187

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



Poroti School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		185,552	168,774	160,490
Total comprehensive revenue and expense for the year		39,733	(3,720)	23,187
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		1,683	-	1,875
MoE Assets		5,406	-	-
Equity at 31 December		232,374	165,054	185,552
Accumulated comprehensive revenue and expense		232,374	165,054	185,552
Equity at 31 December		232,374	165,054	185,552

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.



Poroti School
Statement of Financial Position
As at 31 December 2022

		2022	2022	2021
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	7	97,793	98,279	140,357
Accounts Receivable	8	25,688	23,767	23,567
GST Receivable		-	-	8,339
Prepayments		3,742	4,237	4,781
Inventories	9	431	-	-
Investments	10	157,444	65,755	106,509
Funds Receivable for Capital Works Projects	16	5,695	-	211
		<u>290,793</u>	<u>192,038</u>	<u>283,764</u>
Current Liabilities				
GST Payable		6,755	11,918	-
Accounts Payable	12	38,125	28,361	26,648
Revenue Received in Advance	13	655	-	952
Provision for Cyclical Maintenance	14	54,214	21,814	78,579
Finance Lease Liability	15	1,377	2,419	2,421
Funds held for Capital Works Projects	16	12,345	-	33,512
		<u>113,471</u>	<u>64,512</u>	<u>142,112</u>
Working Capital Surplus/(Deficit)		<u>177,322</u>	<u>127,526</u>	<u>141,652</u>
Non-current Assets				
Property, Plant and Equipment	11	55,734	41,326	61,641
		<u>55,734</u>	<u>41,326</u>	<u>61,641</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	682	-	16,364
Finance Lease Liability	15	-	3,798	1,377
		<u>682</u>	<u>3,798</u>	<u>17,741</u>
Net Assets		<u>232,374</u>	<u>165,054</u>	<u>185,552</u>
Equity		<u>232,374</u>	<u>165,054</u>	<u>185,552</u>

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



Poroti School
Statement of Cash Flows
For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash flows from Operating Activities				
Government Grants		174,434	135,024	144,907
Locally Raised Funds		23,221	5,430	32,596
Goods and Services Tax (net)		15,094	-	(20,257)
Payments to Employees		(93,615)	(71,305)	(73,172)
Payments to Suppliers		(83,862)	(150,655)	(63,148)
Interest Paid		(262)	(300)	(514)
Interest Received		3,187	1,000	1,434
Net cash from/(to) Operating Activities		38,197	(80,806)	21,846
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(2,672)	(500)	(14,309)
Purchase of Investments		(101,281)	-	(70,754)
Proceeds from Sale of Investments		50,346	-	30,000
Net cash from/(to) Investing Activities		(53,607)	(500)	(55,063)
Cash flows from Financing Activities				
Furniture and Equipment Grant		1,683	-	1,875
Finance Lease Payments		(1,618)	(2,557)	(1,530)
Funds Administered on Behalf of Third Parties		(27,219)	-	(8,913)
Net cash from/(to) Financing Activities		(27,154)	(2,557)	(8,568)
Net increase/(decrease) in cash and cash equivalents		(42,564)	(83,863)	(41,785)
Cash and cash equivalents at the beginning of the year	7	140,357	182,142	182,142
Cash and cash equivalents at the end of the year	7	97,793	98,279	140,357

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.



Poroti School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

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

The estimated useful lives of the assets are:

Building Improvements	40 years
Buildings	40 years
Furniture and Equipment	5-18 years
Information and Communication Technology	4 years
Library Resources	8 years
Leased assets held under a Finance Lease	Term of Lease

k) Intangible Assets

Software costs

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance and research expenditure are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

l) Impairment of property, plant, and equipment and intangible assets

The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information. The valuation is based on a comparison to recent market transactions.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the surplus or deficit.

The reversal of an impairment loss is recognised in the surplus or deficit. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

m) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.



n) Employee Entitlements

Short-term employee entitlements

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned, by non teaching staff, to but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in surplus or deficit in the period in which they arise.

o) Revenue Received in Advance

Revenue received in advance relates to fees received from students and grants received where there are unfulfilled obligations for the School to provide services in the future. The fees 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 students, should the School be unable to provide the services to which they relate.

p) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

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

q) Funds held for Capital works

The school directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose as such these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

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

r) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expense. 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 Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.



s) Provision for Cyclical Maintenance

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

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

The 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.

t) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

u) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

v) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

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

x) Services received in-kind

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



2. Government Grants

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	219,855	135,024	172,171
Teachers' Salaries Grants	264,912	245,156	243,103
Use of Land and Buildings Grants	80,850	91,164	73,542
	<u>565,617</u>	<u>471,344</u>	<u>488,816</u>

The school has opted in to the donations scheme for this year. Total amount received was \$5,700.

