

# JAMES STREET SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2022

#### School Directory

**Ministry Number:** 1755

**Principal:** Roz Dakin

**School Address:** 96 James Street

**School Postal Address:** P O Box 2115, Kopeopeo, Whakatane, 3159

**School Phone:** 07 308 6855

**School Email:** [finance@jamesstreet.school.nz](mailto:finance@jamesstreet.school.nz)

**Accountant / Service Provider:**

**Education  Services.**  
*Dedicated to your school*

# JAMES STREET SCHOOL

Annual Report - For the year ended 31 December 2022

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# James Street 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.

Catherine Checkley Hogg  
Full Name of Presiding Member

CM Checkley  
Signature of Presiding Member

29.5.2023  
Date:

ROSALYN DAKIN  
Full Name of Principal

R Dakin  
Signature of Principal

29/05/2023  
Date:



**James Street 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	3,079,449	2,605,374	3,045,995
Locally Raised Funds	3	91,719	17,500	51,639
Interest Income		16,676	3,500	3,051
		<u>3,187,844</u>	<u>2,626,374</u>	<u>3,100,685</u>
<b>Expenses</b>				
Locally Raised Funds	3	33,562	54,500	33,050
Learning Resources	4	2,130,926	2,029,270	2,230,032
Administration	5	363,584	104,508	297,432
Finance		610	445	794
Property	6	358,770	418,966	341,154
Loss on Disposal of Property, Plant and Equipment	11	1,473	-	-
		<u>2,888,925</u>	<u>2,607,689</u>	<u>2,902,462</u>
<b>Net Surplus / (Deficit) for the year</b>		298,919	18,685	198,223
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u><u>298,919</u></u>	<u><u>18,685</u></u>	<u><u>198,223</u></u>

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



**James Street School**  
**Statement of Changes in Net Assets/Equity**  
For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Equity at 1 January</b>		1,120,299	1,036,546	922,076
Total comprehensive revenue and expense for the year		298,919	18,685	198,223
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		7,333	-	-
<b>Equity at 31 December</b>		1,426,551	1,055,231	1,120,299
Accumulated comprehensive revenue and expense		1,426,551	1,055,231	1,120,299
<b>Equity at 31 December</b>		1,426,551	1,055,231	1,120,299

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.



# James Street School Statement of Financial Position

As at 31 December 2022

		2022	2022	2021
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	810,530	487,241	659,011
Accounts Receivable	8	235,628	121,626	163,907
GST Receivable		-	14,334	-
Prepayments		7,237	3,375	10,803
Inventories	9	4,821	5,841	5,063
Investments	10	409,416	570,756	578,873
Funds Receivable for Capital Works Projects	16	54,926	-	20,181
		<u>1,522,558</u>	<u>1,203,173</u>	<u>1,437,838</u>
<b>Current Liabilities</b>				
GST Payable		458	-	22,930
Accounts Payable	12	150,093	137,654	141,636
Provision for Cyclical Maintenance	13	79,058	9,434	92,724
Finance Lease Liability	14	29,161	28,874	23,098
Funds held in Trust	15	60,053	71,816	66,425
Funds held for Capital Works Projects	16	525	-	139,875
		<u>319,348</u>	<u>247,778</u>	<u>486,688</u>
<b>Working Capital Surplus/(Deficit)</b>		<u>1,203,210</u>	<u>955,395</u>	<u>951,150</u>
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	249,935	117,230	195,008
		<u>249,935</u>	<u>117,230</u>	<u>195,008</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	13	2,020	-	1,011
Finance Lease Liability	14	24,574	17,394	24,848
		<u>26,594</u>	<u>17,394</u>	<u>25,859</u>
<b>Net Assets</b>		<u><u>1,426,551</u></u>	<u><u>1,055,231</u></u>	<u><u>1,120,299</u></u>
<b>Equity</b>		<u><u>1,426,551</u></u>	<u><u>1,055,231</u></u>	<u><u>1,120,299</u></u>

