

KONINI SCHOOL (AUCKLAND)

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number: 1335

Principal: Andrew Ducat

School Address: 44 Withers Road, Glen Eden, Auckland 0602

School Postal Address: 44 Withers Road, Glen Eden, Auckland 0602

School Phone: 09 818 5005

School Email: office@konini.school.nz

Accountant / Service Provider:

Canterbury Educations Services Society Limited
Unit 10, 18 Moselle Ave, Auckland 0610

KONINI SCHOOL (AUCKLAND)

Annual Report - For the year ended 31 December 2022

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Konini School (Auckland)

Members of the Board

For the year ended 31 December 2022

Name	Position	How Position Gained	Term Expired/ Expires
Richard Skevington	Presiding Member	Elected	Sep 2025
Andrew Ducat	Principal ex Officio	Appointed	Current
Amitha Krishnamurthi	Parent Representative	Elected	Sep 2025
Patrick O'Malley	Parent Representative	Elected	Sep 2025
Kate Duder	Parent Representative	Elected	Sep 2025
Sarah McDonald	Parent Representative	Elected	Sep 2025
Darshini Annamalay	Staff Representative	Elected	Sep 2025
Amanda Stehlin	Parent Representative	Elected	Sep 2022
Jon Kearins	Parent Representative	Elected	Sep 2022
Gillian Aldworth	Staff Representative	Elected	Sep 2022

Konini School (Auckland)

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.

Richard Skevington

Full Name of Presiding Member

DocuSigned by:



81836F972E704EB

Signature of Presiding Member

30 May 2023

Date:

Andrew Ducat

Full Name of Principal

DocuSigned by:



C1A3237D2CAE4EA

Signature of Principal

30 May 2023

Date:

Konini School (Auckland)

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	4,239,161	4,210,381	3,961,638
Locally Raised Funds	3	69,779	68,850	65,038
Interest Income		4,008	2,000	1,782
Total Revenue		4,312,948	4,281,231	4,028,458
Expenses				
Locally Raised Funds	3	20,286	15,800	20,024
Learning Resources	4	3,010,403	2,827,449	2,858,510
Administration	5	220,857	182,850	213,436
Finance		7,108	10,000	2,697
Property	6	1,084,973	1,240,692	955,644
Loss on Disposal of Property, Plant and Equipment		8,266	-	2,434
		4,351,893	4,276,791	4,052,745
Net Surplus / (Deficit) for the year		(38,945)	4,440	(24,287)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(38,945)	4,440	(24,287)

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

Konini School (Auckland)

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		967,634	967,629	986,421
Total comprehensive revenue and expense for the year		(38,945)	4,440	(24,287)
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		32,676	-	5,500
Equity at 31 December		961,365	972,069	967,634
Accumulated comprehensive revenue and expense		961,365	972,069	967,634
Equity at 31 December		961,365	972,069	967,634

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.

Konini School (Auckland)

Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	7	261,603	285,837	241,398
Accounts Receivable	8	208,906	191,117	191,117
GST Receivable		7,655	23,567	23,567
Prepayments		10,150	5,186	5,186
Inventories	9	35	439	439
Investments	10	100,000	245,000	170,000
Funds Receivable for Capital Works Projects	16	-	36,038	36,038
		588,349	787,184	667,745
Current Liabilities				
Accounts Payable	12	256,330	323,005	323,001
Revenue Received in Advance	13	-	1,622	1,622
Finance Lease Liability	15	37,001	14,628	14,628
Funds held for Capital Works Projects	16	-	72,863	72,863
		293,331	412,118	412,114
Working Capital Surplus/(Deficit)		295,018	375,066	255,631
Non-current Assets				
Property, Plant and Equipment	11	753,985	623,970	738,970
		753,985	623,970	738,970
Non-current Liabilities				
Provision for Cyclical Maintenance	14	37,408	19,036	19,036
Finance Lease Liability	15	50,235	7,931	7,931
		87,643	26,967	26,967
Net Assets		961,365	972,069	967,634
Equity		961,365	972,069	967,634

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

Konini School (Auckland)

Statement of Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash flows from Operating Activities				
Government Grants		1,052,388	943,704	908,101
Locally Raised Funds		79,657	58,972	55,160
Goods and Services Tax (net)		15,912	(11,721)	(11,721)
Payments to Employees		(523,554)	(477,126)	(446,264)
Payments to Suppliers		(448,056)	(322,943)	(493,740)
Interest Paid		(7,108)	(10,000)	(2,697)
Interest Received		3,689	1,802	1,619
Net cash from/(to) Operating Activities		172,928	182,688	10,458
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(37,322)	(45,000)	(55,973)
Purchase of Investments		-	(215,000)	(140,000)
Proceeds from Sale of Investments		70,000	-	-
Net cash from/(to) Investing Activities		32,678	(260,000)	(195,973)
Cash flows from Financing Activities				
Furniture and Equipment Grant		1,875	-	5,500
Finance Lease Payments		(37,208)	(43,967)	(12,520)
Funds Administered on Behalf of Third Parties		(150,068)	46,123	146,123
Net cash from/(to) Financing Activities		(185,401)	2,156	139,103
Net increase/(decrease) in cash and cash equivalents		20,205	(75,156)	(46,412)
Cash and cash equivalents at the beginning of the year	7	241,398	360,993	287,810
Cash and cash equivalents at the end of the year	7	261,603	285,837	241,398

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.