3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Donations & Bequests	3,650	2,500	4,245
Fees for Extra Curricular Activities	2,076	600	1,828
Trading	1,382	1,830	1,360
Fundraising & Community Grants	16,373	500	23,653
	<u>23,481</u>	<u>5,430</u>	<u>31,086</u>
Expenses			
Extra Curricular Activities Costs	1,023	-	721
Trading	1,730	2,108	1,672
Fundraising & Community Grant Costs	1,991	-	407
	<u>4,744</u>	<u>2,108</u>	<u>2,800</u>
<i>Surplus for the year Locally raised funds</i>	<u>18,737</u>	<u>3,322</u>	<u>28,286</u>

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	22,651	11,830	14,628
Equipment Repairs	3,479	1,200	5,650
Information and Communication Technology	752	600	1,512
Library Resources	273	380	260
Employee Benefits - Salaries	327,334	288,615	289,598
Staff Development	51	2,850	2,369
Depreciation	15,790	14,868	16,009
	<u>370,330</u>	<u>320,343</u>	<u>330,026</u>



5. Administration

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	4,000	4,600	3,900
Board Fees	1,045	1,000	880
Board Expenses	2,190	2,740	1,864
Communication	1,609	1,230	1,113
Consumables	1,717	1,060	1,119
Other	2,868	2,550	3,078
Employee Benefits - Salaries	36,389	27,846	27,403
Insurance	1,945	2,000	1,998
Service Providers, Contractors and Consultancy	4,668	4,600	4,452
Healthy School Lunch Programme	43,413	-	27,145
	<u>99,844</u>	<u>47,626</u>	<u>72,952</u>

6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	1,862	1,850	1,431
Cyclical Maintenance Provision	(13,497)	9,103	4,374
Grounds	3,892	3,300	5,183
Heat, Light and Water	4,770	4,700	5,603
Repairs and Maintenance	-	500	1,456
Use of Land and Buildings	80,850	91,164	73,542
Security	203	500	946
Consultancy And Contract Services	-	-	(500)
	<u>78,080</u>	<u>111,117</u>	<u>92,035</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. Cash and Cash Equivalents

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	36,926	17,358	69,919
Short-term Bank Deposits	60,867	80,921	70,438
Cash and cash equivalents for Statement of Cash Flows	<u>97,793</u>	<u>98,279</u>	<u>140,357</u>

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

Of the \$97,793 Cash and Cash Equivalents \$12,345 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	244	691	3,134
Receivables from the Ministry of Education	742	-	-
Banking Staffing Underuse	1,432	3,863	-
Interest Receivable	876	158	168
Teacher Salaries Grant Receivable	22,394	19,055	20,265
	<u>25,688</u>	<u>23,767</u>	<u>23,567</u>
Receivables from Exchange Transactions	1,120	849	3,302
Receivables from Non-Exchange Transactions	24,568	22,918	20,265
	<u>25,688</u>	<u>23,767</u>	<u>23,567</u>

9. Inventories

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Stationery Sales	431	-	-
	<u>431</u>	<u>-</u>	<u>-</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	157,444	65,755	106,509
Total Investments	<u>157,444</u>	<u>65,755</u>	<u>106,509</u>

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2022						
Buildings	12,239	-	-	-	(1,048)	11,191
Building Improvements	6,848	-	-	-	(847)	6,001
Furniture and Equipment	27,235	1,806	-	-	(6,076)	22,965
Information and Communication Technology	11,442	7,826	-	-	(5,599)	13,669
Leased Assets	3,679	-	-	-	(2,157)	1,522
Library Resources	198	251	-	-	(63)	386
Balance at 31 December 2022	<u>61,641</u>	<u>9,883</u>	<u>-</u>	<u>-</u>	<u>(15,790)</u>	<u>55,734</u>