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



**James Street School**  
**Statement of Cash Flows**  
For the year ended 31 December 2022

		2022	2022	2021
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		1,144,238	931,763	1,041,101
Locally Raised Funds		92,574	2,000	49,722
Goods and Services Tax (net)		(22,472)	-	37,264
Payments to Employees		(766,678)	1,368,020	(366,764)
Payments to Suppliers		(197,942)	(2,239,991)	(528,848)
Interest Paid		(610)	(445)	(794)
Interest Received		9,726	3,500	8,684
Net cash from/(to) Operating Activities		258,836	64,847	240,365
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(71,645)	(11,000)	(17,590)
Purchase of Investments		(4,210)	-	(8,115)
Proceeds from Sale of Investments		173,664	-	-
Net cash from/(to) Investing Activities		97,809	(11,000)	(25,705)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		7,333	-	-
Finance Lease Payments		(30,646)	(23,098)	(29,667)
Funds Administered on Behalf of Third Parties		(181,813)	-	17,526
Net cash from/(to) Financing Activities		(205,126)	(23,098)	(12,141)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>151,519</b>	<b>30,749</b>	<b>202,519</b>
Cash and cash equivalents at the beginning of the year	7	659,011	456,492	456,492
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>810,530</b>	<b>487,241</b>	<b>659,011</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.



# James Street School

## Notes to the Financial Statements

### For the year ended 31 December 2022

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

James Street 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 13.





#### *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 21b.

##### *Recognition of grants*

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

### **c) Revenue Recognition**

#### **Government Grants**

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

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

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

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

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

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

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

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

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

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



### **Interest Revenue**

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

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

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

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

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

### **f) Cash and Cash Equivalents**

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

### **g) Accounts Receivable**

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

### **h) Inventories**

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

### **i) Investments**

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

### **j) Property, Plant and Equipment**

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

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

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

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

### **Finance Leases**

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



### **Depreciation**

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

The estimated useful lives of the assets are:

Building Improvements	18-40 years
Furniture and Equipment	5-15 years
Information and Communication Technology	5 years
Motor Vehicles	5 years
Library Resources	12.5% DV
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 RTL 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	1,287,997	936,033	1,208,674
Teachers' Salaries Grants	1,504,551	1,368,020	1,522,278
Use of Land and Buildings Grants	233,923	269,591	211,112
Moe Urgent Response Fund	2,000	-	53,693
Other Government Grants	50,978	31,730	50,238
	<u>3,079,449</u>	<u>2,605,374</u>	<u>3,045,995</u>

The school has opted in to the donations scheme for this year. Total amount received was \$32,400.

## 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	5,797	1,000	(1,115)
Fees for Extra Curricular Activities	7,178	-	25,103
Trading	17,993	15,500	16,743
Fundraising & Community Grants	2,610	1,000	888
Other Revenue	58,141	-	10,020
	<u>91,719</u>	<u>17,500</u>	<u>51,639</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	14,991	40,500	17,367
Trading	18,271	14,000	15,379
Fundraising & Community Grant Costs	300	-	304
	<u>33,562</u>	<u>54,500</u>	<u>33,050</u>
<i>Surplus/(Deficit) for the year Locally raised funds</i>	<u>58,157</u>	<u>(37,000)</u>	<u>18,589</u>

## 4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	48,473	49,131	40,701
Library Resources	330	300	230
Employee Benefits - Salaries	2,016,515	1,914,566	2,121,379
Staff Development	7,107	19,000	11,340
Depreciation	58,501	46,273	56,382
	<u>2,130,926</u>	<u>2,029,270</u>	<u>2,230,032</u>



## 5. Administration

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Audit Fee	6,498	6,308	6,347
Board Fees	2,470	3,000	2,266
Board Expenses	3,001	3,600	506
Communication	1,632	4,060	1,471
Consumables	15,061	5,300	5,011
Operating Lease	517	540	517
Other	10,432	12,315	11,452
Employee Benefits - Salaries	82,192	55,000	65,864
Insurance	3,775	500	2,516
Service Providers, Contractors and Consultancy	13,836	13,885	12,690
Healthy School Lunch Programme	224,170	-	188,792
	<b>363,584</b>	<b>104,508</b>	<b>297,432</b>

