



Dominion Road  
School

*He Maunga Teitei*

# ANNUAL REPORT

**FOR THE YEAR ENDED 31 DECEMBER 2023**

## School Directory

<b>Ministry Number:</b>	<b>1261</b>
<b>Principal:</b>	Lesley Mitchell
<b>School Address:</b>	16 Quest Terrace, Mount Roskill, Auckland 1041
<b>School Postal Address:</b>	15 Quest Terrace, Mount Roskill, Auckland 1041
<b>School Phone:</b>	09 621 0155
<b>School Email:</b>	lesleym@dominionrd.school.nz
<b>Accountant / Service Provider:</b>	Canterbury Education Services (CES)

# Dominion Road School

## Members of the Board

For the year ended 31 December 2023

Name	Position	How Position Gained	Term Expires
Natalie Write	Presiding Member	Re-elected Sept 2022	Aug-25
Leslie Mitchell	Ex-Officio		
Celine Achermann	Parent Repreesntative	Elected Sept 2022	Aug-25
Rasha Allawnah	Parent Repreesntative	Elected Sept 2022	Aug-25
Laree Anderson	Parent Repreesntative	Selected Aug 2023	Aug-25
Kiri David	Parent Repreesntative	Co-opted Dec 2023	Aug-25
Anu Pollitt	Staff Representative	Re-elected Sept 2022	Aug-25
Juan Pablo Reyes van Bebber	Parent Representative	Elected Sept 2022	<b>Resigned</b> May-23
Thomas Hinton	Parent Representative	Elected Sept 2022	Dec-23

# DOMINION ROAD SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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# Dominion Road School

## Statement of Responsibility

For the year ended 31 December 2023

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 2023 fairly reflects the financial position and operations of the school.

The School's 2023 financial statements are authorised for issue by the Board.

Natalie Wright

Full Name of Presiding Member

DocuSigned by:  
*Natalie Wright*  
CE39D5A6C13444E...

Signature of Presiding Member

01 June 2024

Date:

Lesley Mitchell

Full Name of Principal

DocuSigned by:  
*Lesley Mitchell*  
1AF5369B462C49C...

Signature of Principal

31 May 2024

Date:



# Dominion Road School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Revenue</b>				
Government Grants	2	3,610,157	3,177,632	3,279,786
Locally Raised Funds	3	106,442	121,250	129,514
Interest		35,720	9,000	12,482
<b>Total Revenue</b>		3,752,319	3,307,882	3,421,782
<b>Expense</b>				
Locally Raised Funds	3	17,109	30,250	42,506
Learning Resources	4	2,053,377	1,894,926	1,919,799
Administration	5	171,235	189,172	182,273
Interest		2,582	1,916	1,969
Property	6	1,251,378	1,191,377	1,158,347
Loss on Disposal of Property, Plant and Equipment		8,759	-	5,116
<b>Total Expense</b>		3,504,440	3,307,641	3,310,010
<b>Net Surplus / (Deficit) for the year</b>		247,878	241	111,772
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		247,878	241	111,772

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

Dominion Road School  
Statement of Changes in Net Assets/Equity  
For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		1,014,275	1,014,275	891,568
Total comprehensive revenue and expense for the year		247,878	241	111,772
Contributions from MOE - Te Mana Tuhono		20,647	-	-
Contributions to the Ministry of Education - Hall		(112,735)	-	-
Contribution - Furniture and Equipment Grant		241	-	10,935
Equity at 31 December		1,170,306	1,014,516	1,014,275
Accumulated comprehensive revenue and expense		1,170,306	1,014,516	1,014,275
Equity at 31 December		1,170,306	1,014,516	1,014,275

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.

# Dominion Road School

## Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	338,690	254,357	248,475
Accounts Receivable	8	161,848	879,434	137,189
GST Receivable		4,631	5,440	5,440
Prepayments		27,464	4,799	4,799
Painting Contract Asset	15	10,870	10,870	10,870
Inventories	9	1,970	843	843
Investments	10	554,386	484,322	484,322
		1,099,859	1,640,065	891,938
<b>Current Liabilities</b>				
Accounts Payable	12	178,098	927,245	185,382
Revenue Received in Advance	13	6,661	-	1,495
Provision for Cyclical Maintenance	14	-	83,250	86,475
Finance Lease Liability	16	13,506	13,181	10,093
Funds held in Trust	17	13,744	14,744	14,744
Funds held for Capital Works Projects	18	-	-	5,578
		212,009	1,038,420	303,767
<b>Working Capital Surplus/(Deficit)</b>		887,850	601,645	588,171
<b>Non-current Assets</b>				
Painting Contract Asset	15	43,478	43,478	54,348
Property, Plant and Equipment	11	337,771	432,034	475,808
		381,249	475,512	530,156
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	81,822	45,849	91,479
Finance Lease Liability	16	16,971	16,792	12,573
		98,793	62,641	104,052
<b>Net Assets</b>		1,170,306	1,014,516	1,014,275
<b>Equity</b>		1,170,306	1,014,516	1,014,275

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

# Dominion Road School

## Statement of Cash Flows

For the year ended 31 December 2023

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		802,669	786,103	870,444
Locally Raised Funds		106,008	117,255	150,205
International Students		-	2,500	-
Goods and Services Tax (net)		809	-	(10,714)
Payments to Employees		(385,485)	(421,409)	(450,574)
Payments to Suppliers		(317,159)	(428,748)	(359,330)
Interest Paid		(2,582)	(1,916)	(1,969)
Interest Received		33,573	9,000	12,482
Net cash from/(to) Operating Activities		237,833	62,785	210,544
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(81,421)	(41,232)	(38,191)
Purchase of Investments		(70,064)	-	-
Proceeds from Sale of Investments		-	-	14,098
Net cash from/(to) Investing Activities		(151,485)	(41,232)	(24,093)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		241	-	10,935
Contributions from / (Distributions to) Ministry of Education		20,648	-	-
Finance Lease Payments		(10,444)	(10,093)	(5,953)
Painting Contract Prepayment		-	-	(100,830)
Funds Administered on Behalf of Other Parties		(6,578)	(5,578)	(147,206)
Net cash from/(to) Financing Activities		3,867	(15,671)	(243,054)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>90,215</b>	<b>5,882</b>	<b>(56,603)</b>
Cash and cash equivalents at the beginning of the year	7	248,475	248,475	305,078
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>338,690</b>	<b>254,357</b>	<b>248,475</b>

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense and other notional items 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.

# Dominion Road School

## Notes to the Financial Statements

### For the year ended 31 December 2023

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

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

##### b) Basis of Preparation

###### **Reporting Period**

The financial statements have been prepared for the period 1 January 2023 to 31 December 2023 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.

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.

***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 are 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 material.

**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	20 years
Furniture and equipment	5-10 years
Information and communication technology	4 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

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

**j) 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.

**k) 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 and 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 surplus or deficit in the period in which they arise.

**l) 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 or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are 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.

**m) 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.



**n) Provision for Cyclical Maintenance**

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

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

The School carries out painting maintenance of the whole school over 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.

**o) 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.

**p) 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.

**q) Budget Figures**

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

**r) 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**

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget (Unaudited)</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Government Grants - Ministry of Education	653,433	660,989	690,170
Teachers' Salaries Grants	1,725,975	1,449,443	1,462,193
Use of Land and Buildings Grants	1,058,704	941,700	941,700
Other Government Grants	172,046	125,500	185,723
	<u>3,610,157</u>	<u>3,177,632</u>	<u>3,279,786</u>

The school has opted in to the donations scheme for this year. Total amount received was \$40,842.

**3. Locally Raised Funds**

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

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget (Unaudited)</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
<b>Revenue</b>			
Donations & Bequests	3,097	4,000	5,987
Fees for Extra Curricular Activities	3,745	8,900	14,353
Trading	48,975	48,400	51,293
Fundraising & Community Grants	38,428	46,450	48,860
Other Revenue	12,197	11,000	9,021
International Student Fees	-	2,500	-
	<u>106,442</u>	<u>121,250</u>	<u>129,514</u>
<b>Expense</b>			
Extra Curricular Activities Costs	7,086	17,700	31,984
Trading	8,514	10,950	9,242
Fundraising and Community Grant Costs	1,509	1,100	1,168
International Student - Other Expenses	-	500	112
	<u>17,109</u>	<u>30,250</u>	<u>42,506</u>
<b>Surplus/ (Deficit) for the year Locally Raised Funds</b>	<u>89,333</u>	<u>91,000</u>	<u>87,008</u>

**4. Learning Resources**

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Curricular	17,710	32,707	17,406
Equipment Repairs	-	800	257
Information and Communication Technology	14,345	30,850	27,902
Library Resources	1,264	2,150	2,007
Employee Benefits - Salaries	1,915,259	1,690,513	1,735,930
Staff Development	16,168	35,500	26,222
Depreciation	88,633	102,406	110,075
	<u>2,053,377</u>	<u>1,894,926</u>	<u>1,919,799</u>

During the year the Principal attended a professional development trip to Samoa as part of the Tautai Le Moana Principals' group 2022 cohort and was invited to visit schools in Samoa to gain cultural knowledge and provide professional development to educators in Samoan Schools. The trip was approved by the Board and the cost was \$1,696. (2022 None)

**5. Administration**

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Audit Fees	7,950	7,950	7,710
Board Fees	3,345	4,000	3,325
Board Expenses	4,806	7,250	5,582
Communication	2,685	3,800	3,393
Consumables	6,954	10,100	7,057
Other	8,161	11,840	7,713
Postage	191	150	46
Employee Benefits - Salaries	121,694	126,783	133,131
Insurance	5,662	6,612	4,509
Service Providers, Contractors and Consultancy	9,787	10,687	9,807
	<u>171,235</u>	<u>189,172</u>	<u>182,273</u>

**6. Property**

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Caretaking and Cleaning Consumables	16,612	17,000	14,317
Consultancy and Contract Services	38,469	40,000	38,400
Cyclical Maintenance	(17,917)	37,620	47,175
Grounds	13,944	24,100	15,299
Heat, Light and Water	36,643	36,800	35,718
Rates	136	400	351
Repairs and Maintenance	44,728	31,200	17,833
Use of Land and Buildings	1,058,704	941,700	941,700
Security	10,698	9,000	7,758
Employee Benefits - Salaries	49,361	53,557	39,796
	<u>1,251,378</u>	<u>1,191,377</u>	<u>1,158,347</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**

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Bank Accounts	338,690	254,357	248,475
Cash and cash equivalents for Statement of Cash Flows	<u>338,690</u>	<u>254,357</u>	<u>248,475</u>

Of the \$338,690 Cash and Cash Equivalents, \$13,244 is held by the School on behalf of a cluster of schools in relation to Kahui Ako (CoL) and \$500 bonds.