The net carrying value of equipment held under a finance lease is \$1,522 (2021: \$3,679)

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	2022	2022	2021	2021	2021
	Cost or	Accumulated	Net Book	Cost or	Accumulated	Net Book
	Valuation	Depreciation	Value	Valuation	Depreciation	Value
	\$	\$	\$	\$	\$	\$
Buildings	41,937	(30,746)	11,191	41,937	(29,698)	12,239
Building Improvements	44,207	(38,206)	6,001	44,207	(37,359)	6,848
Furniture and Equipment	99,260	(76,295)	22,965	101,215	(72,213)	29,002
Information and Communication Technology	43,267	(29,598)	13,669	36,461	(25,019)	11,442
Leased Assets	5,716	(4,194)	1,522	4,581	(2,669)	1,912
Library Resources	41,009	(40,623)	386	40,758	(40,560)	198
Balance at 31 December	275,396	(219,662)	55,734	269,159	(207,518)	61,641

12. Accounts Payable

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	11,114	5,281	2,040
Accruals	4,000	3,700	3,900
Employee Entitlements - Salaries	22,394	19,055	20,265
Employee Entitlements - Leave Accrual	617	325	443
	38,125	28,361	26,648
Payables for Exchange Transactions	38,125	28,361	26,648
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	38,125	28,361	26,648

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Other Received In Advance	655	-	952
	655	-	952



14. Provision for Cyclical Maintenance

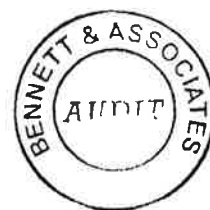
	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	94,943	12,711	90,569
Increase to the Provision During the Year	8,346	9,103	9,103
Use of the Provision During the Year	(26,550)	-	-
Other Adjustments	(21,843)	-	(4,729)
Provision at the End of the Year	54,896	21,814	94,943
Cyclical Maintenance - Current	54,214	21,814	78,579
Cyclical Maintenance - Non current	682	-	16,364
	54,896	21,814	94,943

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2023. This plan is based on the schools 10 Year Property plan / painting quotes.

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	1,439	2,419	2,683
Later than One Year and no Later than Five Years	-	3,798	1,439
Future Finance Charges	(62)	-	(324)
	1,377	6,217	3,798
Represented by			
Finance lease liability - Current	1,377	2,419	2,421
Finance lease liability - Non current	-	3,798	1,377
	1,377	6,217	3,798



16. Funds Held (Owed) for Capital Works Projects

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

2022	Project No.	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
		\$	\$	\$		\$
Fencing and Court Repairs income	224473	(211)	3,837	(3,626)	-	-
Drainage & Stormwater	221082	18,626	-	(6,281)	-	12,345
LSC Block 4	220013	10,923	(4,687)	(6,236)	-	-
Toilet Block & Ceiling Linings	233702	3,963	36,246	(45,904)	-	(5,695)
Security System	235696	-	5,334	(5,334)	-	-
Totals		33,301	40,730	(67,381)	-	6,650

Represented by:

Funds Held on Behalf of the Ministry of Education	12,345
Funds Receivable from the Ministry of Education	(5,695)

2021	Project No.	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
		\$	\$	\$		\$
BLK 1-5 Roofing/Drainage	216751	3,571	-	(3,571)	-	-
Carpentry & Deck Repairs Blks 1-4	215454	(3,443)	3,444	(1)	-	-
Fencing and Court Repairs income	224473	42,664	-	(42,875)	-	(211)
Drainage & Stormwater	221082	(500)	42,447	(23,321)	-	18,626
LSC Block 4	220013	-	74,250	(63,327)	-	10,923
Toilet Block & Ceiling Linings	233702	-	4,531	(568)	-	3,963
Totals		42,292	124,672	(133,663)	-	33,301

Represented by:

Funds Held on Behalf of the Ministry of Education	33,512
Funds Receivable from the Ministry of Education	(211)

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



18. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	1,045	880
<i>Leadership Team</i>		
Remuneration	118,796	117,176
Full-time equivalent members	1.00	1.00
Total key management personnel remuneration	119,841	118,056

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

Principal 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	110 - 120	110 - 120
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 - 110	-	-
	0.00	0.00

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:

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



20. Contingencies

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

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.