Konini School (Auckland)

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

Konini School (Auckland) (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

The financial statements have been prepared on a going concern basis, and the accounting policies have been consistently applied throughout the period.

Financial Reporting Standards Applied

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as 'having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders'.

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expense threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition**Government Grants**

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Finance Lease Payments

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

e) Cash and Cash Equivalents

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

f) Accounts Receivable

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

g) 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.

h) 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.

i) 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	40 years
Board Owned Buildings	40 years
Furniture and equipment	10 years
Information and communication technology	4 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

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

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

Non cash generating assets

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

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

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

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

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

k) 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.

l) 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.

m) Revenue Received in Advance

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

n) Funds held for Capital works

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

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

o) 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.

p) 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.

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

q) 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.

r) Budget Figures

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

s) 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	1,033,764	896,340	906,648
Teachers' Salaries Grants	2,379,353	2,254,849	2,296,204
Use of Land and Buildings Grants	803,128	1,039,192	740,685
Other Government Grants	22,916	20,000	18,101
	<u>4,239,161</u>	<u>4,210,381</u>	<u>3,961,638</u>

The school has opted in to the donations scheme for this year. Total amount received was \$69,600.

3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Donations & Bequests	18,714	28,000	21,332
Fees for Extra Curricular Activities	6,762	6,850	7,395
Trading	18,653	21,000	12,814
Fundraising & Community Grants	25,650	13,000	23,497
	<u>69,779</u>	<u>68,850</u>	<u>65,038</u>
Expenses			
Extra Curricular Activities Costs	7,229	6,800	7,952
Trading	10,079	11,000	10,044
Fundraising and Community Grant Costs	2,978	(2,000)	2,028
	<u>20,286</u>	<u>15,800</u>	<u>20,024</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>49,493</u>	<u>53,050</u>	<u>45,014</u>

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	109,253	80,600	73,930
Equipment Repairs	15,813	12,000	13,317
Library Resources	3,038	3,200	2,903
Employee Benefits - Salaries	2,680,655	2,522,649	2,548,215
Staff Development	50,625	49,000	79,602
Depreciation	151,019	160,000	140,543
	<u>3,010,403</u>	<u>2,827,449</u>	<u>2,858,510</u>

5. Administration

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	7,640	7,000	7,730
Board Fees	3,850	5,000	4,455
Board Expenses	7,309	7,300	5,608
Communication	7,154	7,000	9,832
Consumables	7,706	10,500	9,167
Other	26,129	19,550	30,092
Employee Benefits - Salaries	143,655	105,500	118,382
Insurance	1,174	7,000	11,895
Service Providers, Contractors and Consultancy	16,240	14,000	16,275
	<u>220,857</u>	<u>182,850</u>	<u>213,436</u>

6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	52,852	46,000	50,829
Cyclical Maintenance Provision	18,372	-	24,052
Grounds	59,460	36,000	20,909
Heat, Light and Water	20,422	16,500	15,023
Rates	123	-	123
Repairs and Maintenance	46,541	13,000	19,993
Use of Land and Buildings	803,128	1,039,192	740,685
Security	3,508	4,000	3,252
Employee Benefits - Salaries	80,567	86,000	80,778
	<u>1,084,973</u>	<u>1,240,692</u>	<u>955,644</u>

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

7. Cash and Cash Equivalents

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	261,603	285,837	241,398
Cash and cash equivalents for Statement of Cash Flows	<u>261,603</u>	<u>285,837</u>	<u>241,398</u>

8. Accounts Receivable

Receivables	-	11,500	11,500
Interest Receivable	517	198	198
Teacher Salaries Grant Receivable	208,389	179,419	179,419
	<u>208,906</u>	<u>191,117</u>	<u>191,117</u>

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables from Exchange Transactions	517	11,698	11,698
Receivables from Non-Exchange Transactions	208,389	179,419	179,419
	<u>208,906</u>	<u>191,117</u>	<u>191,117</u>

9. Inventories

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	35	439	439
	<u>35</u>	<u>439</u>	<u>439</u>

10. Investments

The School's investment activities are classified as follows:

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	100,000	245,000	170,000
	<u>100,000</u>	<u>245,000</u>	<u>170,000</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Building Improvements	130,896	-	(359)	-	(7,983)	122,554
Furniture and Equipment	505,218	34,675	(4,166)	-	(77,330)	458,397
Information and Communication Technology	46,187	37,450	-	-	(27,784)	55,853
Leased Assets	17,503	98,675	(2,189)	-	(32,783)	81,206
Library Resources	39,166	5,689	(3,741)	-	(5,139)	35,975
Balance at 31 December 2022	<u>738,970</u>	<u>176,489</u>	<u>(10,455)</u>	<u>-</u>	<u>(151,019)</u>	<u>753,985</u>

The net carrying value of computers and ICT equipment held under a finance lease is \$81,206 (2021: \$17,503)

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, other than leased assets.

