



## ANNUAL REPORT

**FOR THE YEAR ENDED 31 DECEMBER 2022**

**School Directory**

<b>Ministry Number:</b>	310
<b>Principal:</b>	Michael Hart
<b>School Address:</b>	52 Bay Road, Oxford, 7430
<b>School Phone:</b>	03 312 4197
<b>School Email:</b>	<a href="mailto:info@oxford.school.nz">info@oxford.school.nz</a>

# OXFORD AREA SCHOOL

Annual Report - For the year ended 31 December 2022

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# Oxford Area 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.

Aaron Campbell

Full Name of Presiding Member

MICHAEL HART

Full Name of Principal

[Signature]

Signature of Presiding Member

[Signature]

Signature of Principal

15/01/2024

Date:

15/01/2024

Date:

# **Oxford Area School**

## **Members of the Board**

For the year ended 31 December 2022

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Aaron Campbell	Presiding Member	Elected	May 2025
Michael Hart	Principal ex Officio		
Matthew Riley	Parent Representative	Elected	Sep 2023
Justin Taylor	Parent Representative	Elected	May 2025
Sonya Miller	Parent Representative	Elected	Sep 2022
Rebecca Griffiths	Parent Representative	Elected	Sep 2023
Lesley Inch	Staff Representative	Elected	May 2025
Erika Jury	Parent Representative	Elected	May 2025
Hillary Cooper	Student Representative	Elected	Sep 2023
<b>In attendance</b>			
Heather McLachlan	Secretary		

# Oxford Area School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

		2022	2022	2021
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Revenue</b>				
Government Grants	2	6,182,296	5,762,236	5,798,780
Locally Raised Funds	3	242,383	267,405	258,595
Interest Income		22,557	8,000	6,381
		6,447,236	6,037,641	6,063,756
<b>Expenses</b>				
Locally Raised Funds	3	159,481	146,375	118,882
Learning Resources	4	4,744,122	4,768,744	4,670,234
Administration	5	351,697	256,733	263,053
Finance		6,135	-	3,294
Property	6	826,818	653,499	656,836
Other Expenses	7	302,040	254,000	251,337
Loss on Disposal of Property, Plant and Equipment		5,357	-	6,260
		6,395,650	6,079,351	5,969,896
<b>Net Surplus / (Deficit) for the year</b>		51,586	(41,710)	93,860
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		51,586	(41,710)	93,860

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

# Oxford Area 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>		1,502,608	1,502,608	1,408,748
Total comprehensive revenue and expense for the year		51,586	(41,710)	93,860
<b>Equity at 31 December</b>		1,554,194	1,460,898	1,502,608
Accumulated comprehensive revenue and expense		1,554,194	1,460,898	1,502,608
<b>Equity at 31 December</b>		1,554,194	1,460,898	1,502,608

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.

# Oxford Area School

## Statement of Financial Position

As at 31 December 2022

		2022	2022	2021
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	8	310,887	179,967	231,677
Accounts Receivable	9	445,852	360,851	360,851
GST Receivable		18,173	4,049	4,049
Prepayments		43,159	40,022	40,022
Inventories	10	1,790	2,991	2,991
Investments	11	562,685	628,555	628,555
Funds Receivable for Capital Works Projects	18	9,463	5,863	5,863
		1,392,009	1,222,298	1,274,008
<b>Current Liabilities</b>				
Accounts Payable	13	472,588	428,261	428,261
Revenue Received in Advance	14	78,656	18,319	18,319
Provision for Cyclical Maintenance	15	12,533	-	-
Finance Lease Liability	16	28,266	20,267	20,267
Funds held in Trust	17	58,075	17,997	17,997
Funds held for Capital Works Projects	18	23,970	31,344	31,344
Funds Held on Behalf of the COL Tipu Maia Cluster	19	15,620	10,714	10,714
		689,708	526,902	526,902
<b>Working Capital Surplus/(Deficit)</b>		702,301	695,396	747,106
<b>Non-current Assets</b>				
Investments	11	208,373	-	-
Property, Plant and Equipment	12	734,540	809,416	799,416
		942,913	809,416	799,416
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	15	55,354	-	-
Finance Lease Liability	16	35,666	43,914	43,914
		91,020	43,914	43,914
<b>Net Assets</b>		1,554,194	1,460,898	1,502,608
<b>Equity</b>		1,554,194	1,460,898	1,502,608