**8. Accounts Receivable**

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Receivables from the Ministry of Education	28,025	-	-
Interest Receivable	8,105	5,958	5,958
Teacher Salaries Grant Receivable	125,718	873,476	131,231
	<u>161,848</u>	<u>879,434</u>	<u>137,189</u>
Receivables from Exchange Transactions	8,105	5,958	5,958
Receivables from Non-Exchange Transactions	153,743	873,476	131,231
	<u>161,848</u>	<u>879,434</u>	<u>137,189</u>

**9. Inventories**

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Stationery	160	113	113
School Uniforms	1,810	730	730
	<u>1,970</u>	<u>843</u>	<u>843</u>

**10. Investments**

The School's investment activities are classified as follows:

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Current Asset			
Short-term Bank Deposits	554,386	484,322	484,322
Total Investments	<u>554,386</u>	<u>484,322</u>	<u>484,322</u>

**11. Property, Plant and Equipment**

	Opening Balance (NBV)	Additions	Disposals	MOE Cont	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Building Improvements	284,572	8,428	(15,069)	(112,736)	(21,668)	<b>143,527</b>
Furniture and Equipment	101,653	20,939			(26,020)	<b>96,572</b>
Information and Communication Technology	58,387	25,445			(25,237)	<b>58,595</b>
Leased Assets	21,149	21,906			(14,242)	<b>28,813</b>
Library Resources	10,047	1,723	(40)		(1,466)	<b>10,264</b>
						-
<b>Balance at 31 December 2023</b>	<b>475,808</b>	<b>78,441</b>	<b>(15,109)</b>	<b>(112,736)</b>	<b>(88,633)</b>	<b>337,771</b>

The following note can be used for each class of asset that are held under a finance lease:

*Restrictions*

With the exception of the contractual restrictions related to the above noted finance leases, 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.

	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	309,052	(165,525)	<b>143,527</b>	783,861	(499,289)	<b>284,572</b>
Furniture and Equipment	349,936	(253,364)	<b>96,572</b>	370,398	(268,745)	<b>101,653</b>
Information and Communication Technology	197,144	(138,550)	<b>58,594</b>	174,913	(116,526)	<b>58,387</b>
Leased Assets	69,881	(41,067)	<b>28,814</b>	72,514	(51,365)	<b>21,149</b>
Library Resources	33,040	(22,776)	<b>10,264</b>	31,398	(21,351)	<b>10,047</b>
<b>Balance at 31 December 2023</b>	<b>959,053</b>	<b>(621,282)</b>	<b>337,771</b>	<b>1,433,084</b>	<b>(957,276)</b>	<b>475,808</b>

**12. Accounts Payable**

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Creditors	37,457	13,939	13,937
Accruals	7,950	7,710	7,710
Banking Staffing Overuse	-	-	385
Employee Entitlements - Salaries	126,140	899,803	157,557
Employee Entitlements - Leave Accrual	6,551	5,793	5,793
	<b>178,098</b>	<b>927,245</b>	<b>185,382</b>
Payables for Exchange Transactions	178,098	927,245	185,382
	<b>178,098</b>	<b>927,245</b>	<b>185,382</b>

The carrying value of payables approximates their fair value.

**13. Revenue Received in Advance**

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Grants in Advance - Ministry of Education	5,600	-	-
Other revenue in Advance	1,061	-	1,495
	<u>6,661</u>	<u>-</u>	<u>1,495</u>

**14. Provision for Cyclical Maintenance**

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Provision at the Start of the Year	177,954	177,954	210,678
Increase to the Provision During the Year	52,546	37,620	47,175
Use of the Provision During the Year	148,678	(86,475)	(127,787)
Provision at the End of the Year	<u>81,822</u>	<u>129,099</u>	<u>177,954</u>
Cyclical Maintenance - Current	-	83,250	86,475
Cyclical Maintenance - Non current	81,822	45,849	91,479
	<u>81,822</u>	<u>129,099</u>	<u>177,954</u>

Per the cyclical maintenance schedule, the school is next expected to undertake painting works during 2025. This plan is based on the schools 10 Year Property plan

**15. Painting Contract Asset**

<b>2023</b>	<b>2023</b>	<b>2022</b>
<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
<u>54,348</u>	<u>54,348</u>	<u>65,218</u>

In 2021 the Board signed a new agreement with Programmed Maintenance Services Ltd (the contractor) for an agreed programme of work covering a seven year period. The programme provided for exterior repaint of the Ministry owned buildings in 2022, with regular maintenance and interior painting in subsequent years. The agreement entered into was based on a fixed upfront cost in return for work scheduled in the following seven years, on the basis that there would be no extra costs and no index linking of costs being applied.

**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:

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
No Later than One Year	15,934	11,796	11,796
Later than One Year and no Later than Five Years	18,712	31,317	13,917
Later than Five Years	(4,169)	(13,140)	(3,047)
	<u>30,477</u>	<u>29,973</u>	<u>22,666</u>
<b>Represented by</b>			
Finance lease liability - Current	13,506	13,181	10,093
Finance lease liability - Non current	16,971	16,792	12,573
	<u>30,477</u>	<u>29,973</u>	<u>22,666</u>

**17. Funds held in Trust**

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Funds Held in Trust on Behalf of Third Parties - Current	13,744	14,744	14,744
	<u>13,744</u>	<u>14,744</u>	<u>14,744</u>

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expense 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 9.

<b>2023</b>	<b>Opening</b>	<b>Receipts</b>	<b>Payments</b>	<b>Board</b>	<b>Closing</b>
	<b>Balances</b>	<b>from MOE</b>		<b>Contributions</b>	<b>Balances</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>
MOE Project - ILE & Toilet Upgrades	5,578	-	(6,923)	1,345	-
Asphalt/Fale	-	18,387	(18,748)	361	-
Misc Projects	-	8,229	(8,229)		-
Totals	<u>5,578</u>	<u>26,616</u>	<u>(33,900)</u>	<u>1,706</u>	<u>-</u>

**Represented by:**

Funds Held on Behalf of the Ministry of Education					-
Funds Receivable from the Ministry of Education					-
<b>2022</b>	<b>Opening</b>	<b>Receipts</b>	<b>Payments</b>	<b>Board</b>	<b>Closing</b>
	<b>Balances</b>	<b>from MOE</b>		<b>Contributions</b>	<b>Balances</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>
MOE Project - ILE & Toilet Upgrades	16,469	7,500	(18,391)		5,578
Totals	<u>16,469</u>	<u>7,500</u>	<u>(18,391)</u>	<u>-</u>	<u>5,578</u>

**Represented by:**

Funds Held on Behalf of the Ministry of Education	5,578
Funds Receivable from the Ministry of Education	-

## 19. 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.

## 20. Remuneration

### Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	3,345	3,325
<i>Leadership Team</i>		
Remuneration	380,620	350,650
Full-time equivalent members	3	3
Total key management personnel remuneration	383,965	353,975

There are 6 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. The Board also has Finance and Property committees 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:

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150-160	140-150
Benefits and Other Emoluments	0-5	0-5

### Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100-110	8.00	3.00
110-120	1.00	0.00
	9.00	3.00

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



## 21. 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:

	2023 Actual	2022 Actual
Total	-	-
Number of People	-	-

## 22. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: 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 continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts of specific individuals, as such, this is expected to resolve the liability for school boards.

## 23. Commitments

### (a) Capital Commitments

At 31 December 2023, the Board had no capital commitments (2022:\$5,578)

## 24. 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

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Cash and Cash Equivalents	338,690	254,357	248,475
Receivables	161,848	879,434	137,189
Investments - Term Deposits	554,386	484,322	484,322
Total financial assets measured at amortised cost	1,054,924	1,618,113	869,986

### Financial liabilities measured at amortised cost

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Payables	178,098	927,245	185,382
Finance Leases	30,477	29,973	22,666
Painting Contract Liability	54,348	54,348	65,218
Total financial liabilities measured at amortised cost	262,923	1,011,566	273,266

## 25. Events After Balance Date

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

# Analysis of Variance Reporting

## Dominion Road School 2023



<b>School Name:</b>	Dominion Road School	<b>School Number:</b>	1261
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<b>Strategic Aim:</b>	<b>Our students will have ownership over their learning</b>
<b>Annual Aim:</b>	<ol style="list-style-type: none"> <li>1. Increase student capability to state what they are learning, why they are learning it and their next steps to a wider audience, eg: whānau</li> <li>2. Build on teacher use of Assessment for Learning strategies using the area of PE as a context</li> <li>3. Share a collective responsibility to raise overall school attendance</li> <li>4. Review reporting system for students under BSLA</li> <li>5. Further develop curiosity projects &amp; other special interest groups as options for students to learn new skills and follow passions</li> <li>6. Provide further opportunities for student leadership within the school with an explicit focus on developing House leaders' profile</li> <li>7. Continue to embed effective play based learning both inside and outside the classroom</li> </ol>
<b>Target:</b>	<p>Students able to talk about their learning/Student interviews</p> <p>Observation of AFL strategies in classes &amp; student voice</p> <p>70% of the students attending 85% of the time - Govt benchmark</p> <p>Data able to be used effectively to measure learning outcomes</p> <p>Curiosity projects embedded</p> <p>Student led events observed</p> <p>Increased student leadership across the school</p> <p>Evidence of unstructured, free play around the school</p>
<b>Baseline Data:</b>	<p>Term 4, 2022 - <a href="#">Student Voice on AFL strategies</a></p> <p>Beginning of 2023 - Attendance Data from EveryDay Matters</p> <p>Baseline data for BSLA students from UoC site</p> <p>Current leadership opportunities</p>