	2022	2022	2022	2021	2021	2021
	Cost or	Accumulated	Net Book	Cost or	Accumulated	Net Book
	Valuation	Depreciation	Value	Valuation	Depreciation	Value
	\$	\$	\$	\$	\$	\$
Building Improvements	350,715	(228,161)	122,554	352,153	(221,257)	130,896
Furniture and Equipment	1,026,123	(567,726)	458,397	1,113,770	(608,552)	505,218
Information and Communication Technology	193,923	(138,070)	55,853	178,219	(132,032)	46,187
Leased Assets	127,670	(46,464)	81,206	54,422	(36,919)	17,503
Library Resources	144,778	(108,803)	35,975	153,777	(114,611)	39,166
Balance at 31 December	1,843,209	(1,089,224)	753,985	1,852,341	(1,113,371)	738,970

12. Accounts Payable

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	12,069	109,910	109,910
Accruals	7,636	7,410	7,406
Employee Entitlements - Salaries	208,389	179,419	179,419
Employee Entitlements - Leave Accrual	28,236	26,266	26,266
	<u>256,330</u>	<u>323,005</u>	<u>323,001</u>
Payables for Exchange Transactions	256,330	323,005	323,001
	<u>256,330</u>	<u>323,005</u>	<u>323,001</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Other revenue in Advance	-	1,622	1,622
	<u>-</u>	<u>1,622</u>	<u>1,622</u>

14. Provision for Cyclical Maintenance

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	19,036	19,036	104,084
Increase to the Provision During the Year	18,372	-	24,052
Use of the Provision During the Year	-	-	(109,100)
Provision at the End of the Year	<u>37,408</u>	<u>19,036</u>	<u>19,036</u>
Cyclical Maintenance - Non current	37,408	19,036	19,036
	<u>37,408</u>	<u>19,036</u>	<u>19,036</u>

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 Year Property plan.

15. Finance Lease Liability

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	43,288	16,012	16,012
Later than One Year and no Later than Five Years	54,617	8,288	8,288
Later than Five Years	-		
Future Finance Charges	(10,669)	(1,741)	(1,741)
	<u>87,236</u>	<u>22,559</u>	<u>22,559</u>
Represented by			
Finance lease liability - Current	37,001	14,628	14,628
Finance lease liability - Non current	50,235	7,931	7,931
	<u>87,236</u>	<u>22,559</u>	<u>22,559</u>

16. Funds Held for Capital Works Projects

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

	2022	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
ILE Classroom Upgrade	<i>completed</i>	(17,050)	-	-	17,050	-
ILE Block 9 Refurbishment	<i>completed</i>	2,374	-	(2,374)	-	-
LSC Office Project	<i>completed</i>	5,125	-	(5,125)	-	-
Site Landscaping	<i>completed</i>	(18,988)	15,598	(12,012)	15,402	-
Remove Asbestos Cladding	<i>completed</i>	65,364	7,119	(72,483)	-	-
Totals		<u>36,825</u>	<u>22,717</u>	<u>(91,994)</u>	<u>32,452</u>	<u>-</u>

Represented by:

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

	2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
ILE Classroom Upgrade	<i>completed</i>	(17,050)	-	-	-	(17,050)
ILE Block 9 Refurbishment	<i>completed</i>	2,374	-	-	-	2,374
LSC Office Project	<i>completed</i>	5,125	-	-	-	5,125
Admin Modernisation	<i>in progress</i>	1,674	147,933	(149,607)	-	-
Site Landscaping	<i>in progress</i>	(1,421)	120,253	(137,820)	-	(18,988)
Remove Asbestos Cladding	<i>in progress</i>	-	87,313	(21,949)	-	65,364
Totals		<u>(9,298)</u>	<u>355,499</u>	<u>(309,376)</u>	<u>-</u>	<u>36,825</u>

Represented by:

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

72,863
 36,038

17. Related Party Transactions

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

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

Patrick O'Malley is a Board Member of the school. Lisa O'Malley, Patrick's wife is a teacher at the school. Lisa is employed under the Teacher's Collective agreement.