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

# Oxford Area School

## Statement of Cash Flows

For the year ended 31 December 2022

		2022	2022	2021
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		1,886,924	1,668,719	1,652,231
Locally Raised Funds		225,561	267,405	216,348
International Students		81,221	-	(233)
Goods and Services Tax (net)		(14,124)	-	9,858
Payments to Employees		(896,001)	(835,375)	(802,946)
Payments to Suppliers		(1,033,184)	(1,030,459)	(823,091)
Interest Received		19,664	8,000	5,481
Net cash from/(to) Operating Activities		270,061	78,290	257,648
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(25,684)	(130,000)	(90,543)
Purchase of Investments		(142,503)	-	(204,730)
Net cash (to)/from Investing Activities		(168,187)	(130,000)	(295,273)
<b>Cash flows from Financing Activities</b>				
Finance Lease Payments		(22,428)	-	(12,282)
Funds Administered on Behalf of Third Parties		(236)	-	(16,669)
Net cash (to)/from Financing Activities		(22,664)	-	(28,951)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>79,210</b>	<b>(51,710)</b>	<b>(66,576)</b>
Cash and cash equivalents at the beginning of the year	8	231,677	231,677	298,253
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>310,887</b>	<b>179,967</b>	<b>231,677</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.

# **Oxford Area School**

## **Notes to the Financial Statements**

### **For the year ended 31 December 2022**

#### **1. Statement of Accounting Policies**

##### **1.1. Reporting Entity**

Oxford Area 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.

##### **1.2. 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 expenditure threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

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

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

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

These financial statements are presented in New Zealand dollars, rounded to the nearest whole 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 15.

#### *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 12.

#### **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 16. Future operating lease commitments are disclosed in note 24b.

##### *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.

### **1.3. 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 to which they relate. 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 programmes are recorded as revenue when the School has the rights to the funding in the period to which they relate. 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 recognised as 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.

#### **1.4. 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.

#### **1.5. 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.

#### **1.6. 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.

#### **1.7. Accounts Receivable**

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The school's 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.

#### **1.8. Inventories**

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

#### **1.9. 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.

#### **1.10. 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 Statement of Comprehensive Revenue and Expense over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the school will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

## **Depreciation**

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

The estimated useful lives of the assets are:

Building improvements	20-50 years
Furniture and equipment	5-15 years
Information and communication technology	5-8 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

### **1.11. 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 as the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

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

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the Statement of Comprehensive Revenue and Expense.

The reversal of an impairment loss is recognised in the Statement of Comprehensive Revenue and Expense. 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.

### **1.12. 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.

### **1.13. 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, 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 Statement of Comprehensive Revenue and Expense in the period in which they arise.

#### **1.14. 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 international students, should the School be unable to provide the services to which they relate.

#### **1.15. 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.

#### **1.16. 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.

#### **1.17. 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 Resource Teachers of Learning & Behaviour 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.

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

The School carries out painting maintenance of the whole school over a variety of periods in accordance with the conditional assessment of each area of the school. 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.

#### **1.19. 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 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 investments' 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 the Statement of Comprehensive Revenue and Expense 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 the Statement of Comprehensive Revenue and Expense.

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 the Statement of Comprehensive Revenue and Expense.

#### **1.20. 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.

#### **1.21. 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.

#### **1.22. Budget Figures**

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

#### **1.23. 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	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Government Grants - Ministry of Education	1,482,128	1,283,719	1,332,606
Teachers' Salaries Grants	3,853,501	3,730,000	3,739,040
Use of Land and Buildings Grants	420,863	363,517	363,517
Transport Grant	346,535	334,000	331,077
Other Government Grants	79,269	51,000	32,540
	<u>6,182,296</u>	<u>5,762,236</u>	<u>5,798,780</u>

The School has opted in to the donations scheme for this year. Total amount received was \$77,700 (2021: \$74,700).