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Set Collaborative Inquiries in the curriculum area of PE to increase teacher use of Assessment for Learning strategies and assess impact on student language</p> <p>(Items 1 &amp; 2)</p>	<p>Collaborative Inquiries were set up in teams to use PE as a context for AFL. Initially there was more emphasis on PE as opposed to the use of AFL strategies but with more regular check ins the focus changed</p> <p>Using the context of PE proved useful to practise the use of AFL language to increase student motivation and interest in improvement in PE skills</p>	<p>Initial confusion over the purpose of the collaborative inquiry. This was addressed early due to seeking clarity around the goal in our meetings and teacher check ins</p>	<p>At the end of the year student voice data revealed that</p> <p>54% of the students knew what success criteria was/meant</p> <p>52% of students reported that they were using reflection in classroom</p> <p>70% of students could identify at least one area of focus/next step</p> <p>This was an improvement on data taken earlier in the year</p>

	<p>Student Voice was gathered at the beginning and end of year and improvements were noted</p> <p>Some teachers showed better understanding and use of the language for Assessment for Learning and there was some variance in the regularity of its use</p>		<p>Next steps for 2024 have been identified as using a shared language across the school so that students are familiar with it no matter what level of schooling they are at</p>
Started to look at ways to improve attendance (Item 3)	<p>This became a Kāhui Ako focus as the year progressed and with it came the establishment of the Pacific Young Leaders Programme (PYL) with Global Hope Mission</p> <p>Banners and images were created for placing into school newsletters</p> <p>Some families were still travelling overseas for extended periods of time to reunite with family members</p>	<p>Kāhui received some extra money for an attendance initiative - hopefully this will gain further traction in 2024</p> <p>Families away for whole terms impacted on attendance data</p>	<p>Continue to work with GHM on getting into homes</p> <p>Kāhui Ako to continue to work on attendance as a priority for our group of schools</p>
Partially established a way of transferring BSLA data across to SMS (Item 4)	<p>Our student management system did not quite make this process easy, with all entries completed manually</p> <p>We need to find a better way to do this as it takes a lot of time, there are too many columns that do not mean a lot unless someone is familiar with BSLA</p>	SMS not able to automatically read UoC data from their data base - still manual at this stage	Keep looking into how to best transfer this data to Etap and the best way to report it against reading achievement goals
Continued to provide curiosity projects & built on other special interest & leadership groups across the school (Item 5 & 6)	<p>The Collaborative Council led the fale project this year with great success.</p> <p>As above, a Pacific Young Leaders Group was established</p> <p>We had two lots of curiosity projects with the final one being particularly useful for preparing for our cultural day</p>	N/A	<p>Continue with Curiosity projects but return to whole school projects if possible</p> <p>Have a focus on the Visual Arts as this is an area of need</p> <p>Having curiosity projects before our Term 4 cultural day was successful in having more groups presenting on stage</p>
Increased resources for learning through play and introduced loose parts play (Item 7)	<p>The two NE classes made a good start with this and MOE completed an oral language study during this time (OLI project).</p> <p>More and more we are finding our 5 year olds are needing this time in their school day to be able to play and work together, problem solve and be the curious and creative individuals that they are</p> <p>A Loose Parts Play shed was built and materials sourced but it requires someone to oversee it and keep adding materials to sustain interest. Having a curiosity project around Loose Parts Play was a good introduction to exploratory play during break times</p>		<p>Continue with play based learning in the New Entrant class. Learning through Play supports many aspects of our Mitey programme and the key competencies</p> <p>Find a Loose Parts Play champion to re-engage student interest, everyone be responsible for making it a successful lunchtime activity</p>

**Planning for next year:**

- More emphasis on the use of common AFL language across the school
- Continue to refine how we view and use BSLA data at whole school level, and how we transfer it to Etap
- Look at ways to further embed loose parts play and other student engagement initiatives in the playground and sustain these
- Have a more school specific focus on attendance and in particular its impact on students who are not progressing as they should

Strategic Aim: 2	Our curriculum will be responsive to the needs of our learners
Annual Aim:	<ol style="list-style-type: none"> <li>1. Have a school wide &amp; Kāhui focus on integrating the Aotearoa Histories curriculum into school's local curriculum building teacher capacity to teach the new content</li> <li>2. Review this year's Curriculum Refresh documents with a view to implementing in 2024</li> <li>3. Review &amp; Revise Planning &amp; Reporting in line with legislation due to come into effect in 2024</li> <li>4. Participate in MOE Oral Language Programme to build oral language capacity of our youngest learners</li> <li>5. Continue to build leadership capacity to use assessment information to identify areas for improvement &amp; enrichment</li> <li>6. Train all junior school teachers &amp; A.P. in Better Start Literacy Approach</li> <li>7. Participate in 3rd year of MOE funded Maths PD (DMIC) with a focus on assessment</li> <li>8. Review our tamariki's knowledge and perceptions of the use of te reo Māori &amp; tikanga in the school and use this information to develop our te reo progressions for teaching</li> </ol>
Target:	<p>Histories curriculum implemented</p> <p>Use NZCER Te Reo Assessment to gauge level of te reo in students in Yrs 4-6</p> <p>All junior school teachers trained in BSLA</p>
Baseline Data:	<p>Te Reo levels in school from the Te Reo Assessment to establish what further work needs to be done in this space</p> <p>Oral language baseline assessments</p> <p>Previous strategic plans and community consultation for strategic plan</p> <p>Teacher capability in BSLA prior to commencing training</p>

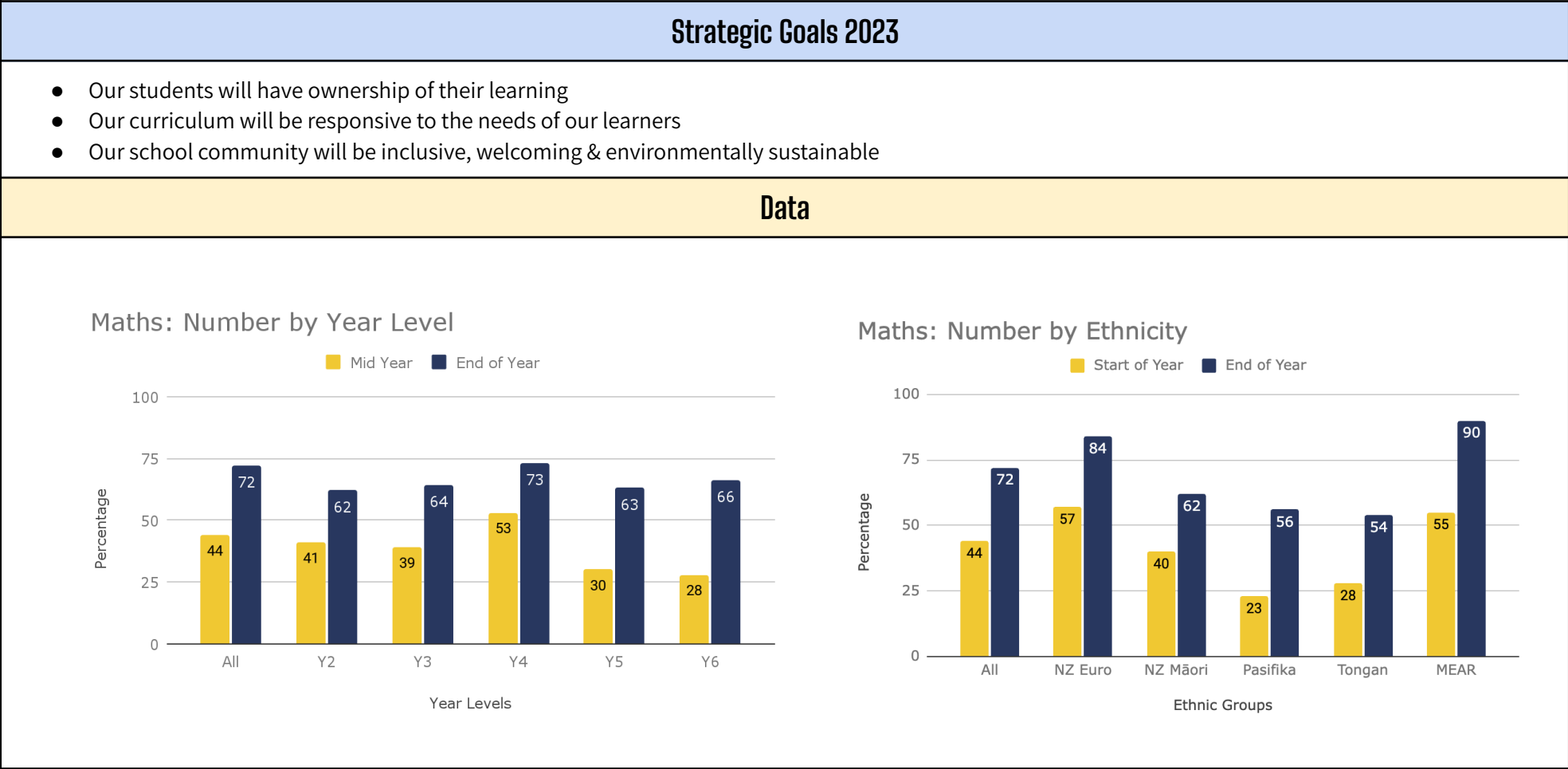
Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
Had a school wide & Kāhui focus on integrating the Aotearoa Histories curriculum into school's local curriculum building teacher capacity to teach the new content (Item 1)	<p>We have led the way with our kāhui ako in this area trialling te tiriti curriculum materials and weaving in many aspects of the ANZH curriculum into the school year</p> <p>We spent more time on the Social Sciences Curriculum this year to see where ANZH curriculum fit into the overall curriculum</p>	<p>We had hoped other schools might do as much work as we have on Te Tiriti trialling of resources but this did not occur. However, this did not stop the kāhui project group from starting to work on localised progressions</p>	Continue to work on the local curriculum embedding progressions of the social science curriculum into our context
Reviewed English and Maths Curriculum documents (Item 2)	We had one teacher only day on the English and Maths curriculum documents but with the elections bringing about a change in the	Change in government has delayed work on the English and maths curriculum	We will wait to see what directives come our way in 2024