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:

\$30,000 contract for the Drainage & Stormwater as agent for the Ministry of Education. This project is fully funded by the Ministry and \$42,447 has been received of which \$30,102 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$45,307 contract for the Toilet Block & Ceiling Linings as agent for the Ministry of Education. This project is fully funded by the Ministry and \$40,776 has been received of which \$46,471 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments as at 31 December 2021:

\$50,000 contract for the Fencing and Court Repairs income as agent for the Ministry of Education. This project is fully funded by the Ministry and \$45,000 has been received of which \$45,211 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$30,000 contract for the Drainage & Stormwater as agent for the Ministry of Education. This project is fully funded by the Ministry and \$42,447 has been received of which \$23,821 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$83,614 contract for the LSC Block 4 as agent for the Ministry of Education. This project is fully funded by the Ministry and \$74,250 has been received of which \$63,327 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$45,307 contract for the Toilet Block & Ceiling Linings as agent for the Ministry of Education. This project is fully funded by the Ministry and \$4,531 has been received of which \$568 has been spent on the project to balance date. This project has been approved by the Ministry.)

(b) Operating Commitments

There are no operating commitments as at 31 December 2022 (Operating commitments at 31 December 2021: nil).



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	97,793	98,279	140,357
Receivables	25,688	23,767	23,567
Investments - Term Deposits	157,444	65,755	106,509
Total Financial assets measured at amortised cost	280,925	187,801	270,433

Financial liabilities measured at amortised cost

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Payables	38,125	28,361	26,648
Finance Leases	1,377	6,217	3,798
Total Financial Liabilities Measured at Amortised Cost	39,502	34,578	30,446

23. Events After Balance Date

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.

The damage caused by extreme weather events in the Northland region and the full financial impact has not yet been determined, but it is not expected to be significant to the school. The school continued to receive funding from the Ministry of Education, even while closed.

24. Comparatives

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



Poroti School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Kerry Lord	Presiding Member	Elected	Sep 2022
Janelle Imeson	Presiding Member	Elected	Jun 2025
Pauline Johnson	Principal	ex Officio	
Thereza Clark	Parent Representative	Elected	Sep 2022
Moera O'Leary	Parent Representative	Elected	Sep 2022
Olivia Mitten	Parent Representative	Elected	Jun 2025
Krystal Cassidy	Parent Representative	Elected	Jun 2025
Simon Morling	Parent Representative	Elected	Jun 2025
Jason Young	Parent Representative	Elected	Jun 2025
Mandy Pye	Staff Representative	Elected	Jun 2025
Lorraine Norris	Other	Appointed	Sep 2022

Poroti School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received total Kiwisport funding of \$599 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

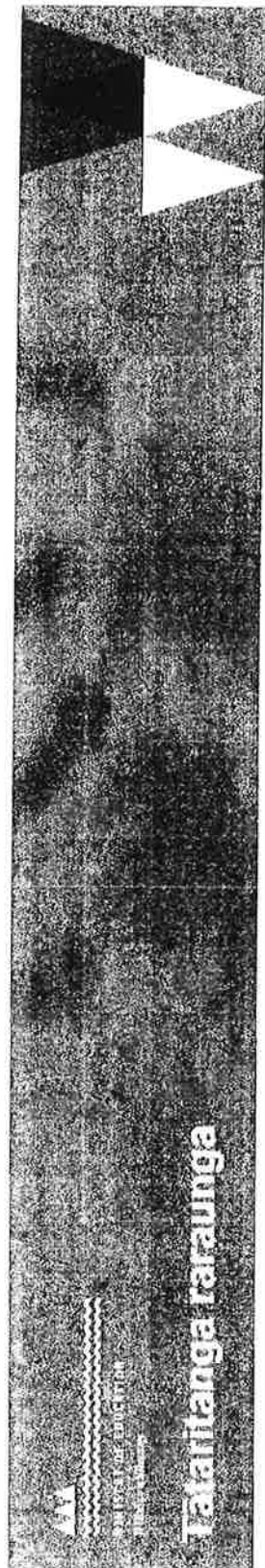
For the year ended 31st December 2022 the Poroti School Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.