## 3. Locally Raised Funds

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

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Revenue</b>			
Donations & Bequests	50,402	93,425	93,770
Fees for Extra Curricular Activities	78,012	77,650	61,126
Trading	5,410	5,200	3,798
Fundraising & Community Grants	4,547	17,000	25,345
Other Revenue	63,002	68,130	54,829
Transport Revenue	10,954	6,000	5,748
International Student Fees	30,056	-	13,979
	<u>242,383</u>	<u>267,405</u>	<u>258,595</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	96,145	102,220	80,359
Trading	4,520	5,200	4,214
Fundraising & Community Grant Costs	-	2,500	9,004
Other Locally Raised Funds Expenditure	32,268	19,055	759
Transport (Local)	9,226	5,500	9,021
International Student - Student Recruitment	462	2,000	275
International Student - Employee Benefit - Salaries	8,501	9,000	10,132
International Student - Other Expenses	8,359	900	5,118
	<u>159,481</u>	<u>146,375</u>	<u>118,882</u>
<i>Surplus / (Deficit) for the year Locally raised funds</i>	<u>82,902</u>	<u>121,030</u>	<u>139,713</u>

During the year the School hosted 8 International students (2021:1)

## 4. Learning Resources

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	196,444	331,799	226,142
Information and Communication Technology	39,473	45,072	42,104
Library Resources	1,233	4,600	1,278
Employee Benefits - Salaries	4,369,357	4,227,493	4,223,266
Staff Development	19,184	39,780	54,274
Depreciation	118,431	120,000	123,170
	<u>4,744,122</u>	<u>4,768,744</u>	<u>4,670,234</u>

## 5. Administration

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	9,213	7,111	7,111
Board Fees	3,985	5,000	3,985
Board Expenses	33,015	13,522	11,729
Communication	11,774	11,400	11,663
Consumables	21,596	17,200	17,643
Other	6,516	6,500	6,784
Employee Benefits - Salaries	243,477	177,500	185,833
Insurance	17,421	13,800	13,895
Service Providers, Contractors and Consultancy	4,700	4,700	4,410
	<u>351,697</u>	<u>256,733</u>	<u>263,053</u>

## 6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	5,507	7,200	12,196
Consultancy and Contract Services	31,785	-	-
Cyclical Maintenance Provision	67,887	-	-
Grounds	19,275	13,000	15,883
Heat, Light and Water	96,696	62,000	60,883
Rates	3,816	3,600	3,563
Repairs and Maintenance	45,987	46,300	43,076
Use of Land and Buildings	420,863	363,517	363,517
Security	2,956	6,500	6,266
Employee Benefits - Salaries	132,046	151,382	151,452
	<u>826,818</u>	<u>653,499</u>	<u>656,836</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 nationwide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

## 7. Other Expenses

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Transport	302,040	254,000	251,337
	<u>302,040</u>	<u>254,000</u>	<u>251,337</u>

## 8. Cash and Cash Equivalents

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	236,562	179,967	231,677
Short-term Bank Deposits	74,325	-	-
Cash and Cash Equivalents for Statement of Cash Flows	<u>310,887</u>	<u>179,967</u>	<u>231,677</u>

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

Of the \$310,887 Cash and Cash Equivalents, \$11,038 of unspent grant funding is held by the School. This funding is subject to restrictions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

Of the \$310,887 Cash and Cash Equivalents, \$15,620 is held by the School on behalf of the COL Tipu Maia cluster. See note 19 for details of how the funding received for the cluster has been spent in the year.

## 9. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	19,609	34,709	34,709
Receivables from the Ministry of Education	61,264	14,378	14,378
Interest Receivable	5,783	2,890	2,890
Banking Staffing Underuse	3,504	-	-
Teacher Salaries Grant Receivable	355,692	308,874	308,874
	<u>445,852</u>	<u>360,851</u>	<u>360,851</u>
Receivables from Exchange Transactions	25,392	37,599	37,599
Receivables from Non-Exchange Transactions	420,460	323,252	323,252
	<u>445,852</u>	<u>360,851</u>	<u>360,851</u>

## 10. Inventories

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Stationery	1,790	2,991	2,991
	<u>1,790</u>	<u>2,991</u>	<u>2,991</u>