18. Remuneration*Key management personnel compensation*

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	3,850	4,455
<i>Leadership Team</i>		
Remuneration	410,862	394,815
Full-time equivalent members	3.41	3
Total key management personnel remuneration	414,712	399,270

There are 6 members of the Board excluding the Principal. The Board had held 11 full meetings of the Board in the year. The Board also has Finance Committee and Property Committee that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 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	150-160
Benefits and Other Emoluments	20-25	20-25
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	4.00	3.00
	4.00	3.00
	4.00	3.00

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

19. Compensation and Other Benefits Upon Leaving

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

	2022 Actual	2021 Actual
Total	-	2,500
Number of People	0	1

20. Contingencies

There are no contingent liabilities (except as noted below) 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.

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

21. Commitments**(a) Capital Commitments**

As at 31 December 2022 the Board has entered into no contract agreements for capital works .

(Capital commitments at 31 December 2021: \$nil)

(b) Operating Commitments

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

22. Financial Instruments

The carrying amount of financial assets and liabilities in each of the financial instrument categories are as follows:

Financial assets measured at amortised cost

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	261,603	285,837	241,398
Receivables	208,906	191,117	191,117
Investments - Term Deposits	100,000	245,000	170,000
Total Financial assets measured at amortised cost	<u>570,509</u>	<u>721,954</u>	<u>602,515</u>

Financial liabilities measured at amortised cost

Payables	256,330	323,005	323,001
Finance Leases	87,236	22,559	22,559
Total Financial Liabilities Measured at Amortised Cost	<u>343,566</u>	<u>345,564</u>	<u>345,560</u>

23. Events After Balance Date

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

**RSM Hayes Audit**

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Independent Auditor's Report

To the readers of Konini School (Auckland)'s Financial statements For the year ended 31 December 2022

The Auditor-General is the auditor of Konini School (Auckland) (the School). The Auditor-General has appointed me, Wayne Tukiri, using the staff and resources of RSM Hayes Audit, 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 (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 30 May 2023. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Basis of opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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



- We evaluate the overall presentation, structure, and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the 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 of Trustees is responsible for the other information. The other information includes the statement of responsibility, board member list, analysis of variance, good employer report and kiwisport report, 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 Konini School (Auckland).

A handwritten signature in blue ink, appearing to read 'Wayne Tukiri'.

Wayne Tukiri
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand



Strategic Plan 2022 - 2024

Our Vision To Empower Confident, Connected, Creative Citizens

Our Goal

Ako - Learning

Deliver an engaging and innovative curriculum that empowers confident and creative learners.

Our Goal

Taiao - Environment

Provide our pupils with high quality facilities that promote engaging and innovative learning opportunities.

Our Goal

Ahurea - Culture

Activate and embed a school culture based on our values, where everyone feels safe, welcome, valued and empowered.

Our Initiatives

1. Implement an engaging local curriculum that empowers learners
2. Deliver innovative enrichment opportunities that foster creativity
3. Provide individualised support programmes that build confidence

Our Initiatives

1. Establish an interactive environmental walkway
2. Develop learning programmes and improve access to our Kaitiaki restoration project
3. Build a multipurpose shade structure

Our Initiatives

1. Empower teachers, pupils and whānau to actively engage in the values revisioning
2. Develop a school well being self reflection tool
3. Plan and deliver initiatives that promote and enhance community engagement

Our Success

All pupils leave Konini feeling empowered, confident learners.

Our Success

Learning opportunities are enhanced through participation in our kaitiaki and citizenship programmes.

Our Success

Staff, pupils and whānau display a shared understanding of our values - articulating and modelling these in authentic contexts.

Our Values



Strategic Goals	2022				2023				2024			
	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4

Ako - Learning

Deliver an engaging and innovative curriculum that empowers confident and creative learners.

1. Implement an engaging local curriculum that empowers learners	Staff PLD		Implementation				Consolidate		Review			
2. Deliver innovative enrichment opportunities that foster creativity	Review		Implementation				Consolidate					
3. Provide individualised support programmes that build confidence	Evaluate				Plan and implement				Review			

Taiao - Environments

Provide our pupils with high quality facilities that promote engaging and innovative learning opportunities.