Statement of Variance Reporting

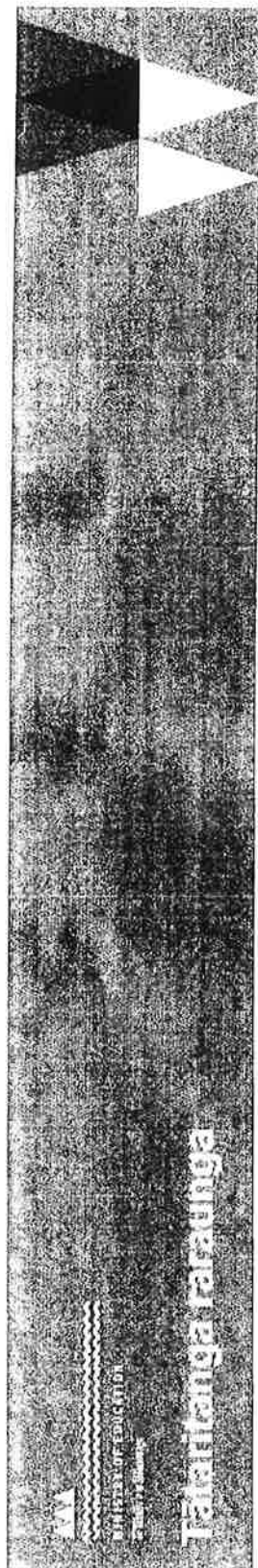


School Name:	Poroti	School Number:	1083						
Strategic Aim: Analysis report	Design an authentic, living localised curriculum that connects to and engages our students and community <ul style="list-style-type: none"> - Develop and deliver quality teaching and learning programmes that are linked to the curriculum - Create robust systems of reporting to stakeholders that support teaching and learning 								
Annual Aim:	To raise achievement and increase progress for all student groups.								
Target:	To move the achievement level of our target cohort students i.e. those children not achieving at the expected curriculum levels in Reading, Writing and Mathematics.								
Baseline Data:	<table border="1"> <thead> <tr> <th>Number of target students Mathematics for 2022</th> <th>Number of target students Reading for 2022</th> <th>Number of target students Writing for 2022</th> </tr> </thead> <tbody> <tr> <td>20 3 of those students in-class MOE support hours 37% movement in achievement levels</td> <td>13 3 of those students in-class MOE support hours 42% movement in achievement levels</td> <td>20 3 of those students in-class MOE support hours 26% movement in achievement levels</td> </tr> </tbody> </table>			Number of target students Mathematics for 2022	Number of target students Reading for 2022	Number of target students Writing for 2022	20 3 of those students in-class MOE support hours 37% movement in achievement levels	13 3 of those students in-class MOE support hours 42% movement in achievement levels	20 3 of those students in-class MOE support hours 26% movement in achievement levels
Number of target students Mathematics for 2022	Number of target students Reading for 2022	Number of target students Writing for 2022							
20 3 of those students in-class MOE support hours 37% movement in achievement levels	13 3 of those students in-class MOE support hours 42% movement in achievement levels	20 3 of those students in-class MOE support hours 26% movement in achievement levels							



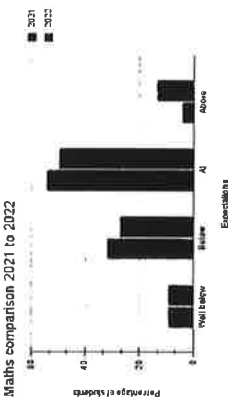
Data from end of Term 4 2021 used to select target areas and cohorts.
 BOTH SETS OF DATA CONTAIN THOSE STUDENTS WHO WERE HERE FOR BOTH TIMES

Year	Mathematics					Writing					Total
	WB	B	At	Ab		WB	B	At	Ab		
Y0											0
Y1				100%				100%			1
Y2			100%				33%	67%			3
Y3		67%	33%				67%	33%			3
Y4		20%	30%				40%	40%			5
Y5		75%	25%				100%				4
Y6	25%	25%	50%			25%		50%			4
Y7	50%		50%			50%		50%			2
Y8											0
Total	9.1%	34.3%	54.5%	4.5%		9.1%	40.9%	40.9%	9.1%		22