## 6. Property

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Caretaking and Cleaning Consumables	15,512	12,000	12,600
Cyclical Maintenance Provision	1,983	11,275	4,925
Grounds	1,853	19,500	10,796
Heat, Light and Water	13,652	13,000	11,151
Rates	6,252	6,000	5,834
Repairs and Maintenance	9,843	7,600	9,001
Use of Land and Buildings	233,923	269,591	211,112
Security	4,681	6,500	5,872
Employee Benefits - Salaries	71,071	73,500	69,863
	<b>358,770</b>	<b>418,966</b>	<b>341,154</b>

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

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Bank Accounts	577,296	487,241	601,529
Short-term Bank Deposits	233,234	-	57,482
Cash and cash equivalents for Statement of Cash Flows	<b>810,530</b>	<b>487,241</b>	<b>659,011</b>

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

Of the \$810,530 Cash and Cash Equivalents \$525 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	4,719	7,028	5,574
Receivables from the Ministry of Education	-	-	25,937
Banking Staffing Underuse	101,106	-	12,825
Interest Receivable	6,950	5,633	-
Teacher Salaries Grant Receivable	122,853	108,965	119,571
	<u>235,628</u>	<u>121,626</u>	<u>163,907</u>
Receivables from Exchange Transactions	11,669	12,661	5,574
Receivables from Non-Exchange Transactions	223,959	108,965	158,333
	<u>235,628</u>	<u>121,626</u>	<u>163,907</u>

**9. Inventories**

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Stationery	605	1,199	651
Uniforms	4,216	4,642	4,412
	<u>4,821</u>	<u>5,841</u>	<u>5,063</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	409,416	570,756	578,873
Total Investments	<u>409,416</u>	<u>570,756</u>	<u>578,873</u>





## 11. Property, Plant and Equipment

2022	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Building Improvements	88,084	42,108	-	-	(6,625)	<b>123,567</b>
Furniture and Equipment	30,523	29,952	-	-	(11,108)	<b>49,367</b>
Information and Communication Technology	14,049	3,975	(1,473)	-	(6,387)	<b>10,164</b>
Leased Assets	52,427	36,883	-	-	(32,897)	<b>56,413</b>
Library Resources	9,925	1,983	-	-	(1,484)	<b>10,424</b>
<b>Balance at 31 December 2022</b>	<b>195,008</b>	<b>114,901</b>	<b>(1,473)</b>	<b>-</b>	<b>(58,501)</b>	<b>249,935</b>

The net carrying value of equipment held under a finance lease is \$56,413 (2021: \$52,427)

### Restrictions

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

	2022 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$	2021 Cost or Valuation \$	2021 Accumulated Depreciation \$	2021 Net Book Value \$
Building Improvements	257,689	(134,122)	<b>123,567</b>	215,581	(127,497)	<b>88,084</b>
Furniture and Equipment	445,488	(396,121)	<b>49,367</b>	415,536	(385,013)	<b>30,523</b>
Information and Communication Technology	119,033	(108,869)	<b>10,164</b>	118,170	(104,121)	<b>14,049</b>
Motor Vehicles	51,816	(51,816)	-	51,816	(51,816)	-
Leased Assets	108,615	(52,202)	<b>56,413</b>	85,095	(32,668)	<b>52,427</b>
Library Resources	49,265	(38,841)	<b>10,424</b>	47,282	(37,357)	<b>9,925</b>
<b>Balance at 31 December</b>	<b>1,031,906</b>	<b>(781,971)</b>	<b>249,935</b>	<b>933,480</b>	<b>(738,472)</b>	<b>195,008</b>

## 12. Accounts Payable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Creditors	12,401	12,382	8,023
Accruals	6,498	4,815	6,309
Employee Entitlements - Salaries	122,853	108,965	119,571
Employee Entitlements - Leave Accrual	8,341	11,492	7,733
	<b>150,093</b>	<b>137,654</b>	<b>141,636</b>
Payables for Exchange Transactions	150,093	137,654	141,636
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<b>150,093</b>	<b>137,654</b>	<b>141,636</b>

The carrying value of payables approximates their fair value.