	government the curriculum refresh and second phase of the common practice was put on hold		
Consulted with the community on the 2024-2025 strategic plan (Item 3)	A board Sub-committee formed and consultation with the community occurred through hui, fono, parent focus groups and surveys. Common themes were collated and strategic goals were created out of these	Consultation occurred as per our time frame	Strategic plan and annual implementation goals will be ready to go for 2024
NE teachers participated in the MOE OLI programme (Item 4)	Two teachers were supported by MOE Speech Language Therapist to take part in an oral language project which involved different styles of conversation	By the end of the project both teachers reported increased confidence in the use of oral language strategies including the use of OWLing (observing, expectant waiting for children to start interactions, listening)	Continue with play based learning and oral language opportunities between children when participating in play in 2024
Continued to build leadership capability in assessment (Item 5)	Some work was done on understanding PAT assessments. Assessment schedule was revised.	Not all teachers understood how to unpack PAT results and next teaching steps for students	Continue to provide education around the NZCER PAT site for staff Introduce specific data meetings in 2024
Junior teachers and A.P trained in BSLA through University of Canterbury (Item 6)	All participants took part in and completed the micro credential for the teaching of BSLA	N/A	Train Yr 3 teachers in 2024 and two more teacher aides
Participated in the 3rd year of MOE funded Maths PD (DMIC) & assessed Maths strands using culturally responsive assessment tasks (Item 7)	Completed professional development and teaching observations on a more individualised level for teachers who asked for extra support	N/A	Offer DMIC support to new teachers and those who are wanting specific mentoring
Reviewed student te reo levels with the NZCER te reo assessment (Item 8)	Te reo assessments were completed with students in Yr 4-6 to test their te reo knowledge	Findings showed that some children were operating at Level 2 of the te reo curriculum	Develop te reo progressions for our context in 2024. Continue to upskill teachers in their use of te reo.
<b>Planning for next year:</b>			
<ul style="list-style-type: none"> <li>Continue to build on assessment literacy for all teachers</li> <li>Create te reo progressions up to Level 2</li> <li>Train Yr 3 teachers and two more teacher aides in BSLA</li> </ul>			
<b>Strategic Aim: 3</b>	<b>Our school community will be inclusive, welcoming &amp; environmentally sustainable</b>		
<b>Annual Aim</b>	<ol style="list-style-type: none"> <li>Introduce Mitey in Term 2 to build on what we are already doing with PBS &amp; Te Whare Tapa Whā in our health curriculum</li> <li>Continue to develop play opportunities and spaces at break times</li> <li>Continue to strengthen inclusion through a range of school tuakana-teina events with CASS classes included wherever possible</li> <li>Build on our commitment to sustainability &amp; start working towards Enviro Schools Silver Enviro status</li> <li>Develop areas in the school that clearly identify &amp; celebrate our rich cultural diversity</li> <li>Further strengthen voice and engagement of our maori and pacific community</li> </ol>		
<b>Target:</b>	More cultural games being taught Loose parts play set up in junior playground Continue to strengthen language week opportunities Work towards Silver Enviro status		
<b>Baseline data</b>	No way of assessing of students' te reo knowledge - NzCER te reo assessments will provide baseline data Student voice for on play		

Playtimes were boring for some with limited equipment out			
Actions	Outcomes	Reasons for the variance	Evaluation
<i>What did we do?</i>	<i>What happened?</i>	<i>Why did it happen?</i>	<i>Where to next?</i>
Introduction of Mitey as a school wide approach and professional learning opportunity (Item 1)	Teachers were taken through a series of staff meetings and modelling sessions to get started on the teaching of the Mitey health programme	No variance this is the beginning of a 3 year programme	Continue with staff professional development and planning of Mitey lessons with support from our Mitey facilitator
Set up loose parts play in junior school playground (Item 2)	<p>A shed was built and loose parts were sourced - there was some engagement</p> <p>A curiosity project was based on this with older students</p> <p>Not as much interest at break times as we expected but a core group of students did enjoy playing there</p>	We did not get the momentum going with someone being committed to driving this initiative	<p>Find a loose parts play champion to enable this to be better sustained in 2024</p> <p>Bring in Junky Monkeys for another Loose parts play session</p>
Worked with sport Auckland to adapt school fun day activities so that CASS students could be included (Item 2 & 3)	<p>We held one whole school fun day for CASS and mainstream students in Term 4</p> <p>School applied for Tu Manawa funding to have a shed of play gear for CASS classes and junior school to share</p>	N/A	Continue to find ways to integrate and adapt activities to include children from our three satellite classes
Built on our school commitment school wide sustainability practices starting with staff, then within teams (Item 4)	<p>Student and staff 'Enviro team' continued with some good traction gained on whole school practices</p> <p>Kaitiaki days continued to be held each term</p> <p>We took part in the first ever 'No Power Challenge Day to raise awareness of the importance of power as well as how much we possibly waste</p>	<p>A good team of supporters have got behind building sustainable practice</p> <p>This is driven from senior leadership</p>	<p>Work towards Enviro Silver Award</p> <p>Continue to lead our community in sustainable practice</p> <p>Continue to build leadership of the Enviro team to make positive change in our school, set up a Enviro team learning space</p> <p>Work on next steps set by staff and students in 2023</p>
Completed the Asian garden revamp and built a fale for the school community (Item 5)	<p>The Collaborative Council drove these two projects and both were completed in 2023</p> <p>Hibiscus planting was completed during a kaitiaki morning</p>	N/A	<p>Look at other areas of the school that need revamping</p> <p>We have been successful with a Creative in Schools grant</p>
<b>Planning for next year:</b>			
<ul style="list-style-type: none"> <li>Continue to build on our sustainability actions and model this for our community</li> <li>Work towards Silver Enviro Status</li> <li>Continue to add artworks and revamp other areas of school including the development of a rongoa garden</li> </ul>			

# Curriculum Targets

## MATHS



Annual Goals 2023 – Maths Focus				
Ownership of Learning			Responsive Curriculum	
Increase student capability to state what they are learning, why they are learning it and their next steps			Build leadership understand and use of maths achievement data to better identify areas for improvement and enrichment in classroom programmes	
			Participate in third year of MoE funded PD (DMIC) with a focus on formative assessment in all maths strands using culturally responsive assessment tasks	
Key Improvement Strategies				
	Who	Time	Progress Indicators	Evaluation
Shift the number of students by 10% working at the expected NZC level in Whole Number from 54% to at least 64%	All staff	2023	The maths overview has been redeveloped so that all of Term 1 is focused on Number/Fractions. This will help target the foundation skills that students need to know.	We achieved this in Number and Fractions. Students were at 72% in Number by the end of 2023.
Track Year 5 maths levels as they transition from Year 4	Nick	2023	Historical data on this cohort will be gathered to identify any trends that might give us more information.	At the end of 2023, Year 5s were achieving 63% in Number. At the end of 2022 Year 5s were achieving at 52%
Teachers are aware of student levels - both those that need to be shifted and those who need enrichment	Teachers TLs SLT	2023	Students will be at an accurate curriculum level and teachers will have provided students with the opportunity to access learning above their year level, through explicit teaching and resources such as ARBs.	This will continue to be a focus in 2024 as we are still reviewing how best to see this.
Leadership team to develop their eTap knowledge to develop data literacy in maths	Leadership	T1-3	Leadership will be able to supporting teachers to analyse and understand data found in assessments and how to use it to inform teaching practice	Leadership team has continued to grow in their capacity to use eTap. There is still work to do in this area however.
Students will be provided access to learning at a curriculum level above what is expected	Teachers TLs	2023	Teachers will have knowledge of the higher curriculum levels to meet their needs of their learners	Teachers are becoming more confident in their curriculum knowledge so as to ensure that higher levels of the



				curriculum are available to students.
Continue to prioritise moderation of maths strands	Teachers Teams Mentors	T2-4	Staff will be more comfortable when making a judgement on an assessment task that spans over multiple curriculum levels. Staff will be able to assess student work more accurately and confidently.	Moderation has taken place throughout the year, both during staff and team meetings but also in professional conversations between teachers.
Continue to build more culturally responsive practice in maths based on work with DMIC	Teachers	T1-4	Teachers will create maths tasks that reflect the cultures in their class and contextually during culture weeks	Formatively observed throughout the year & included in tasks, assessments and planning
Ensure DMIC and Assessment for Learning pedagogy is evident in planning and assessment	All	T1-4	DMIC teaching booklets are used where available and lessons are designed so that they are responsive to the contexts and cultures of the students	This was evident during planning checks & observations by facilitators.
Use PAT testing in Years 3-6 to act as a reference point for progress and achievement as well as a tool to determine gaps that need to be taught	Takahē Kāhāpō	T1 & T4	PAT results will be used as baseline data in Term 1 and analysed. It will also act as another reference point for making reliable OTJs on students and ensuring we are giving full coverage to the Maths curriculum.	PAT was used twice and analysed for next steps. Further work to support teachers to access the data and know how to use information to better inform teaching will continue in 2024.
Ensure we have representation on the Kāhui Ako Maths group	ASL WSL (TBC)	2023	Farzana will be an active part of the Maths Project group and share learning back with Dominion Road School as well as with the Kāhui Ako.	Yes - Maths Project Group is led by our ASL

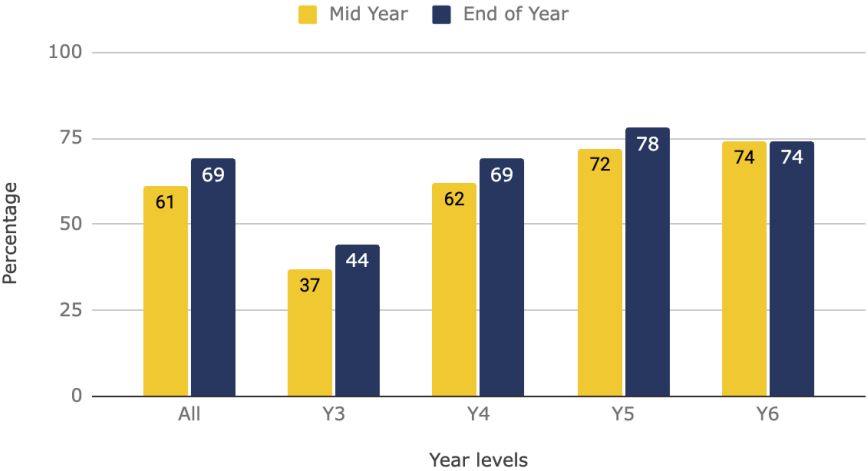
## Reading (excl. BSLA)