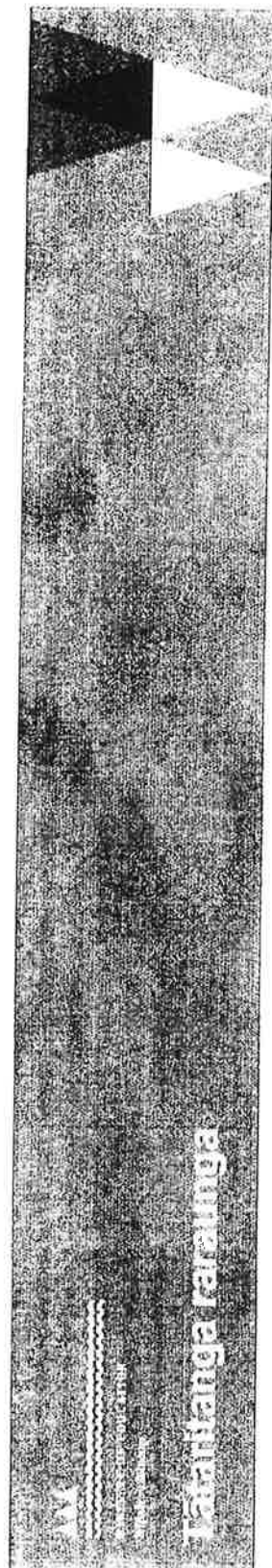
DATA SHOWING COMPARISON TO THE END OF 2022

YEAR	Mathematics					Reading				Writing				Total
	WB	B	AT	AB		WB	B	AT	AB	WB	B	AT	AB	
Y0														0
Y1														0
Y2			100%				100%					100%		1
Y3			100%					67%	33%			100%		3
Y4		67%	33%				67%	33%			67%	33%		3
Y5		20%	50%	40%			40%	20%	40%		20%	80%		5
Y6		75%	50%				50%	50%			100%			4
Y7	25%	25%	25%	25%		25%		25%	50%	25%		25%	50%	4
Y8	50%					50%		50%		50%		50%		2
Total	9.1%	27.3%	50%	13.6%		9.1%	31.8%	36.4%	22.7%	9.1%	31.8%	50%	9.1%	22

Actions What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?															
<ul style="list-style-type: none">Put an emphasis on Maths basic facts understanding and mastery through classroom programmes and home learningApplied for grants to provide a consistent set of resources for all levels in the school that are linked to NZ Maths curriculumInvesting in Maths Symphony for Year 4-8Using analysed data in Reading, Writing, Maths to set learning goals for students and groups of students. Consistent, ongoing assessment of students.Investing in Writers' Toolbox for senior studentsInvesting in Lexia Reading for Years 3-8Investing in A-Z Kids spelling Years 4-8	<p>Maths:</p> <p>There was a decrease in the Below expectation of 4.5% (31.8% - 27.3%) and movement of 9.1% (4.5% - 13.6%) in the Above expectation.</p> <p>Assessment of students showed individuals making movement through the stages of each domain (Addition and Subtraction, Multiplication and Division and Ratios and Proportions), showing more understanding of concepts, and demonstrating the transfer of their basic facts mastery into solving problems and being able to articulate their workings.</p>  <table><caption>Maths comparison 2021 to 2022</caption><tr><th>Expectations</th><th>2021 (%)</th><th>2022 (%)</th></tr><tr><td>Well below</td><td>~10</td><td>~10</td></tr><tr><td>Below</td><td>~45</td><td>~32</td></tr><tr><td>At</td><td>~40</td><td>~45</td></tr><tr><td>Above</td><td>~5</td><td>~13</td></tr></table> <p>Writing:</p> <p>Writing was a focus area in 2021-2022 with the purchase of online Write that Essay programmes for Years 4-8. Teaching of writing was more</p>	Expectations	2021 (%)	2022 (%)	Well below	~10	~10	Below	~45	~32	At	~40	~45	Above	~5	~13	<p>The results of the children who consistently have home support with their home learning showed greater understanding and ability to demonstrate the use of basic facts in their classroom learning and assessment. Evidence in class learning and assessment showed that the students who completed home learning on a regular basis with home support showed more movement in their learning achievements.</p> <p>The Year 7 students from 2021 into Year 8 students in 2022 were newly enrolled in our school, coming in with poor attendance and already well below their learning expectations. Although these individuals made personal improvement it was not enough to move them out of their current levels.</p> <p>2022 saw an improvement in attendance rates especially in the target students who were working with the LSC regularly on a variety of programmes. Students became engaged in their learning and the want to come to school. With regular attendance the students</p>	<p>In 2023 continued emphasis on the basic facts through all levels.</p> <p>Continue to invest in Symphony Maths for individual number learning.</p> <p>Evaluating data particularly in Years 3-8 and look at developing a school wide Number overview both in Junior and Senior school for consistency throughout the school using the resources we have purchased.</p> <p>BSL will continue to be used in the Junior Class and a second teacher has taken on the Professional Learning for this and will bring it into the Junior programme through to Year 2.</p> <p>Home Learning will continue in both classrooms to maintain mastery and encourage reading.</p> <p>The Reading Together programme will be undertaken in 2023 with parents to give them an understanding of the complexities of reading, and how to best support their children into</p>
Expectations	2021 (%)	2022 (%)																
Well below	~10	~10																
Below	~45	~32																
At	~40	~45																
Above	~5	~13																