1. Establish an interactive environmental walkway	Plan		Trial				Review	
2. Develop learning programmes and improve access to our Kaitiaki restoration project	Evaluate		Plan and implement				Review	
3. Build a multipurpose shade structure	Plan and engage				Roll out of fundraising initiatives			

Ahurea - Culture

Develop a school culture based on our values where everyone feels safe, welcome, valued and empowered

1. Empower teachers, pupils and whānau to actively engage in the values revisioning project the values revisioning	Plan		Implement		Review							
2. Develop a school well being self reflection tool	Plan		Trial		Review		Adapt					
3. Plan and deliver initiatives that promote and enhance community engagement					Consult		Plan		Implement		Review	



Strategic Goal Ako - Learning

Strategic Goal	What success looks like	Actions	Outcomes
<p>Start T1 2022</p> <p>1. Implement and engaging local curriculum that empowers learners</p>	<p>High levels of pupil engagement in all classes.</p> <p>Pupils display a clear understanding of:</p> <ul style="list-style-type: none"> ● the purpose of their learning. ● how do they know if they are achieving their learning goals . ● What their next learning steps are. 	<p>RBL PD - deliver 2 RBL hui in T1, 2 and 3.</p> <p>All staff to take part in Te Hana 'professional growth cycle' (PGC) prof conversations with mentor.</p> <p>SLT/TL to complete analysis of RBL observation data - what is the information telling us? Use information to inform individual practise (Te Hana) as well as help formulate schoolwide goals for 2023.</p> <p>SLT/Staff tracking/monitoring system - identify areas of strength and areas where support/growth is required for 2023.</p>	<p>RBL PD delivered - staff consolidating knowledge and practise.</p> <p>All staff have taken part in PGC with DP, TL and Principal. Completion of Te Hana documentation taking place in T4.</p> <p>SLT have carried out initial analysis of RBL observational data. Work not completed in T3 and 4 and will be revisited at start of 2023 to help form individual and schoolwide goals.</p> <p>SLT have started this process but yet to share with staff. This will be carried out in early 2023.</p>

<p>1. Implement and engaging local curriculum that empowers learners</p>	<p>Begin schoolwide focus on implementing DMIC.</p>	<p>Take part in PL workshops - 2 per term. Staff to take part in regular facilitated in-class modelling/co-teaching sessions - 2 per term. TL to facilitate team collaborative planning - weekly.</p>	<p>Successfully completed all components of DMIC PL, mentoring and collaborative planning. Staff to be commended for their commitment and hard work - condensing a years worth of PL into 3 terms.</p>
<p>Review T3 2022</p> <p>2. Deliver innovative enrichment opportunities that foster creativity</p>	<p>Pupils exposed to class, team and school based enrichment opportunities which:</p> <ul style="list-style-type: none"> ● Provide learning opportunities outside of the classroom ● Expose children to new learning experiences ● Provide opportunity for children to engage in engaging/motivating learning experiences over a period of time (1 term or more) 	<p>Term 4 - Carry out stock take of enrichment opportunities offered at Konini - complete SWOT with pupils, staff and whānau.</p> <p>With information, prioritise Enrichment opportunities that align with strategic plan and local curriculum.</p> <p>Review budget to allow for enrichment opportunities.</p>	<p>Review not carried out following MV move to the MoE in T2.</p> <p>Enrichment opportunities offered in 2023 funded by the Board include - dance, music, Forest Kaitiaki sessions, Kapa Haka and Science.</p>
<p>Start evaluation T1 2022</p> <p>3. Provide individualised support programmes that build confidence</p>	<p>All pupils' learning needs are meet through:</p> <ul style="list-style-type: none"> ● Classroom learning programmes ● Differentiated support ● Collaborative action plans 	<p>LSC to carry out Collaborative Action Plans (CAPs) with identified pupils. Meet twice a year.</p>	<p>CAPs planned and carried out with input from whānau, staff and outside agencies as required.</p>

Strategic Goal Ahurea - Culture

Initiatives	What success looks like	Actions	Outcome
<p>Start planning T1 2022</p> <p>1. Empower teachers, pupils and whānau to actively engage in the values revisioning.</p>	<p>Language associated with values on display in all classrooms/building, around the school and on digital platforms.</p> <p>Newsletter articles feature our new values and associated language.</p> <p>Pupils, staff and community able to clearly articulate what our new school values mean.</p> <p>See, hear examples of our pupils, staff and community demonstrating our values in authentic contexts. This would be evident when you visit the school.</p> <p>Hear feedback from whānau about how their children are modelling/explaining the school values at home.</p>	<p>Empowering (Power Sharing and co-construction) initiatives;</p> <ul style="list-style-type: none"> ● Pupils to design new values certificates. ● Pupils involved in designing a new school wide reward system. ● Pupils share their understanding of new values via newsletter and video with whānau. ● Pupils/staff/community create values mural. ● Staff/pupils create a self reflection tool related to our school values. 	<p>With MV leaving in T2 and VR in T3, work on redesigning the schools reward scheme was not carried out. Nor was a school values mural.</p> <p>Newsletter articles shared with the community each term, reminding whānau of our school values and what the focus value looks like at Konini.</p>