### Strategic Goals 2023

- Our students will have ownership of their learning
- Our curriculum will be responsive to the needs of our learners
- Our school community will be inclusive, welcoming & environmentally sustainable

Data

Reading (excl. BSLA) by Year Level



Annual Goals 2023 – Reading Focus

Ownership of Learning	Responsive Curriculum	Community
<p>Increase student capability to state what they are learning in reading, why they are learning it and what their next steps are</p> <p>Increase staff capacity to support students to know next learning steps</p>	<p>Build leadership understanding and use of reading achievement data to better identify areas for improvement and enrichment</p> <p>Review literacy curriculum refresh documents with a view to implementing in 2024</p> <p>Participate in MoE OLI programme to build oral language capacity of our youngest learners</p> <p>Continue implementation of Better Start Literacy Approach in Tūi classrooms</p>	<p>Build connections with the community to help them further understand how we are teaching reading in the first year of school</p>

Key Improvement Strategies

What	Who	Time	Progress Indicators	Evaluation
Shift the number of students working at the expected NZC level to a 75%	All staff	2023	More students will be reading at the expected curriculum level	69% of students were reading at curriculum level. Good gains were made in Yr 5 & 6. We have work to do with Y3 students who will be in Y4 in 2024.
Track Year 5/6 reading levels, with a particular shift for Year 5 students who have moved from Year 4	Kākāpō Nick	2023	Identifying any students who are at risk of the 'Year 5 drop' and targeting reading strategies for those learners	We implemented a new programme called 'Agility with Sound' for some Year 6 students. This programme is used at the intermediate school and it did re-engage students who had not been so successful with their reading.
Teachers are noticing students reading ability in the class setting and adapting their teaching accordingly - without the need for assessments - that they are trusting their hunches	Teachers TLs SLT	2023	Students are reading at the correct level & getting extra support depending on level of need	Starting to happen in a more formative way and teachers are feeling more confident to shift a student from their observation rather than waiting to do a formal assessment.
Continue to implement University of Canterbury <i>Better Start Literacy Approach (BSLA)</i> in some junior classrooms	Tūi team Christine	2023	Benchmark assessments have been completed Lessons are being taught as part of a 10 week cycle Data is analysed after 10 weeks and used to inform next steps Tier 2 students are identified and supported by teacher aides	Three junior school teachers and two teacher aides trained in BSLA this year. The SENCO also trained as a facilitator Data was tracked for students at each checkpoint.
BSLA teachers to run parent information sessions on this reading approach	Tūi Christine/ Lesley	Term 1	Parents will understand our reading approach in the first year of school	One parent session was held in term 1 - we will change our approach to this next year as we are not getting the numbers to make a significant difference.
New Entrant teachers to meet with parents after BSLA benchmark assessments to go through next learning steps		Term 1 - Talanoa Term 2-4 ongoing	Parents will be informed about their child's literacy entry level and ways they can support their child at home	This did not happen - put back as a goal next year

Takahe teachers will incorporate Phonics Plus resources and phonemic awareness lesson into their literacy programmes. Teacher Aide will run a small support group each day for those students who need extra support	Tūi & Takahē teams Christine Jessica	Term 1-4	More phonemic awareness in Yr 3/4 cohort. Tier 2 groups will be run by teacher aides in Yr 3 and Yr 2 Those students who are behind the expected levels will get extra support	Teacher aides in training did take two tier 2 groups but this needs to be monitored more closely next year and Tier 2 students identified earlier Yr 3/4 teachers to train in BSLA in 2024.
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## Resourcing

- Picture books for BSLA
- Continue to source and organise new readers in the bookroom
- BSLA resources made up for classroom use
- Two days per BSLA training teacher for assessment (funded by UoC) - 4 teachers in training
- Time - parent meetings, BSLA training sessions

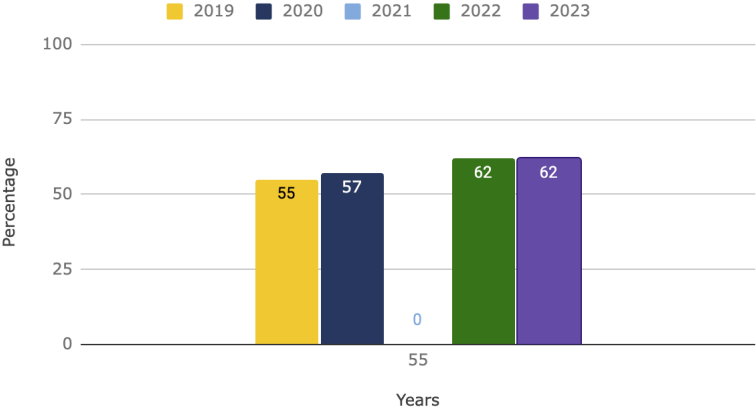
## Writing

### Strategic Goals

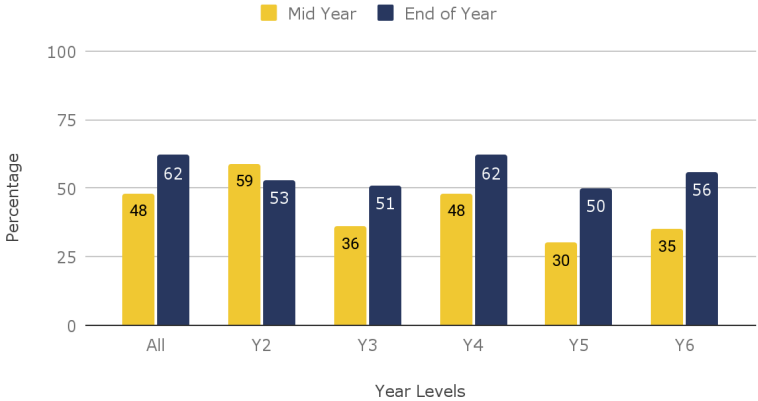
- Our students will have ownership of their learning
- Our curriculum will be responsive to the needs of our learners
- Our school community will be inclusive, welcoming & environmentally sustainable

### Data

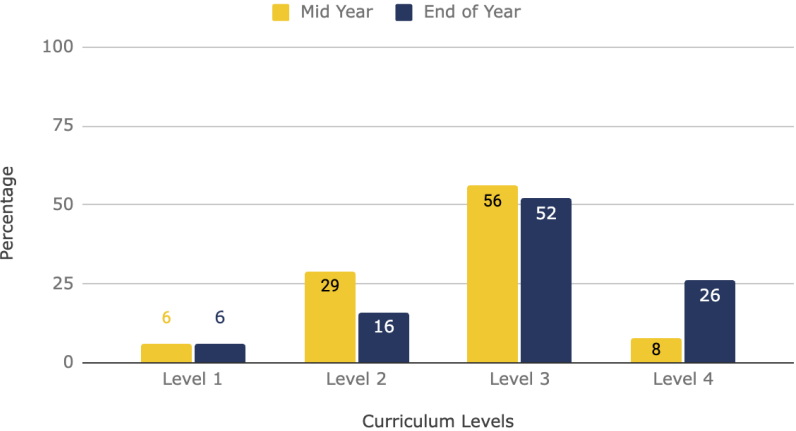
Writing Shifts Over Time



Writing by Year Level



Year 6 Writing Shifts



Annual Goals 2023 - Writing Focus

Ownership of Learning

Responsive Curriculum

<p>Increase student capability to state what they are learning in writing, why they are learning it and what their next steps are</p> <p>Review and develop oral language competence in being able to articulate next steps to others</p>	<p>Review literacy curriculum refresh documents with a view to implementing in 2024</p> <p>Continue to build leadership use of achievement data to better identify areas for improvement and enrichment in classroom programmes</p>
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### Key Improvement Strategies

What	Who	Time	Progress Indicators	Evaluation
Shift the number of students working at the expected NZC level to 70%	All staff	2023	Unpacking data and increasing student engagement in writing. Writing mid year is shared and discussed and moderation will have taken place across the school. Students will be tracked using Accelerated Learning Plans by teachers and teams and teachers will be able to discuss their students and be aware of who needs an extra 'push' to reach their target curriculum level.	Overall 62% of students were at curriculum level. Since 2019 we have made gains in increasing student achievement in Writing. It is our focus for growth in 2024.
Teachers are aware of student levels - both those that need to be shifted and those who need enrichment	Teachers TLs SLT	2023	Teachers will have a more in depth knowledge of their students' levels. This will be evident by teachers being able to identify what students need to shift to the next level, including what students who need enrichment need to focus on. Student evidence of this will be seen by students being able to talk to their next steps and self monitoring their goals.	We had an increasing number of students being extended into higher curriculum levels than expected, particularly our Year 6 students.
Track Year 6 writing levels	Nick Kākāpō	T1-3	Student levels will be tracked and gaps identified. Those who need more support in class will be given it.	Year 6 writers were tracked by teachers throughout the year. Some good gains made by a number of students at Level 3 and 4 of the curriculum (see graph above).
Ensure across school writing moderation in	Nick	T2	Moderation will have taken place mid year as a	Writing moderation took place both at a

Term 2 and Term 4			whole staff and within teams at other times so that as a staff we are making judgements that are consistent	staff meeting and at a team level. Judgements were consistent among staff and new teachers were involved in professional learning conversations. Based on learning and feedback from the high school in our Kāhui Ako we will review our writing assessment and moderation practices in 2024.
Students are able to talk about their next steps in writing and know how to achieve these	Teachers	T2-4	Students will be able to talk about what they need to focus on next in their writing and evidence can be seen of this in their writing progress. This will be seen at Learner Led/3 Way Conferences.	This has been an area of growth and will continue to develop this in 2024.
Review of the writing pencils and language used	Nick WSL Literacy lead	2023	Language will be child-friendly and accessible to learners across the school	Some classes are using these especially those in the senior school - we will be reviewing their use in 2024.
<b>Resourcing</b>				
<ul style="list-style-type: none"> <li>• Time in Term 2 and Term 4 staff meeting for moderation</li> <li>• Time in Leadership &amp; team meetings to analyse data in eTap</li> <li>• Further Writing PD will be given in 2024</li> </ul>				



# Dominion Road School

*He Maunga Teitei*

14 Quest Terrace,  
Mt Roskill, Auckland 1041

**PHONE:** 09 621 0155

**EMAIL:** [office@dominionrd.school.nz](mailto:office@dominionrd.school.nz)

**WEBSITE:** [dominionrd.school.nz](http://dominionrd.school.nz)

1 February 2024

Dominion Road School belongs to the Mt Roskill Cluster of schools. This cluster works with Sport Auckland to provide a range of sporting activities for our students throughout the year.