## 11. Investments

The School's investment activities are classified as follows:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Asset			
Short-term Bank Deposits	562,685	628,555	628,555
Non-current Asset			
Long-term Bank Deposits	208,373	-	-
Total Investments	<u>771,058</u>	<u>628,555</u>	<u>628,555</u>

## 12. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2022</b>						
Land	69,940	-	-	-	-	69,940
Building Improvements	373,572	-	-	-	(12,848)	360,724
Furniture and Equipment	130,870	12,269	(71)	-	(29,607)	113,461
Information and Communication Technology	124,988	15,337	(2,188)	-	(40,823)	97,314
Motor Vehicles	8,849	-	-	-	(2,999)	5,850
Leased Assets	63,774	27,258	-	-	(28,607)	62,425
Library Resources	27,423	4,048	(3,098)	-	(3,547)	24,826
<b>Balance at 31 December 2022</b>	<u>799,416</u>	<u>58,912</u>	<u>(5,357)</u>	<u>-</u>	<u>(118,431)</u>	<u>734,540</u>

The net carrying value of equipment held under a finance lease is \$62,425 (2021: \$63,774)

### Restrictions

With the exception of the contractual restrictions relating to the above noted finance leases, there are no other 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 \$
Land	69,940	-	69,940	69,940	-	69,940
Building Improvements	570,618	(209,894)	360,724	570,618	(197,046)	373,572
Furniture and Equipment	698,905	(585,444)	113,461	690,900	(560,030)	130,870
Information and Communication Technology	602,101	(504,787)	97,314	590,934	(465,946)	124,988
Motor Vehicles	82,849	(76,999)	5,850	82,849	(74,000)	8,849
Leased Assets	102,021	(39,596)	62,425	83,890	(20,116)	63,774
Library Resources	90,952	(66,126)	24,826	97,972	(70,549)	27,423
<b>Balance at 31 December</b>	<u>2,217,386</u>	<u>(1,482,846)</u>	<u>734,540</u>	<u>2,187,103</u>	<u>(1,387,687)</u>	<u>799,416</u>

### 13. Accounts Payable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Creditors	28,687	65,991	65,991
Accruals	36,167	7,111	7,111
Employee Entitlements - Salaries	365,587	312,228	312,228
Employee Entitlements - Leave Accrual	42,147	42,931	42,931
	<u>472,588</u>	<u>428,261</u>	<u>428,261</u>
Payables for Exchange Transactions	472,588	428,261	428,261
	<u>472,588</u>	<u>428,261</u>	<u>428,261</u>

The carrying value of payables approximates their fair value.

### 14. Revenue Received in Advance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Grants in Advance - Ministry of Education	11,038	-	-
International Student Fees in Advance	51,165	-	-
Other Revenue in Advance	16,453	18,319	18,319
	<u>78,656</u>	<u>18,319</u>	<u>18,319</u>

### 15. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	-	-	-
Increase to the Provision During the Year	9,767	-	-
Other Adjustments	58,120	-	-
Provision at the End of the Year	<u>67,887</u>	<u>-</u>	<u>-</u>
Cyclical Maintenance - Current	12,533	-	-
Cyclical Maintenance - Non current	55,354	-	-
	<u>67,887</u>	<u>-</u>	<u>-</u>

The School's cyclical maintenance schedule details annual painting & other significant cyclical maintenance work to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the School's most recent 10 Year Property plan, adjusted as identified and confirmed appropriate by the Board, to other reliable sources of evidence.

### 16. 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	32,366	24,746	24,746
Later than One Year and no Later than Five Years	38,573	48,962	48,962
Future Finance Charges	(7,007)	(9,527)	(9,527)
	<u>63,932</u>	<u>64,181</u>	<u>64,181</u>
<b>Represented by:</b>			
Finance lease liability - Current	28,266	20,267	20,267
Finance lease liability - Non current	35,666	43,914	43,914
	<u>63,932</u>	<u>64,181</u>	<u>64,181</u>

## 17. Funds Held in Trust

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	58,075	17,997	17,997
	58,075	17,997	17,997

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.