<ul style="list-style-type: none">• Board funded Teacher Aide support for Target Cohort students in class• RTLB and LSC involved with programmes that involve these target students• Junior Teacher professional development and mentoring in BSL (Better Start Literacy) and introduced this into the Junior classroom.	<p>deliberate and students were able to receive immediate feedback online. The WTE Scorecard was used for assessment in both classes meaning there is consistency developing during moderation.</p> <p>Writing Comparison 2021-2022</p> <table><caption>Writing Comparison 2021-2022 Data</caption><tr><th>Expectation</th><th>2021 (%)</th><th>2022 (%)</th></tr><tr><td>Well Below</td><td>10</td><td>10</td></tr><tr><td>Below</td><td>35</td><td>35</td></tr><tr><td>At</td><td>45</td><td>45</td></tr><tr><td>Above</td><td>10</td><td>10</td></tr></table> <p>Reading: Covid, illness and attendance played a major part in these results. Of the three students in the Well Below expectation, two had Teacher Aide support plus outside agency support and the other low attendance (80%, 77%, 72%, 72%) The students in the below group also had illness and low attendance. We saw some movement in the Well Below expectations with students moving into Below.</p>	Expectation	2021 (%)	2022 (%)	Well Below	10	10	Below	35	35	At	45	45	Above	10	10	<p>engaged not only in learning, but in the classroom socialisation.</p> <p>Despite the fact that all teachers are part-time within the two classrooms there is a consistency between each pair of teachers that supports their students. Classroom programmes are not separate but complement each other.</p> <p>Staff work together to moderate and analyse data and student learning. Reports are written co-operatively with both teachers having input into the reports.</p>	<p>understanding what they are reading.</p> <p>The target cohorts for 2023 will be Year 5 group and Year 7 in all three areas. Teacher Aide support will be offered in classroom learning time on a regular basis.</p> <p>Continuing to run differentiated learning programmes within both classrooms after analysing the data.</p> <p>Teacher PLD will be taken up in 2023 through Relationships First.</p> <p>Grant applications and Budgets will be set for resourcing</p>
Expectation	2021 (%)	2022 (%)																
Well Below	10	10																
Below	35	35																
At	45	45																
Above	10	10																



Planning for next year:

The Target will be to continue to move those students in the Below expectation to AT so that we have 75% of students AT or ABOVE in Years 3-8. Mathematics currently sits at 63.6%, Reading sits at 59.1% and Writing at 59.1%. The students in the WELL BELOW group will be offered extra support in class and for those receiving outside agency support programmes will continue to be done on a regular basis. The Board will continue to fund PLD and subscriptions needed to provide resources for teachers and students to develop quality learning programmes. Closer monitoring of target students will be put in place, including more regular assessment to ascertain needs and gaps in learning. The Junior class will maintain BSL programme and another teacher will be involved in the PLD in 2023. Staff will be involved in school-wide Professional Learning and in individual PLD as needed for their own growth.

**INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF POROTI SCHOOL'S
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2022**

57 Clyde Street
PO Box 627
WHANGAREI 0140
Phone: (09) 438 2312
Fax: (09) 438 2912
info@bennettca.co.nz
www.bennettca.co.nz

The Auditor-General is the auditor of Poroti School (the School). The Auditor-General has appointed me, Steve Bennett, using the staff and resources of Bennett & Associates, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 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 Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 13 July 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 of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.



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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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



- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Analysis of Variance, the Kiwisport Statement, the List of Trustees and Statement of Responsibility but does not include the financial statements, and our auditor's report thereon. Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

Independence

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

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



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