In 2023 Dominion Road School received total Kiwisport funding of \$3981.15.

The money received from the Kiwisport Government funded initiative was used to support students' participation in organised sport and contributed towards the cost of a Community Sport Coordinator for the Roskill cluster.

Yours sincerely

Lesley Mitchell  
Principal  
Dominion Road School





# Dominion Road School

## He Maunga Teitei

14 Quest Terrace,  
Mt Roskill, Auckland 1041

PHONE: 09 621 0155

EMAIL: office@dominionrd.school.nz

WEBSITE: dominionrd.school.nz

### Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2023.

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

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<i>Yes as per policy</i>
What is in your equal employment opportunities programme?  How have you been fulfilling this programme?	<i>As per our policy on School Docs</i>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>At least 3 people are on the selection and interviewing panel to select the most suitable candidate for the job. The selection is made based on skills, experience, qualifications and aptitude and the panel needs to reach a consensus on the successful candidate.</i>
How are you recognising,  <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>	<i>As per our EEO policy on School Docs</i>
How have you enhanced the abilities of individual employees?	<i>Having a culture of strong trust and collaboration. Providing opportunities for leadership, professional development and growth, coaching and mentoring, regular meetings &amp; check ins, school wide professional development in line with our strategic plan, open door policy for all staff</i>
How are you recognising the employment requirements of women?	<i>As above</i>
How are you recognising the employment requirements of persons with disabilities?	<i>As above</i>

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?	if required	
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 board assurance as per school docs schedule	
Does your EEO programme/policy set priorities and objectives?	if required	



# Giving Effect to Te Tiriti o Waitangi at Dominion Road School

## Board Level

- Understand the school's position as crown agents & affirm Māori as tangata whenua
- Ensure the school's plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, & te Ao Māori & consult on this
- Support the growth of te reo and tikanga capability of its employees
- Achieve equitable outcomes for Māori akonga
- Seek Māori representation on the board & engage in a shared decision making process
- Ensure Māori have the same rights & opportunities as non-māori

## School Level

- Ensure the curriculum reflects local tikanga Māori, te Ao Māori & mātauranga Māori
- Identify and remove educational barriers for Māori learners
- Ensure that all ākonga (Māori and non-Māori) achieve the same level of success in their learning.
- Take all reasonable steps to make instruction available in tikanga Māori and te reo Māori
- Ensure Māori have the same rights & opportunities as non-māori
- Ensure teachers are upskilling in their use & understanding of te reo & tikanga Māori

## Teacher level

- Have a comprehensive knowledge of te Tiriti o Waitangi & make it part of one's teaching practice, teaching the Aotearoa NZ histories curriculum correctly and often
- Use and pronounce te reo Māori accurately every day
- Affirm Māori learners as tangata whenua and support their educational aspirations
- Ensure Māori have the same rights & opportunities as non-māori
- Protect the tikanga, language, identity & culture of all Māori students

# Dominion Road School

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To:  
RSM Hayes Audit  
Private Bag 9588  
Newmarket  
Auckland

Dear Partners

## REPRESENTATION LETTER FOR THE YEAR ENDED 31 DECEMBER 2023

This representation letter is provided in connection with your audit, carried out on behalf of the Auditor-General, of the financial statements of Dominion Road School (the School) for the year ended 31 December 2023 for the purpose of expressing an independent opinion about whether the financial statements:

- present fairly, in all material respects:
  - the financial position as at 31 December 2023;
  - the 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.

We understand that your audit was carried out in accordance with the Auditing Standards issued by the Auditor-General, which incorporate the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board.

### General representations

To the best of our knowledge and belief:

- the resources, activities, and any entities under our control have been operating effectively and efficiently;
- we have complied with our statutory obligations including laws, regulations and contractual requirements;
- we have carried out our decisions and actions with due regard to minimising waste;
- we have met Parliament's and the public's expectations of appropriate standards of behaviour in the public sector (that is we have carried out our decisions and actions with due regard to probity); and
- any decisions or actions have been taken with due regard to financial prudence.

We also acknowledge that we have responsibility for designing, implementing, and maintaining internal control (to the extent that is reasonably practical given the size of the School) to prevent and detect fraud or error, and which enables the preparation of the financial statements that are free from material misstatement whether due to fraud or error (a requirement of paragraph NZ40.1(a) in ISA (NZ) 240).

# Dominion Road School

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## Representations for the financial statements

We confirm that all transactions have been recorded in the accounting records and are reflected in the financial statements, and that, to the best of our knowledge and belief, having made such enquiries as we considered necessary for the purpose of appropriately informing ourselves:

- we have fulfilled our responsibilities for preparing and presenting the financial statements as required by section 134 of the Education and Training Act 2020 and, in particular, that the financial statements:
  - present fairly, in all material respects:
    - the financial position as at 31 December 2023;
    - the 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.
- we believe the methods, significant assumptions, and data used in making and supporting the accounting estimates and the related disclosures in the financial statements are appropriate to achieve recognition, measurement or disclosure that is in accordance with the applicable financial reporting framework;
- we have appropriately accounted for and disclosed the related party relationships and transactions in the financial statements;
- we have adjusted or disclosed all events subsequent to the date of the financial statements that require adjustment or disclosure;
- We believe the effects of uncorrected misstatements are immaterial, both individually and in the aggregate, to the financial statements as a whole. We are not aware of any unadjusted misstatements in the final version of the financial statements; and
- we have disclosed all known actual or possible litigation and claims whose effects should be considered when preparing the financial statements. Where applicable, such litigation and claims have been accounted for and disclosed in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

## Representations about the provision of information

We confirm that, to the best of our knowledge and belief, having made such enquiries as we considered necessary for the purpose of appropriately informing ourselves:

- we have provided you with:
  - all information, such as records and documentation, and other matters that are relevant to preparing and presenting the financial statements; and
  - unrestricted access to persons within the entity from whom you determined it necessary to obtain audit evidence.
- we have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud;

# Dominion Road School

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- we have disclosed to you all information in relation to fraud or suspected fraud that we are aware of and that affects the entity and involves:
  - management;
  - employees who have significant roles in internal control; or
  - others where the fraud could have a material effect on the financial statements.
- we have disclosed to you all information in relation to allegations of fraud, or suspected fraud, affecting the entity's financial statements communicated by employees, former employees, analysts, regulators, or others;
- we have disclosed to you all known instances of non-compliance or suspected non-compliance with laws and regulations whose effects should be considered when preparing financial statements;
- we have disclosed the identity of the related parties, all of their relationships, and all of their transactions of which we are aware; and
- we have provided you with all the other documents ("other information") which will accompany the financial statements which are consistent with the financial statements, and the other information does not contain any material misstatements. If any disclosures required in the annual report by legislation have not been provided to you prior to the completion of the audit, these will be provided when available.

## **Going concern basis of accounting**

We confirm that, to the best of our knowledge and belief, the School has adequate resources to continue operations at its current level for the foreseeable future. For this reason, the Board of Trustees continues to adopt the going concern basis of accounting in preparing the financial statements for the year ended 31 December 2023. We have reached this conclusion after making enquiries and having regard to circumstances that we consider likely to affect the School during the period of one year from the date of signing the financial statements, and to circumstances that we know will occur after that date which could affect the validity of the going concern basis of accounting.

We consider that the financial statements adequately disclose the circumstances, and any uncertainties, that we can reasonably be expected to be aware of concerning the adoption of the going concern basis of accounting by the School.

Throughout the year, the School has conformed with the requirements of its banking arrangements, debenture trust deeds, or negative pledge agreements, including those relating to its net tangible assets ratios.

## **Publication of the financial statements and related audit report on a website**

We confirm that we are responsible for the electronic presentation of the audited financial statements, and:

- that the electronic version of the audited financial statements and the related audit report presented on the website are the same as the final signed version of the audited financial statements and audit report.
- that the audited and unaudited information on the website has been clearly differentiated and we understand the risk of potential misrepresentation without appropriate controls.
- that we have assessed the security controls over audited financial information and the related audit report and are satisfied that procedures are adequate to ensure the integrity of the information provided.
- that the full financial statements have been provided on the website.

## Dominion Road School

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The representations in this letter are made at your request, and to supplement information obtained by you from the records of the School and to confirm information given to you orally.

Yours faithfully

DocuSigned by:  
  
CE39D5A6C13444E...

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Presiding Member - Dominion Road School

DocuSigned by:  
  
1AF5369B462C49C...

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Principal - Dominion Road School

31 May 2024

---

Date



Dominion Road  
School

*He Maunga Teitei*

# ANNUAL REPORT

**FOR THE YEAR ENDED 31 DECEMBER 2023**

## School Directory

<b>Ministry Number:</b>	<b>1261</b>
<b>Principal:</b>	Lesley Mitchell
<b>School Address:</b>	16 Quest Terrace, Mount Roskill, Auckland 1041
<b>School Postal Address:</b>	15 Quest Terrace, Mount Roskill, Auckland 1041
<b>School Phone:</b>	09 621 0155
<b>School Email:</b>	lesleym@dominionrd.school.nz
<b>Accountant / Service Provider:</b>	Canterbury Education Services (CES)



# Dominion Road School

## Members of the Board

For the year ended 31 December 2023

Name	Position	How Position Gained	Term Expires
Natalie Write	Presiding Member	Re-elected Sept 2022	Aug-25
Leslie Mitchell	Ex-Officio		
Celine Achermann	Parent Repreesntative	Elected Sept 2022	Aug-25
Rasha Allawnah	Parent Repreesntative	Elected Sept 2022	Aug-25
Laree Anderson	Parent Repreesntative	Selected Aug 2023	Aug-25
Kiri David	Parent Repreesntative	Co-opted Dec 2023	Aug-25
Anu Pollitt	Staff Representative	Re-elected Sept 2022	Aug-25
Juan Pablo Reyes van Bebber	Parent Representative	Elected Sept 2022	<b>Resigned</b> May-23
Thomas Hinton	Parent Representative	Elected Sept 2022	Dec-23

# DOMINION ROAD SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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<a href="#">4</a>	Statement of Financial Position
<a href="#">5</a>	Statement of Cash Flows
<a href="#">6-19</a>	Notes to the Financial Statements
	Independent Auditor's Report
	<b>Other Information</b>
	Analysis of Variance
	Kiwisport
	Statement of Compliance with Employer Policy
	Giving Effect to Te Tiriti o Waitangi

# Dominion Road School

## Statement of Responsibility

For the year ended 31 December 2023

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 2023 fairly reflects the financial position and operations of the school.