## 18. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 8.

2022	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
SIP - 2021 Whetu Kaupo Dividing wall	(5,863)	-	(3,600)	-	(9,463)
SIP - Landscaping Project	31,344	19,736	(51,080)	-	-
MOE Rebuild Support	-	34,246	(10,277)	-	23,969
Totals	25,481	53,982	(64,957)	-	14,506

### Represented by:

Funds Held on Behalf of the Ministry of Education	23,970
Funds Receivable from the Ministry of Education	(9,463)

2021	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
SIP - 2021 Whetu Kaupo Dividing wall	(7,478)	135,000	(133,385)	-	(5,863)
SIP - Landscaping Project	-	178,080	(146,736)	-	31,344
Totals	(7,478)	313,080	(280,121)	-	25,481

### Represented by:

Funds Held on Behalf of the Ministry of Education	31,344
Funds Receivable from the Ministry of Education	(5,863)

## 19. Funds Held on Behalf of the COL Tipu Maia Cluster

Oxford Area School was the lead school and holds funds on behalf of the COL Tipu Maia cluster, a group of schools funded by the Ministry of Education to share professional support.

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Funds Held at Beginning of the Year	10,714	10,714	-
Funds Received from Cluster Members	5,000	-	22,653
Funds Received from Ministry of Education	12,038	-	5,306
Funds Spent on Behalf of the Cluster	(12,132)	-	(17,245)
Funds Held at Year End	15,620	10,714	10,714

## 20. Related Party Transactions

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

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

## 21. Remuneration

### Key management personnel compensation

Key management personnel of the School include all trustees of the Board, Principal, Deputy and Assistant Principals.

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	3,985	3,985
<i>Leadership Team</i>		
Remuneration	567,907	545,584
Full-time equivalent members	4.00	4.00
Total key management personnel remuneration	571,892	549,569

There are 6 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 (3 members including principal) that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### Principal

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	190 - 200	170 - 180
Benefits and Other Emoluments	5 - 6	5 - 6
Termination Benefits	0 - 0	0 - 0

### Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 - 110	8.00	9.00
110 - 120	2.00	3.00
120 - 130	-	1.00
130 - 140	1.00	-
	11.00	13.00

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

## 22. Compensation and Other Benefits Upon Leaving

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

### 23. 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).

#### 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.

### 24. Commitments

#### (a) Capital Commitments

As at 31 December 2022 the Board has entered into the following contract agreements for capital works.

a) The school has contracted for the Whetu Kaupo Dividing Wall project. The total cost of this project is estimated to be \$150,000 which the school has contracted into with several contractors as agent for the Ministry of Education. The project is fully funded by the Ministry. An amount of \$135,000 has been received from the Ministry for this project, of which \$144,463 has been spent on the project to balance date. This project has been approved by the Ministry.

(b) Many of the School buildings are to be rebuilt by the Ministry. The School has received funding of \$34,246 to cover extra staffing and administration costs of the rebuild, of which \$10,277 has been spent to date.

(Capital commitments in relation to Ministry projects at 31 December 2021: \$31,344)

#### (b) Operating Commitments

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

(Operating commitments at 31 December 2021: nil)

### 25. 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	310,887	179,967	231,677
Receivables	445,852	360,851	360,851
Investments - Term Deposits	771,058	628,555	628,555
Total Financial assets measured at amortised cost	1,527,797	1,169,373	1,221,083

#### Financial liabilities measured at amortised cost

Payables	472,588	428,261	428,261
Finance Leases	63,932	64,181	64,181
Total Financial liabilities measured at amortised Cost	536,520	492,442	492,442

### 26. Events After Balance Date

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

### 27. Comparatives

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

**Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2022.**

The following questions address key aspects of compliance with a good employer policy:

<b>Reporting on the principles of being a Good Employer</b>	
How have you met your obligations to provide good and safe working conditions?	Yes
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p><i>appoint a member to be the EEO officer – this role is taken by the principal</i></p> <p><i>show commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development</i></p> <p><i>select the person most suited to the position in terms of skills, experience, qualifications, and aptitude</i></p> <p><i>recognise the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups</i></p> <p><i>ensures that employment and personnel practices are fair and free of any bias.</i></p>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>Through a diverse appointments panel, ensure there is no conflict of interest</i>
<p>How are you recognising,</p> <ul style="list-style-type: none"> <li>- The aims and aspirations of Maori,</li> <li>- The employment requirements of Maori, and</li> <li>- Greater involvement of Maori in the Education service?</li> </ul>	<p><i>Continual professional development at Board and staff level.</i></p> <p><i>Establishing annual professional growth goals in te reo me nga tikanga Māori</i></p>
How have you enhanced the abilities of individual employees?	<i>Regular professional development closely aligned to professional growth goals</i>
How are you recognising the employment requirements of women?	<i>Compliance with relevant collective and individual employment agreements</i>