	Examples of pupil work in classes and around the school that demonstrates pupils' understanding of our values.		
Start planning T1 2022 2. Develop a school well being reflective tool.	Staff use consistent language when discussing/ describing Pupils successfully self reflect on vision goals/graduate profile.	Experiment with ideas on how we can measure our impact on how pupils are progressing/developing in relation to our vision/graduate profile. <ul style="list-style-type: none"> ● Pupils/staff develop a self reflection tool in line with the graduate profile. ● Staff meet regularly to develop and refine tool. ● Staff to experiment with tool and seek pupil feedback. ● Have a self reflection tool in place for term 4 that can be shared with whānau. 	Work has started on developing a school well being tool. Each team have created questions to ask pupils and have sought feedback from pupils.
Plan late 2022 for start in 2023 3. Plan and deliver initiatives that promote	Whānau feel well informed about their child's learning. Whānau feel that their voice is important. Whānau are engaged in their	Carry out one hui each term, trialling an innovative way to meet with whānau. E.g: while disco is taking place, before school coffee catch up, evening wine and cheese...	Kotahi Matariki Picnic Performance Whānau pupil consultation Learning Celebrations Weetbix fun run

and enhance community engagement.	<p>child's learning.</p> <p>Whānau feel welcome when they come to school and when they interact with staff.</p>		
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Strategic Goals Taiao - Environments

Strategic Goal	What success looks like	Actions	Outcomes
1. Establish an interactive environmental walkway	<p>Pupils/classes using the bush walk ways on a daily basis.</p> <p>Class/team learning programmes include cross curricula links with our natural environment.</p> <p>Evidence of student learning/learning opportunities on display.</p> <p>Additional trials/pathways connected with existing pathways/trails.</p>	Initiative on hold	Initiative on hold
2. Develop learning programmes and improve	All pupils actively engaged in our Forest Kaitiaki learning	Develop Kaitiaki prog plan for 2022.	New initiative run in 2022 - seed harvesting workshop.

<p>access to our Kaitiaki restoration project</p>	<p>programme. Forest kaitiaki project work extending into class based programmes. Forest kaitiaki work extending into community engagement with the project.</p>	<p>Timetable in sessions for all classes to participate in Kaitiaki programme. Timetable in community planting bees</p>	<p>Two community planting bees also carried out - involved the planting of larger trees on the field ESTA employed for 2022 and in their role, supported Forest Kaitiaki programme</p>
<p>3. Build a multipurpose play structure</p>	<p>Have a multipurpose shade structure built over the netball/basketball courts by the end of 2025. Usage - school events, celebrations, day to day use</p>	<p>Allocate Board funding each year for the project, with the goal of contributing \$150K to the project. Engage with the local community through the PTA and social media to fundraise \$100K towards the project. Complete grant applications to access \$100K towards the project costs.</p>	<p>\$37K set aside by BoT from Landscaping project. \$40K set aside from PTA Project to be moved out of strategic goals and included as a property project separate from strategic plan.</p>

Overview of our 2022 SoY and EoY data

Snapshot of our learners' journey in 2022 in
relation to the National Curriculum Levels



Term One 2022 - Reading

	Magenta	Red	Yellow	Blue	Green	Orange	Turquoise	Purple	Gold	NZC Level 2	Early NZC Level 3	NZC Level 3	Early NZC Level 4	NZC Level 4	Beyond Level 4	Total Below	Total At	Total Above	Total Pupils
Y1	54% (29)	41% (22)	4% (2)		2% (1)											94% (51)	4% (2)	2% (1)	13% (54)
Y2	9% (6)	16% (11)	17% (12)	23% (16)	10% (7)	10% (7)	9% (6)	6% (4)								65% (45)	20% (14)	14% (10)	17% (69)
Y3		8% (5)	5% (3)	5% (3)	11% (7)	9% (6)	26% (17)	11% (7)	21% (14)	6% (4)						36% (24)	36% (24)	27% (18)	16% (66)
Y4				3% (2)	1% (1)		7% (5)	34% (25)	36% (26)	19% (14)						45% (33)	55% (40)	0% (0)	17% (73)
Y5			4% (3)			8% (6)	8% (6)	4% (3)	18% (14)	40% (32)	16% (13)	4% (3)				40% (32)	56% (45)	4% (3)	19% (80)
Y6					3% (2)		1% (1)		5% (4)	37% (28)	36% (27)	18% (14)				46% (35)	54% (41)	0% (0)	18% (76)
Total pupils	8 % (35)	9 % (38)	5 % (20)	5 % (21)	4 % (18)	5 % (19)	8 % (35)	9 % (39)	14 % (58)	19 % (78)	10 % (40)	4 % (17)				53% (220)	40% (166)	8% (32)	(418)