### 13. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	93,735	(1,841)	88,810
Increase to the Provision During the Year	10,725	11,275	10,660
Use of the Provision During the Year	(23,600)	-	-
Other Adjustments	218	-	(5,735)
<b>Provision at the End of the Year</b>	<b>81,078</b>	<b>9,434</b>	<b>93,735</b>
Cyclical Maintenance - Current	79,058	9,434	92,724
Cyclical Maintenance - Non current	2,020	-	1,011
	<b>81,078</b>	<b>9,434</b>	<b>93,735</b>

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.

### 14. 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	29,529	28,874	23,543
Later than One Year and no Later than Five Years	24,761	17,394	24,992
Future Finance Charges	(555)	-	(589)
	<b>53,735</b>	<b>46,268</b>	<b>47,946</b>
<b>Represented by</b>			
Finance lease liability - Current	29,161	28,874	23,098
Finance lease liability - Non current	24,574	17,394	24,848
	<b>53,735</b>	<b>46,268</b>	<b>47,946</b>

### 15. Funds held in Trust

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	60,053	71,816	66,425
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<b>60,053</b>	<b>71,816</b>	<b>66,425</b>

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



## 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 \$
Roofing Works Blks D, H & B		210950	(17,664)	-	(14,298)	-	(31,962)
C Block Refurb		210951	(2,517)	-	2,517	-	-
LSC Space		218622	6,139	-	(5,614)	-	525
LSPM Fencing		229821	90,999	-	(113,963)	-	(22,964)
SIP Playground		221940	42,737	14,400	(99,246)	42,109	-
<b>Totals</b>			<b>119,694</b>	<b>14,400</b>	<b>(230,604)</b>	<b>42,109</b>	<b>(54,401)</b>

### Represented by:

Funds Held on Behalf of the Ministry of Education	525
Funds Receivable from the Ministry of Education	(54,926)

	2021	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Roofing Works Blks D, H & B		210950	84,715	54,369	(156,748)	-	(17,664)
C Block Refurb		210951	3,221	4,405	(10,143)	-	(2,517)
Pool Pump Works		210952	-	(5,723)	5,723	-	-
LSC Space		218622	-	31,691	(25,552)	-	6,139
LSPM Fencing		229821	-	105,078	(14,079)	-	90,999
SIP Playground		221940	-	129,600	(86,863)	-	42,737
<b>Totals</b>			<b>87,936</b>	<b>319,420</b>	<b>(287,662)</b>	<b>-</b>	<b>119,694</b>

### Represented by:

Funds Held on Behalf of the Ministry of Education	139,875
Funds Receivable from the Ministry of Education	(20,181)

## 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	2,470	2,266
<i>Leadership Team</i>		
Remuneration	557,423	550,986
Full-time equivalent members	5.59	5.00
<b>Total key management personnel remuneration</b>	<b>559,893</b>	<b>553,252</b>

There are 8 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has Finance (8 members) and Property (8 members) that met 8 and 8 times respectively. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### Principal 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	150 - 160	140 - 150
Benefits and Other Emoluments	4 - 5	4 - 5
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	1.00	-
110 - 120	1.00	2.00
	<b>2.00</b>	<b>2.00</b>

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:

\$361,036 contract for the Roofing Works Blks D, H & B as agent for the Ministry of Education. This project is fully funded by the Ministry and \$319,469 has been received of which \$351,431 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$84,375 contract for the LSC Space as agent for the Ministry of Education. This project is fully funded by the Ministry and \$31,691 has been received of which \$31,166 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$153,324 contract for the LSPM Fencing as agent for the Ministry of Education. This project is fully funded by the Ministry and \$105,078 has been received of which \$128,042 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments as at 31 December 2021:

\$361,036 contract for the Roofing Works Blks D, H & B as agent for the Ministry of Education. This project is fully funded by the Ministry and \$319,469 has been received of which \$337,133 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$301,358 contract for the C Block Refurb as agent for the Ministry of Education. This project is fully funded by the Ministry and \$271,746 has been received of which \$274,263 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$84,375 contract for the LSC Space as agent for the Ministry of Education. This project is fully funded by the Ministry and \$31,691 has been received of which \$25,552 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$153,324 contract for the LSPM Fencing as agent for the Ministry of Education. This project is fully funded by the Ministry and \$105,078 has been received of which \$14,079 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$146,399 contract for the SIP Playground as agent for the Ministry of Education. This project is fully funded by the Ministry and \$129,600 has been received of which \$86,863 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**