How are you recognising the employment requirements of persons with disabilities?	<i>Compliance with relevant collective and individual employment agreements</i>
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Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy . The Ministry of Education monitors these policies:

<b>Reporting on Equal Employment Opportunities(EEO) Programme/Policy</b>	<b>YES</b>	<b>NO</b>
Do you operate an EEO programme/policy?	Yes	
Has this policy or programme been made available to staff?	Yes	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Yes	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes	
Does your EEO programme/policy set priorities and objectives?	Yes	

# ANALYSIS OF VARIANCE 2022

## Improvement Plan - Domain Learning

**Tipu Māia AC:** Maths Challenge: Our challenge is to raise mathematics achievement across Tipu Māia Kāhui Ako Years 1 - 13 with a particular emphasis on Years 1-10 and boys, Māori and Pasifika students who are currently underachieving.

## Strategic Goals: Learn Together

**Annual Goal:** Learning that sticks with me

### Annual Target:

The students identified below will make accelerated achievement resulting in more than one year's progress in **Mathematics**

## Baseline Data Maths:

	Y4	Y6	Y7	Y8	Y9	Y10
<b>SOY 2022</b>						
No. of students who are at or above the expected curriculum level.	75%	61%	62%	74%	62%	42%
No. of target students not achieving at the expected curriculum level	25%	39%	38%	26%	38%	58%
<b>EOY 2022 Outcomes</b>						
No. of target students who are at or above the expected curriculum level.	89%	50%	18%	44%	22%	20%
No. of target students not achieving at the expected curriculum level	21%	21%	82%	56%	71%	76%
No. of target student Leavers	0%	29%	0%	0%	7%	4%
<b>EOY 2022 Acceleration</b>						
No. of target students accelerated	4%	50%	55%	89%	38%	52%

## Actions

## Reasons for the variance

## Evaluation

Year 4-6		
<p>Mixed ability and ability groups</p> <p>Introduction to rapid routines from JITM</p> <p>Concrete materials</p> <p>Rich maths tasks/real life context</p> <p>Open ended maths tasks for our learners in problem solving</p>	<p>Teachers have embraced and implemented Rapid Routines from Just In Time Maths.</p> <p>Teachers have made a point of explicitly teaching to students' needs and ensuring they get the support and understanding needed to progress with their learning.</p> <p>Small class sizes in 2022 has allowed us to spend more time with our target students.</p>	<p>Implementation of a Y1-6 maths LTP focusing on rich tasks</p> <p>PLD to develop teacher knowledge and skill</p> <p>Greater understanding of how to use rapid routines as a teaching tool and diagnostically</p>
Year 7-8		
<p>Introduction to rapid routines from JITM</p> <p>Concrete materials</p> <p>Rich maths tasks/real life context</p> <p>Open ended maths tasks for our learners in problem solving</p> <p>Mixed ability and ability grouping</p>	<p>Consistent maths sessions</p> <p>Just in Time Maths began to be implemented</p> <p>Engaging maths sessions planned with hands on activities</p> <p>Use of materials</p> <p>Use of maths language</p> <p>Collaborative planning in peers</p>	<p>Focus on daily rapid routines at the beginning of each session</p> <p>PLD to upskill teachers</p> <p>Long term planning across the school to determine what we will teach in each year level to help students have success with the new Maths standard</p>
Year 9-10		
<p>All classes are mixed ability Classes.</p> <p>'Starters' covering all of the curriculum to increase retention of knowledge.</p> <p>Explicitly taught calculator skills</p> <p>Use of Walker Books, which means students can choose the curriculum level of in-class bookwork they do.</p> <p>Open ended Maths Tasks.</p> <p>Real Life contexts</p>	<p>Collaborative planning</p> <p>Improved knowledge of where students are 'at' in Maths, and the skills that they need to improve on.</p> <p>Walker Books</p> <p>SSEP trips meant that students could see the reason for learning Maths, as they could apply it (and see it being applied) in actual jobs.</p>	<p>'Starters' to start lessons (covering whole curriculum)</p> <p>Use Walker Books across all topics.</p> <p>Continue pushing use of (students' own) calculator.</p> <p>Mixed ability Grouping</p> <p>Real-life relevant Mathematics.</p>