Term Four 2022 - Reading

	Magenta	Red	Yellow	Blue	Green	Orange	Turquoise	Purple	Gold	NZC Level 2	Early NZC Level 3	NZC Level 3	Early NZC Level 4	NZC Level 4	Beyond Level 4	Total Below	Total At	Total Above	Total Pupils
Y0	81% (17)	19% (4)														0% (0)	100% (21)	0% (0)	5% (21)
Y1	10% (5)	12% (6)	38% (19)	26% (13)	12% (6)		2% (1)									22% (11)	64% (32)	14% (7)	11% (50)
Y2	4% (3)	13% (9)	9% (6)	7% (5)	13% (9)	13% (9)	6% (4)	19% (13)	10% (7)	6% (4)						33% (23)	26% (18)	41% (28)	16% (69)
Y3		6% (4)	1% (1)	7% (5)	4% (3)	6% (4)	7% (5)	26% (18)	19% (13)	22% (15)						25% (17)	34% (23)	41% (28)	16% (68)
Y4					1% (1)		3% (2)	6% (4)	34% (24)	42% (30)	11% (8)	3% (2)				10% (7)	76% (54)	14% (10)	16% (71)
Y5				1% (1)	4% (3)	1% (1)		8% (6)	6% (5)	35% (28)	34% (27)	11% (9)				20% (16)	69% (55)	11% (9)	18% (80)
Y6						1% (1)			1% (1)	13% (10)	38% (30)	36% (28)	10% (8)			15% (12)	74% (58)	10% (8)	18% (78)
Total pupils	6 % (25)	5 % (23)	6 % (26)	5 % (24)	5 % (22)	3 % (15)	3 % (12)	9 % (41)	11 % (50)	20 % (87)	15 % (65)	9 % (39)	2 % (8)			20% (86)	60% (261)	21% (90)	(437)

Commentary - Reading

SoY - **48%** of all learners were working within or above their National Curriculum Level in Reading.

EoY - **81%** of all learners were working within or above their National Curriculum Level in Reading

We have 20% or more of our learners in the Y1 (22%), Y2 (33%), Y3 (25%) and Y5 (20%) cohorts, working below the expected National Curriculum Level in Reading.

Term One 2022 - Writing

	Beginning NZC Level 1	Within NZC Level 1	At NZC Level 1	Early NZC Level 2	At NZC Level 2	Early NZC Level 3	At NZC Level 3	Early NZC Level 4	At NZC Level 4	NZC Level 5+	Total Below	Total At	Total Above	Total Pupils
Y1	98% (53)	2% (1)									0%	100% (54)	0%	13% (54)
Y2	26% (18)	66% (45)	7% (5)								26% (18)	74% (50)	0%	16% (68)
Y3	8% (5)	45% (30)	35% (23)	8% (5)	3% (2)		2% (1)				53% (35)	42% (28)	5% (3)	16% (66)
Y4		4% (3)	44% (32)	45% (33)	7% (5)						48% (35)	52% (38)	0%	18% (73)
Y5	1% (1)	8% (6)	16% (13)	36% (29)	33% (26)	6% (5)					61% (49)	39% (31)	0%	19% (80)
Y6		1% (1)	3% (2)	8% (6)	51% (39)	28% (21)	9% (7)				63% (48)	37% (28)	0%	18% (76)
Total pupils	18 % (77)	21 % (86)	18 % (75)	18 % (73)	17 % (72)	6 % (26)	2 % (8)				44% (185)	55% (229)	1% (3)	(417)

Term Four 2022 - Writing

	Beginning NZC Level 1	Within NZC Level 1	At NZC Level 1	Early NZC Level 2	At NZC Level 2	Early NZC Level 3	At NZC Level 3	Early NZC Level 4	At NZC Level 4	NZC Level 5+	Total Below	Total At	Total Above	Total Pupils
Y0	100% (21)										0%	100% (21)	0%	5% (21)
Y1	40% (20)	58% (29)	2% (1)								0%	100% (50)	0%	11% (50)
Y2	19% (13)	42% (29)	36% (25)	3% (2)							19% (13)	78% (54)	3% (2)	16% (69)
Y3	3% (2)	15% (10)	34% (23)	40% (27)	9% (6)						18% (12)	74% (50)	9% (6)	15% (68)
Y4			13% (9)	41% (29)	34% (24)	13% (9)					13% (9)	75% (53)	13% (9)	16% (71)
Y5		4% (3)	11% (9)	16% (13)	34% (28)	29% (24)	6% (5)				30% (25)	63% (52)	6% (5)	19% (82)
Y6		1% (1)		3% (2)	26% (20)	44% (34)	24% (19)	1% (1)	1% (1)		29% (23)	68% (53)	3% (2)	18% (78)
Total pupils	13 % (56)	16 % (72)	15 % (67)	17 % (73)	18 % (78)	15 % (67)	5 % (24)	0 % (1)	0 % (1)		19% (82)	76% (333)	5% (24)	(439)

Commentary - Writing

SoY - **56%** of all learners were working within or above their National Curriculum Level in Writing.

EoY - **81%** of all learners were working within or above their National Curriculum Level in Writing.

We have 20% or more of our learners in the Y5 (30%) and Y6 (29%) cohorts, working below the expected National Curriculum Level in Writing.