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Cash and Cash Equivalents	810,530	487,241	659,011
Receivables	235,628	121,626	163,907
Investments - Term Deposits	409,416	570,756	578,873
Total Financial assets measured at amortised cost	<u>1,455,574</u>	<u>1,179,623</u>	<u>1,401,791</u>

**Financial liabilities measured at amortised cost**

Payables	150,093	137,654	141,636
Finance Leases	53,735	46,268	47,946
Total Financial Liabilities Measured at Amortised Cost	<u>203,828</u>	<u>183,922</u>	<u>189,582</u>

**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.



**INDEPENDENT AUDITOR'S REPORT**

**TO THE READERS OF  
JAMES STREET SCHOOL  
FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2022**

The Auditor-General is the auditor of James Street School (the School). The Auditor-General has appointed me, Fred Cookson, using the staff and resources of Cookson Forbes & Associates, Chartered Accountants, to carry out the audit of the financial statements of the School on his behalf.

**Opinion**

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 29 May 2023. This is the date at which our opinion is expressed.

The basis for our opinion is explained below and we draw your attention to other matter. In addition, we outline the responsibilities of the Board of Trustees 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 of Trustees for the financial statements**

The Board of Trustees 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 of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees 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 of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees 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 of Trustees regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arises from the Public Audit Act 2001.

### **Other information**

The Board of Trustees is responsible for the other information. The other information comprises the Board of Trustee List, Kiwisports, Analysis of Variance and other information as presented on page 24 to 28, 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 (Revised): *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.



Fred Cookson  
Cookson Forbes & Associates Chartered Accountants  
On behalf of the Auditor-General  
Opotiki, New Zealand

## James Street School

### Members of the Board

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Catherine Checkley-Hogg	Presiding Member	Elected	Nov 2023
Rosalyn Dakin	Principal	ex Officio	
Nickie-Jean Hunia	Parent Representative	Elected	Jun 2025
Colin Geenty	Parent Representative	Elected	Jun 2025
James Steele	Parent Representative	Elected	Jun 2025
Emma Hall	Parent Representative	Elected	Nov 2023
Catherine Ranapia	Parent Representative	Co-opted	Sep 2022
Shelley Forster	Staff Representative	Elected	Jun 2025
Ryan Morrison	Other	Co-opted	Nov 2023

## James Street School

### Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received total Kiwisport funding of \$3,522 (excluding GST). The funding was spent on sporting endeavours.

## Statement of Compliance with Employment Policy

For the year ended 31st December 2022 the James Street 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.

**2022 Strategic Goal 1: All our students will progress and achieve to their highest possible educational potential through quality teaching and learning, safe environments and positive relationships**  
**Annual Goal 1: To accelerate the Reading achievement of a targeted group of year 2 to 6 students who are currently reading below or well below the expected NZ Curriculum Level to achieve at, or above, the expected NZ Curriculum Level**