The School's 2023 financial statements are authorised for issue by the Board.

Natalie Wright

Full Name of Presiding Member

DocuSigned by:  
*Natalie Wright*  
CE39D5A6C13444E...

Signature of Presiding Member

01 June 2024

Date:

Lesley Mitchell

Full Name of Principal

DocuSigned by:  
*Lesley Mitchell*  
1AF5369B462C49C...

Signature of Principal

31 May 2024

Date:

**Dominion Road School**  
**Statement of Comprehensive Revenue and Expense**  
For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Revenue</b>				
Government Grants	2	3,610,157	3,177,632	3,279,786
Locally Raised Funds	3	106,442	121,250	129,514
Interest		35,720	9,000	12,482
<b>Total Revenue</b>		3,752,319	3,307,882	3,421,782
<b>Expense</b>				
Locally Raised Funds	3	17,109	30,250	42,506
Learning Resources	4	2,053,377	1,894,926	1,919,799
Administration	5	171,235	189,172	182,273
Interest		2,582	1,916	1,969
Property	6	1,251,378	1,191,377	1,158,347
Loss on Disposal of Property, Plant and Equipment		8,759	-	5,116
<b>Total Expense</b>		3,504,440	3,307,641	3,310,010
<b>Net Surplus / (Deficit) for the year</b>		247,878	241	111,772
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		247,878	241	111,772

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

# Dominion Road School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		1,014,275	1,014,275	891,568
Total comprehensive revenue and expense for the year		247,878	241	111,772
Contributions from MOE - Te Mana Tuhono		20,647	-	-
Contributions to the Ministry of Education - Hall		(112,735)	-	-
Contribution - Furniture and Equipment Grant		241	-	10,935
Equity at 31 December		1,170,306	1,014,516	1,014,275
Accumulated comprehensive revenue and expense		1,170,306	1,014,516	1,014,275
Equity at 31 December		1,170,306	1,014,516	1,014,275

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.

Dominion Road School  
Statement of Financial Position  
As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	338,690	254,357	248,475
Accounts Receivable	8	161,848	879,434	137,189
GST Receivable		4,631	5,440	5,440
Prepayments		27,464	4,799	4,799
Painting Contract Asset	15	10,870	10,870	10,870
Inventories	9	1,970	843	843
Investments	10	554,386	484,322	484,322
		1,099,859	1,640,065	891,938
<b>Current Liabilities</b>				
Accounts Payable	12	178,098	927,245	185,382
Revenue Received in Advance	13	6,661	-	1,495
Provision for Cyclical Maintenance	14	-	83,250	86,475
Finance Lease Liability	16	13,506	13,181	10,093
Funds held in Trust	17	13,744	14,744	14,744
Funds held for Capital Works Projects	18	-	-	5,578
		212,009	1,038,420	303,767
<b>Working Capital Surplus/(Deficit)</b>		887,850	601,645	588,171
<b>Non-current Assets</b>				
Painting Contract Asset	15	43,478	43,478	54,348
Property, Plant and Equipment	11	337,771	432,034	475,808
		381,249	475,512	530,156
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	81,822	45,849	91,479
Finance Lease Liability	16	16,971	16,792	12,573
		98,793	62,641	104,052
<b>Net Assets</b>		1,170,306	1,014,516	1,014,275
<b>Equity</b>		1,170,306	1,014,516	1,014,275

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

# Dominion Road School

## Statement of Cash Flows

For the year ended 31 December 2023

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		802,669	786,103	870,444
Locally Raised Funds		106,008	117,255	150,205
International Students		-	2,500	-
Goods and Services Tax (net)		809	-	(10,714)
Payments to Employees		(385,485)	(421,409)	(450,574)
Payments to Suppliers		(317,159)	(428,748)	(359,330)
Interest Paid		(2,582)	(1,916)	(1,969)
Interest Received		33,573	9,000	12,482
Net cash from/(to) Operating Activities		237,833	62,785	210,544
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(81,421)	(41,232)	(38,191)
Purchase of Investments		(70,064)	-	-
Proceeds from Sale of Investments		-	-	14,098
Net cash from/(to) Investing Activities		(151,485)	(41,232)	(24,093)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		241	-	10,935
Contributions from / (Distributions to) Ministry of Education		20,648	-	-
Finance Lease Payments		(10,444)	(10,093)	(5,953)
Painting Contract Prepayment		-	-	(100,830)
Funds Administered on Behalf of Other Parties		(6,578)	(5,578)	(147,206)
Net cash from/(to) Financing Activities		3,867	(15,671)	(243,054)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>90,215</b>	<b>5,882</b>	<b>(56,603)</b>
Cash and cash equivalents at the beginning of the year	7	248,475	248,475	305,078
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>338,690</b>	<b>254,357</b>	<b>248,475</b>

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense and other notional items 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.

# Dominion Road School

## Notes to the Financial Statements

### For the year ended 31 December 2023

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

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

##### b) Basis of Preparation

###### *Reporting Period*

The financial statements have been prepared for the period 1 January 2023 to 31 December 2023 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.

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.

***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 are 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 material.

**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	20 years
Furniture and equipment	5-10 years
Information and communication technology	4 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

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

**j) 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.

**k) 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 and 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 surplus or deficit in the period in which they arise.

**l) 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 or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are 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.

**m) 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.

**n) Provision for Cyclical Maintenance**

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

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

The School carries out painting maintenance of the whole school over 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.

**o) 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.

**p) 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.

**q) Budget Figures**

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

**r) 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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	653,433	660,989	690,170
Teachers' Salaries Grants	1,725,975	1,449,443	1,462,193
Use of Land and Buildings Grants	1,058,704	941,700	941,700
Other Government Grants	172,046	125,500	185,723
	3,610,157	3,177,632	3,279,786

The school has opted in to the donations scheme for this year. Total amount received was \$40,842.

3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Revenue</b>			
Donations & Bequests	3,097	4,000	5,987
Fees for Extra Curricular Activities	3,745	8,900	14,353
Trading	48,975	48,400	51,293
Fundraising & Community Grants	38,428	46,450	48,860
Other Revenue	12,197	11,000	9,021
International Student Fees	-	2,500	-
	106,442	121,250	129,514
<b>Expense</b>			
Extra Curricular Activities Costs	7,086	17,700	31,984
Trading	8,514	10,950	9,242
Fundraising and Community Grant Costs	1,509	1,100	1,168
International Student - Other Expenses	-	500	112
	17,109	30,250	42,506
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	89,333	91,000	87,008

**4. Learning Resources**

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Curricular	17,710	32,707	17,406
Equipment Repairs	-	800	257
Information and Communication Technology	14,345	30,850	27,902
Library Resources	1,264	2,150	2,007
Employee Benefits - Salaries	1,915,259	1,690,513	1,735,930
Staff Development	16,168	35,500	26,222
Depreciation	88,633	102,406	110,075
	<u>2,053,377</u>	<u>1,894,926</u>	<u>1,919,799</u>

During the year the Principal attended a professional development trip to Samoa as part of the Tautai Le Moana Principals' group 2022 cohort and was invited to visit schools in Samoa to gain cultural knowledge and provide professional development to educators in Samoan Schools. The trip was approved by the Board and the cost was \$1,696. (2022 None)

**5. Administration**

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Audit Fees	7,950	7,950	7,710
Board Fees	3,345	4,000	3,325
Board Expenses	4,806	7,250	5,582
Communication	2,685	3,800	3,393
Consumables	6,954	10,100	7,057
Other	8,161	11,840	7,713
Postage	191	150	46
Employee Benefits - Salaries	121,694	126,783	133,131
Insurance	5,662	6,612	4,509
Service Providers, Contractors and Consultancy	9,787	10,687	9,807
	<u>171,235</u>	<u>189,172</u>	<u>182,273</u>

**6. Property**

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Caretaking and Cleaning Consumables	16,612	17,000	14,317
Consultancy and Contract Services	38,469	40,000	38,400
Cyclical Maintenance	(17,917)	37,620	47,175
Grounds	13,944	24,100	15,299
Heat, Light and Water	36,643	36,800	35,718
Rates	136	400	351
Repairs and Maintenance	44,728	31,200	17,833
Use of Land and Buildings	1,058,704	941,700	941,700
Security	10,698	9,000	7,758
Employee Benefits - Salaries	49,361	53,557	39,796
	<u>1,251,378</u>	<u>1,191,377</u>	<u>1,158,347</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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Bank Accounts	338,690	254,357	248,475
Cash and cash equivalents for Statement of Cash Flows	338,690	254,357	248,475

Of the \$338,690 Cash and Cash Equivalents, \$13,244 is held by the School on behalf of a cluster of schools in relation to Kahui Ako (CoL) and \$500 bonds.

8. Accounts Receivable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Receivables from the Ministry of Education	28,025	-	-
Interest Receivable	8,105	5,958	5,958
Teacher Salaries Grant Receivable	125,718	873,476	131,231
	161,848	879,434	137,189
Receivables from Exchange Transactions	8,105	5,958	5,958
Receivables from Non-Exchange Transactions	153,743	873,476	131,231
	161,848	879,434	137,189

9. Inventories

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Stationery	160	113	113
School Uniforms	1,810	730	730
	1,970	843	843

10. Investments

The School's investment activities are classified as follows:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Asset			
Short-term Bank Deposits	554,386	484,322	484,322
Total Investments	554,386	484,322	484,322

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	MOE Cont	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Building Improvements	284,572	8,428	(15,069)	(112,736)	(21,668)	143,527
Furniture and Equipment	101,653	20,939			(26,020)	96,572
Information and Communication Technology	58,387	25,445			(25,237)	58,595
Leased Assets	21,149	21,906			(14,242)	28,813
Library Resources	10,047	1,723	(40)		(1,466)	10,264
						-
Balance at 31 December 2023	475,808	78,441	(15,109)	(112,736)	(88,633)	337,771

The following note can be used for each class of asset that are held under a finance lease:

Restrictions

With the exception of the contractual restrictions related to the above noted finance leases, 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.