Term One 2022 - Mathematics

	S1	S2	S3	S4	S5E	S5	S6E	S6	S7E	S7	S8	Total Below	Total At	Total Above	Total Pupils
Y1	50% (26)	48% (25)	2% (1)									0%	100% (52)	0%	13% (52)
Y2	6% (4)	37% (25)	40% (27)	18% (12)								43% (29)	57% (39)	0%	16% (68)
Y3		6% (4)	27% (18)	42% (28)	14% (9)	8% (5)	2% (1)	2% (1)				33% (22)	56% (37)	11% (7)	16% (66)
Y4			4% (3)	46% (33)	39% (28)	6% (4)		4% (3)				51% (36)	45% (32)	4% (3)	17% (71)
Y5		1% (1)	1% (1)	21% (17)	33% (26)	38% (30)	4% (3)	3% (2)				56% (45)	41% (33)	3% (2)	19% (80)
Y6				3% (2)	21% (16)	22% (17)	25% (19)	24% (18)	5% (4)			46% (35)	49% (37)	5% (4)	18% (76)
Total pupils	7 % (30)	13 % (55)	12 % (50)	22 % (92)	19 % (79)	14 % (56)	6 % (23)	6 % (24)	1 % (4)			40% (167)	56% (230)	4% (16)	(413)

Term Four 2022 - Mathematics

	S1	S2	S3	S4	S5E	S5	S6E	S6	S7E	S7	S8	Total Below	Total At	Total Above	Total Pupils
Y0	86% (18)	14% (3)										0%	100% (21)	0%	5% (21)
Y1	12% (6)	44% (22)	28% (14)	12% (6)	4% (2)							0%	84% (42)	16% (8)	11% (50)
Y2	7% (5)	19% (13)	16% (11)	46% (32)	12% (8)							26% (18)	62% (43)	12% (8)	16% (69)
Y3		3% (2)	12% (8)	34% (23)	33% (22)	10% (7)	7% (5)					15% (10)	67% (45)	18% (12)	15% (67)
Y4			1% (1)	8% (6)	46% (33)	34% (24)	3% (2)	4% (3)	3% (2)			10% (7)	80% (57)	10% (7)	16% (71)
Y5				8% (6)	14% (11)	30% (24)	31% (25)	15% (12)	3% (2)			21% (17)	61% (49)	18% (14)	18% (80)
Y6					1% (1)	14% (11)	22% (17)	28% (22)	9% (7)	21% (16)	5% (4)	15% (12)	50% (39)	35% (27)	18% (78)
Total pupils	7 % (29)	9 % (40)	8 % (34)	17 % (73)	18 % (77)	15 % (66)	11 % (49)	8 % (37)	3 % (11)	4 % (16)	1 % (4)	15% (64)	68% (296)	17% (76)	(436)

Commentary - Mathematics

SoY - **56%** of all learners were working within or above their National Curriculum Level in Writing.

EoY - **81%** of all learners were working within or above their National Curriculum Level in Writing.

We have 20% or more of our learners in the Y5 (30%) and Y6 (29%) cohorts, working below the expected National Curriculum Level in Writing.

Konini School

KIWISPORT NOTE

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received total Kiwisport funding of \$6716.87 (excluding GST).

The funding was spent on employing a Sports Activator. The number of students participating in organised sport is 100% of the school roll.

Good Employer Report 2022

Konini School Board acts as a good employer and takes all reasonable steps to build working relationships based on trust, confidence, and good faith.

As per our policy, the Board treats employees fairly and properly in all aspects of their employment as required by the Public Service Act 2020, and complies with legislation on employment and personnel matters. The Board complies with the conditions in employment contracts for teaching and non-teaching staff.

In 2022, the Board ensured strong leadership was in place by recognising the principal as the school's educational leader, the chief executive, and an employee. The Board ensured that the principal was appraised. Kerry Mitchell, from The Education Group, completed the appraisal process and written report. The Board recognise that Konini School continues to be well served by the principal, as highlighted in the appraisal report.

The Board can confirm that it meets reporting and administrative requirements. The Board follows **Equal Employment Opportunities** policy guidelines for appointments and ensures that systems are in place for keeping **employee files** safe and secure.

The Board continues to follow processes, so far as is reasonably practicable, to meet its **primary duty of care** obligations to ensure good and safe working conditions for employees and respond to all reasonable concerns and requests. The Board carefully considers staff **health and wellbeing (hauora)** and work-life balance and has supported school-wide well-being initiatives.

The Board delegates the recruitment and appointment process to the principal and senior management team. The Board was involved in appointing a Deputy Principal, who will start their duties at the start of 2023. Kerry Mitchell, from The Education Group, supported the Board throughout the appointment process.

The Board has followed policy procedures to ensure the safety of students, including mitigating risk.