<p><b>2022 Baseline data (end of 2021 data)</b></p> <p>Reading achievement across the school at the end of 2021 was 57% (students reading at or above the expected NZC level). <i>47% of Maori boys are reading at or above the expected NZC level; whilst 49% of NZE boys are.</i></p> <p><i>49% of Maori girls are reading at or above the expected NZC level; whilst 56% of NZE girls are.</i></p> <p>100% of the current year 1 cohort are achieving at the expected level                  27% of the current year 2 cohort are achieving at or above the expected level.                  36% of the current year3 cohort are achieving at or above the expected level.                  66% of the current year 4 cohort are achieving at or above the expected level.                  69% of the current year 5 cohort are achieving at or above the expected level.                  76% of the current year 6 cohort are achieving at or above the expected level</p> <p>77 Year 2 to 6 students are reading below or well below the expected NZC level. <b>N.B.</b>  <b>There is some discrepancy in year 0-3 data due to time at school compared to end of year data.</b></p>	<p><b>Expected achievement levels</b></p> <p>Year 3: That the identified 3 students will make accelerated progress toward the expected NZC level by December 2022 - Gold L21/22</p> <p>Year 4: That the identified 10 students will make accelerated progress toward the expected NZC level by December 2022 - Level 2</p> <p>Year 5: That the identified 8 students will make accelerated progress toward the expected NZC level by December 2022 - toward Level 3</p> <p>Year 6: That the identified 3 students will make accelerated progress toward the expected NZC level by December 2022 - Level 3</p>	<p><b>Actual state of student learning Year ended 2022:</b></p> <p><b>Year 3 - 3 students</b></p> <ul style="list-style-type: none"> <li>● 1 students made 6 months progress</li> <li>● 2 students made accelerated progress</li> </ul> <p><b>Year 4 - 10 students</b></p> <ul style="list-style-type: none"> <li>● 1 student left</li> <li>● 5 students made less than a year's progress</li> <li>● 3 students made a year's progress</li> <li>● 1 student made accelerated progress</li> </ul> <p><b>Year 5 - 8 students</b></p> <ul style="list-style-type: none"> <li>● 3 students made less than a year's progress</li> <li>● 1 student made a year's progress</li> <li>● 4 students made accelerated progress</li> </ul> <p><b>Year 6 - 3 students</b></p> <ul style="list-style-type: none"> <li>● 3 students made less than a year's progress</li> </ul>	<p><b>Analysis and Recommendations:</b></p> <p>Attendance -                  Of these 24 students:</p> <ul style="list-style-type: none"> <li>● 1 student left</li> <li>● 2 students had less than 50% present</li> <li>● 1 student had 50 -60% present</li> <li>● 3 students had 60 - 70% present</li> <li>● 4 students had 70 - 80% present</li> <li>● 9 students had 80 - 90% present</li> <li>● 4 students had 90% + present</li> </ul> <p>COVID-19                  Had a huge impact on all students and all teachers. We had no relieving staff for most of the year. Example: One class was spread across the school for 7 weeks (with a reliever for only 3 days). This impacted all classrooms.</p>
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**Annual Goal 2: To accelerate the Writing achievement of a targeted group of year 3 to 6 students to achieve at, or above, the expected NZ Curriculum Level**

2022 Baseline data (end of 2021 data)	Expected achievement levels:	Actual state of student learning Year ended 2022:	Analysis and Recommendations:
<p>Writing achievement across the school is at 64% (students writing at or above the expected NZC level).  <i>53% of Maori boys are writing at or above the expected NZC level; as are 60% of NZE boys are.</i>  <i>66% of Maori girls are writing at or above the expected NZC level; whilst 73% of NZE girls are.</i></p> <p>100% of the current year 1 cohort are achieving at the expected level.            100% of the current year 2 cohort are achieving at the expected level.            35% of the current year 3 cohort are achieving at or above the expected level.            72% of the current year 4 cohort are achieving at or above the expected level.            64% of the current year 5 cohort are achieving at or above the expected level.            67% of the current year 6 cohort are achieving at or above the expected level</p> <p>76 Year 3 to 5 students are writing below or well below the expected NZC level. (33 of whom are Year 3 students) <b>N.B. There is some discrepancy in year 0-3 data due to time at school compared to end of year data.</b></p>	<p>Year 3: That the 5 identified students will make accelerated progress toward writing at the expected NZC level by December 2022 - Level 1iii / early Level 2</p> <p>Year 4: That the 5 identified students will make accelerated progress toward writing at the expected NZC level by December 2022 - Level 2</p> <p>Year 5: That the 4 identified students will make accelerated progress toward writing at the expected NZC level by December 2022 - toward Level 3 /early Level 3</p> <p>Year 6: That the 5 identified students will make accelerated progress toward writing at the expected NZC level by December 2022 - Level 3</p>	<p><b>Year 3 - 5 students</b></p> <ul style="list-style-type: none"> <li>● 4 students made 6 months or less progress</li> <li>● 1 students made a year's progress</li> </ul> <p><b>Year 4 - 5 students</b></p> <ul style="list-style-type: none"> <li>● 2 students made less than 6 months progress</li> <li>● 3 students made a year's progress</li> </ul> <p><b>Year 5 - 4 students</b></p> <ul style="list-style-type: none"> <li>● 1 student made less than a year's progress</li> <li>● 3 students made a year's progress</li> </ul> <p><b>Year 6 - 5 students</b></p> <ul style="list-style-type: none"> <li>● 4 students made less than 6 months progress</li> <li>● 1 student made a year's progress</li> </ul>	<p><b>Attendance -</b>            Of these 19 students:</p> <ul style="list-style-type: none"> <li>● 1 student had less than 50% present</li> <li>● 3 students had 60 - 70% present</li> <li>● 6 students had 70 - 80% present</li> <li>● 5 students had 80 - 90% present</li> <li>● 4 students had 90% + present</li> </ul> <p><b>COVID-19</b>            Had a huge impact on all students and all teachers. We had no relieving staff for most of the year. Example: One class was spread across the school for 7 weeks (with a reliever for only 3 days). This impacted all classrooms.</p> <p>Teachers will ensure all students write every day. Teachers will use a variety of writing opportunities and experiences to engage students in writing (mahi tahi, wānanga).</p>