Use of Kahoots as a teaching tool, to engage students. Joined SSEP		
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Improvement Plan - Domain Learning					
Strategic Goals: Learning together					
Annual Goal: Learning that sticks with us		Annual Target: The students identified below will make accelerated achievement resulting in more than one year's progress in <b>Reading</b>			
Baseline Data: Reading					
	Y4	Y6	Y7	Y8	Y10
SOY 2022					
No. of students who are at or above the expected curriculum level.	79%	66%	69%	74%	75%
No. of target students not achieving at the expected curriculum level	21%	34%	31%	26%	25%
EOY 2022 Outcomes					
No. of target students who are at or above the expected curriculum level.	33%	58%	22%	66%	27%
No. of target students not achieving at the expected curriculum level	67%	25%	78%	33%	73%
No. of target student Leavers	0%	17%	0%	0%	0%
EOY 2022 Acceleration					
No. of target students accelerated	33%	58%	78%	78%	27%
Actions	Reasons for the variance		Evaluation		
Year 4-6					
Target Groups using SL programme with one teacher Ability grouping for reading across 4 Y5/6	SL target groups, TA supporting these students when available		Follow up from Liz Kane TOD- revisit consistency of Code lessons in our rooms		

homerooms A variety of assessment tools are used to gauge student achievement and progress Target groups The Code across all rooms	Grouping across 4 homerooms  Discussions about student needs  Making literacy links obvious e.g. Code lessons, Writers toolbox sentence types, reading features  Using diagnostic tools to determine student needs  Purposeful reading across the curriculum	Expand SL target groups to incorporate children in all homerooms  Use Teacher expertise with SL  Continue collaborative teaching  Bring TAs up to speed with some SL support activities they can do with students
<b>Year 7-8</b>		
<b>Y7/8</b> Implementation of structured literacy and The Code Kilpatrick tool A variety of assessment tools are used to gauge student achievement and progress Target groups Ability grouping across 2 year 7/8 homerooms Jo Anderson RTLB- working with students and teacher PLD of structured literacy Using Writers toolbox- reading comprehension	Explicit teaching in small groups  TA support when available  Collaborative teaching  Team discussions - sharing ideas and expertise  Jo Anderson RTLB  The Code course with Liz Kane helped upskill teachers  Using diagnostic tools to determine student needs  Purposeful reading across the curriculum	Implementing new learnings from the PLD from Liz Kane  Consistency of code lessons  Expand SL target groups to incorporate children in all homerooms  Continuation of collaboration of the team  Upskill new staff on the Code
<b>Year 9-10</b>		

<p><b>Y9/10</b></p> <p>A variety of assessment tools are used to gauge student achievement and progress</p> <p>Writers Toolbox</p> <p>Wide reading</p>	<p>Using the reading comprehension feature in the Writer's Toolbox programme</p> <p>Continuation of emphasis on the Wide Reading Project</p> <p>Using online tools for reading activities</p> <p>Teacher reading aloud and discussing comprehension verbally</p>	<p>Continue to use Writer's Toolbox but looking ahead to NCEA changes in literacy.</p> <p>Building in more reading comprehension tests and being consistent with this.</p> <p>Encouraging students to critique reading and ask questions of material.</p>
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Improvement Plan - Domain Learning					
Tipu Māia AC: Writing Challenge: Our challenge is to raise writing achievement across Tipu Māia Kāhui Ako Years 1 - 13 with a particular emphasis on Years 1-10 and boys, Māori and Pasifika students who are currently underachieving.					
Strategic Goals: Learning together					
Annual Goal: Learning that sticks with us		Annual Target: The students identified below will make accelerated achievement resulting in more than one year's progress in Writing			
Baseline Data: Writing					
	Y4	Y6	Y7	Y8	Y10
SOY 2022					
No. of students who are at or above the expected curriculum level.	68%	46%	62%	74%	57%
No. of target students not achieving at the expected curriculum level	32%	54%	38%	26%	43%
EOY 2022					
No. of target students who are at or above the expected curriculum level.	44%	50%	28%	66%	66%
No. of target students not achieving at the expected curriculum level	45%	35%	72%	44%	34%
No. of target student Leavers	11%	15%	0%	0%	0%
EOY 2022 Acceleration					
No. of target students accelerated	44%	50%	64%	78%	67%
Actions	Reasons for the variance		Evaluation		
Year 4-6					