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Annual Goal 3: To accelerate the Mathematics achievement of a targeted group of year 4, year 5 and year 6 students to achieve at, or above, the expected NZ Curriculum Level

2022 Baseline data (end of 2021 data)	Expected achievement levels	Actual state of student learning Year ended 2022:	Analysis and Recommendations:
<p>Mathematics achievement across the school is at 80% (students working at or above the expected NZC level).  <i>69% of Maori boys are working at or above the expected NZC level; whilst 70% of NZE boys are.</i>  <i>70% of Maori girls are working at or above the expected NZC level; whilst 81% of NZE girls are.</i></p> <p>100% of the current year 1 cohort are achieving at the expected level.                      100% of the current year 2 cohort are achieving at or above the expected level.                      100% of the current year 3 cohort are achieving at or above the expected level.                      70% of the current year 4 cohort are achieving at or above the expected level.                      97% of the current year 5 cohort are achieving at or above the expected level                      48% of the current year 6 cohort are achieving at or above the expected level</p> <p>44 Year 4 to 6 students are working below or well below the expected NZC level. <b>N.B. There is some discrepancy in year 0-3 data due to time at school compared to end of year data.</b></p>	<p>Year 4: That the 10 identified students will make accelerated progress toward working at the expected NZC level by December 2022 - Level 2</p> <p>Year 5: That the 1 identified student will make accelerated progress toward working at the expected NZC level by December 2022 - early Level 3</p> <p>Year 6: That the 10 identified students will make accelerated progress toward working at the expected NZC level by December 2022 - Level 3</p>	<p><b>Year 4 - 10 students</b></p> <ul style="list-style-type: none"> <li>● 4 students made progress within Level 1</li> <li>● 6 students made accelerated progress and are working Level 2</li> </ul> <p><b>Year 5 - 1 student</b></p> <ul style="list-style-type: none"> <li>● 1 student made limited progress within Level 1 (59% attendance)</li> </ul> <p><b>Year 6 - 10 students</b></p> <ul style="list-style-type: none"> <li>● 1 student made limited progress within Level 1</li> <li>● 5 students made a year's progress within Level 2</li> <li>● 4 students made accelerated progress to be working within Level 3</li> </ul>	<p><b>Attendance -</b>                      Of these 21 students:</p> <ul style="list-style-type: none"> <li>● 2 students had less than 50% present</li> <li>● 1 student had 50 - 60 % present</li> <li>● 3 students had 60 - 70% present</li> <li>● 3 students had 70 - 80% present</li> <li>● 5 students had 80 - 90% present</li> <li>● 7 students had 90% + present</li> </ul> <p><b>COVID-19</b>                      Had a huge impact on all students and all teachers. We had no relieving staff for most of the year. Example: One class was spread across the school for 7 weeks (with a reliever for only 3 days). This impacted all classrooms.</p> <p>Continue with Developing Mathematical Inquiry Communities (DMIC) PLD. Teachers will use their knowledge gained through ongoing PLD for PaCT and Mathematics to engage their students in problem solving. Teachers will continue to use Talk Moves to enable power to be shared (mahi taki).</p>