Regular Quick Writes Moderation of Writing Samples Target groups Writers Toolbox	Explicit modelling and practice using different sentence types, using a variety of resources  Using writing across the curriculum  Regular sharing of writing in pairs and across team (celebrate success)  Quick Writes regularly and sharing successes with students  Implementation of The Code and regular dictation as part of it	Consistency in Code lessons, improve our revision part  Explore next steps in Writers Toolbox as part of our PLD at team level  Continue to use Sheena Cameron and Louise Dempsey resources especially new poetry book
<b>Year 7-8</b>		
Regular Quick Writes Writers Toolbox Moderation across cohorts Target groups Modelling of sentence styles Integration of sentence styles into inquiry and reading Modelling of different writing genres	Some students were motivated by quick writes and getting more words each time  Explicit modelling and practice using different sentence types, using a variety of resources  Continued PLD of Writers toolbox  Online Writers toolbox motivating  Consistency of writing across the week  Shared brainstorming sessions prior to writing to engage and motivate all writers  Implementation of The Code and regular dictation as part of it	Consistency in Code lessons  Explore next steps in Writers Toolbox as part of our PLD at team level  Continue to use Sheena Cameron and Louise Dempsey resources especially new poetry book  Continue with collaborative moderation practices within the team
<b>Year 9-10</b>		
Writers Toolbox Providing a variety of engaging	Increased focus on moderation processes across all 5 English Teachers to ensure consistency in	Continue to use Writer's Toolbox

<p>activities to promote writing. Encouraging device use for writing. Explicit teaching of the editing process Common tests and assessments</p>	<p>marking, and to inspire a more collaborative approach to OTJs.</p> <p>Increased common writing tests across the year.</p> <p>Heavily utilised the Writer's Toolbox as a complementary teaching and learning tool. The programme continues to motivate student writing.</p> <p>Increased the language of writing across the school to ensure students are exposed to it and understand requirements of writing.</p> <p>Increased focus on implementing more writing tasks throughout the year.</p> <p>Scaffolding tasks.</p> <p>Deliberate focus on sentence types, as well as editing.</p> <p>Expanded moderation processes across the school.</p>	<p>Include literacy testing as part of the writing process</p> <p>Continue with common testing across the 9/10 cohort.</p> <p>Continue with collaborative moderation practices within the English department, as well as across the school - this will ensure consistency.</p>
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## OXFORD AREA SCHOOL

### KIWISPORT STATEMENT FOR THE YEAR ENDED 31 DECEMBER 2022

Oxford Area School received \$9,246.66 in Kiwisport funding in the 2022 year.

During the year the school spent all of the \$9,246.66 Kiwisport funding received on junior and senior sporting related activities and initiatives, including swimming sports, coaching programmes, and equipment for a range of different sports.

## INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Oxford Area School (the School). The Auditor-General has appointed me, Michael Lee, using the staff and resources of Crowe New Zealand Audit Partnership, 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 3 to 19, that comprise the statement of financial position as at 31 December 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on the 15<sup>th</sup> of January 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.

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

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

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

### **Responsibilities of the auditor for the audit of the financial statements**

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

### **Other information**

The Board is responsible for the other information. The other information comprises the information included on pages 1 to 2 and thereafter page 20, 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.



Michael Lee  
Crowe New Zealand Audit Partnership  
On behalf of the Auditor-General  
Christchurch, New Zealand