	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	309,052	(165,525)	143,527	783,861	(499,289)	284,572
Furniture and Equipment	349,936	(253,364)	96,572	370,398	(268,745)	101,653
Information and Communication Technology	197,144	(138,550)	58,594	174,913	(116,526)	58,387
Leased Assets	69,881	(41,067)	28,814	72,514	(51,365)	21,149
Library Resources	33,040	(22,776)	10,264	31,398	(21,351)	10,047
Balance at 31 December 2023	959,053	(621,282)	337,771	1,433,084	(957,276)	475,808

12. Accounts Payable

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Creditors	37,457	13,939	13,937
Accruals	7,950	7,710	7,710
Banking Staffing Overuse	-	-	385
Employee Entitlements - Salaries	126,140	899,803	157,557
Employee Entitlements - Leave Accrual	6,551	5,793	5,793
	178,098	927,245	185,382
Payables for Exchange Transactions	178,098	927,245	185,382
	178,098	927,245	185,382

The carrying value of payables approximates their fair value.



13. Revenue Received in Advance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Grants in Advance - Ministry of Education	5,600	-	-
Other revenue in Advance	1,061	-	1,495
	6,661	-	1,495

14. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	177,954	177,954	210,678
Increase to the Provision During the Year	52,546	37,620	47,175
Use of the Provision During the Year	148,678	(86,475)	(127,787)
Provision at the End of the Year	81,822	129,099	177,954
Cyclical Maintenance - Current	-	83,250	86,475
Cyclical Maintenance - Non current	81,822	45,849	91,479
	81,822	129,099	177,954

Per the cyclical maintenance schedule, the school is next expected to undertake painting works during 2025. This plan is based on the schools 10 Year Property plan

15. Painting Contract Asset

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
	54,348	54,348	65,218

In 2021 the Board signed a new agreement with Programmed Maintenance Services Ltd (the contractor) for an agreed programme of work covering a seven year period. The programme provided for exterior repaint of the Ministry owned buildings in 2022, with regular maintenance and interior painting in subsequent years. The agreement entered into was based on a fixed upfront cost in return for work scheduled in the following seven years, on the basis that there would be no extra costs and no index linking of costs being applied.

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:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	15,934	11,796	11,796
Later than One Year and no Later than Five Years	18,712	31,317	13,917
Later than Five Years	(4,169)	(13,140)	(3,047)
	30,477	29,973	22,666
Represented by			
Finance lease liability - Current	13,506	13,181	10,093
Finance lease liability - Non current	16,971	16,792	12,573
	30,477	29,973	22,666

17. Funds held in Trust

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	13,744	14,744	14,744
	13,744	14,744	14,744

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expense 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 9.

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
MOE Project - ILE & Toilet Upgrades	5,578	-	(6,923)	1,345	-
Asphalt/Fale	-	18,387	(18,748)	361	-
Misc Projects	-	8,229	(8,229)		-
Totals	5,578	26,616	(33,900)	1,706	-

Represented by:

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

2022	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
MOE Project - ILE & Toilet Upgrades	16,469	7,500	(18,391)		5,578
Totals	16,469	7,500	(18,391)	-	5,578

Represented by:

Funds Held on Behalf of the Ministry of Education	5,578
Funds Receivable from the Ministry of Education	-

19. 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.

20. Remuneration

Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
Board Members Remuneration	3,345	3,325
Leadership Team Remuneration	380,620	350,650
Full-time equivalent members	3	3
Total key management personnel remuneration	383,965	353,975

There are 6 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. The Board also has Finance and Property committees 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:

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150-160	140-150
Benefits and Other Emoluments	0-5	0-5

Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100-110	8.00	3.00
110-120	1.00	0.00
	9.00	3.00

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

## 21. 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:

	2023 Actual	2022 Actual
Total	-	-
Number of People	-	-

## 22. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: 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 continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts of specific individuals, as such, this is expected to resolve the liability for school boards.

## 23. Commitments

### (a) Capital Commitments

At 31 December 2023, the Board had no capital commitments (2022:\$5,578)

## 24. 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

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Cash and Cash Equivalents	338,690	254,357	248,475
Receivables	161,848	879,434	137,189
Investments - Term Deposits	554,386	484,322	484,322
Total financial assets measured at amortised cost	1,054,924	1,618,113	869,986

### Financial liabilities measured at amortised cost

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Payables	178,098	927,245	185,382
Finance Leases	30,477	29,973	22,666
Painting Contract Liability	54,348	54,348	65,218
Total financial liabilities measured at amortised cost	262,923	1,011,566	273,266

## 25. Events After Balance Date

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



## Independent Auditor's Report

### To the readers of Dominion Road School's Financial statements For the year ended 31 December 2023

**RSM Hayes Audit**

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Newmarket, Auckland 1149  
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Newmarket, Auckland 1023

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The Auditor-General is the auditor of Dominion Road School (the School). The Auditor-General has appointed me, Colin Henderson, 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 2 to 18, that comprise the statement of financial position as at 31 December 2023, 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 2023; 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 4 June 2024. 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.

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## 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.

## 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, statement of variance, compliance with good employer requirements, giving effect to Te Tiriti o Waitangi 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 Dominion Road School.

A handwritten signature in blue ink that reads 'Colin Henderson'.

**Colin Henderson**  
RSM Hayes Audit  
On behalf of the Auditor-General  
Auckland, New Zealand



# Analysis of Variance Reporting

## Dominion Road School 2023



<b>School Name:</b>	Dominion Road School	<b>School Number:</b>	1261
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<b>Strategic Aim:</b>	<b>Our students will have ownership over their learning</b>
<b>Annual Aim:</b>	<ol style="list-style-type: none"> <li>1. Increase student capability to state what they are learning, why they are learning it and their next steps to a wider audience, eg: whānau</li> <li>2. Build on teacher use of Assessment for Learning strategies using the area of PE as a context</li> <li>3. Share a collective responsibility to raise overall school attendance</li> <li>4. Review reporting system for students under BSLA</li> <li>5. Further develop curiosity projects &amp; other special interest groups as options for students to learn new skills and follow passions</li> <li>6. Provide further opportunities for student leadership within the school with an explicit focus on developing House leaders' profile</li> <li>7. Continue to embed effective play based learning both inside and outside the classroom</li> </ol>
<b>Target:</b>	<p>Students able to talk about their learning/Student interviews</p> <p>Observation of AFL strategies in classes &amp; student voice</p> <p>70% of the students attending 85% of the time - Govt benchmark</p> <p>Data able to be used effectively to measure learning outcomes</p> <p>Curiosity projects embedded</p> <p>Student led events observed</p> <p>Increased student leadership across the school</p> <p>Evidence of unstructured, free play around the school</p>
<b>Baseline Data:</b>	<p>Term 4, 2022 - <a href="#">Student Voice on AFL strategies</a></p> <p>Beginning of 2023 - Attendance Data from EveryDay Matters</p> <p>Baseline data for BSLA students from UoC site</p> <p>Current leadership opportunities</p>

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Set Collaborative Inquiries in the curriculum area of PE to increase teacher use of Assessment for Learning strategies and assess impact on student language</p> <p>(Items 1 &amp; 2)</p>	<p>Collaborative Inquiries were set up in teams to use PE as a context for AFL. Initially there was more emphasis on PE as opposed to the use of AFL strategies but with more regular check ins the focus changed</p> <p>Using the context of PE proved useful to practise the use of AFL language to increase student motivation and interest in improvement in PE skills</p>	<p>Initial confusion over the purpose of the collaborative inquiry. This was addressed early due to seeking clarity around the goal in our meetings and teacher check ins</p>	<p>At the end of the year student voice data revealed that</p> <p>54% of the students knew what success criteria was/meant</p> <p>52% of students reported that they were using reflection in classroom</p> <p>70% of students could identify at least one area of focus/next step</p> <p>This was an improvement on data taken earlier in the year</p>



	<p>Student Voice was gathered at the beginning and end of year and improvements were noted</p> <p>Some teachers showed better understanding and use of the language for Assessment for Learning and there was some variance in the regularity of its use</p>		<p>Next steps for 2024 have been identified as using a shared language across the school so that students are familiar with it no matter what level of schooling they are at</p>
Started to look at ways to improve attendance (Item 3)	<p>This became a Kāhui Ako focus as the year progressed and with it came the establishment of the Pacific Young Leaders Programme (PYL) with Global Hope Mission</p> <p>Banners and images were created for placing into school newsletters</p> <p>Some families were still travelling overseas for extended periods of time to reunite with family members</p>	<p>Kāhui received some extra money for an attendance initiative - hopefully this will gain further traction in 2024</p> <p>Families away for whole terms impacted on attendance data</p>	<p>Continue to work with GHM on getting into homes</p> <p>Kāhui Ako to continue to work on attendance as a priority for our group of schools</p>
Partially established a way of transferring BSLA data across to SMS (Item 4)	<p>Our student management system did not quite make this process easy, with all entries completed manually</p> <p>We need to find a better way to do this as it takes a lot of time, there are too many columns that do not mean a lot unless someone is familiar with BSLA</p>	SMS not able to automatically read UoC data from their data base - still manual at this stage	Keep looking into how to best transfer this data to Etap and the best way to report it against reading achievement goals
Continued to provide curiosity projects & built on other special interest & leadership groups across the school (Item 5 & 6)	<p>The Collaborative Council led the fale project this year with great success.</p> <p>As above, a Pacific Young Leaders Group was established</p> <p>We had two lots of curiosity projects with the final one being particularly useful for preparing for our cultural day</p>	N/A	<p>Continue with Curiosity projects but return to whole school projects if possible</p> <p>Have a focus on the Visual Arts as this is an area of need</p> <p>Having curiosity projects before our Term 4 cultural day was successful in having more groups presenting on stage</p>
Increased resources for learning through play and introduced loose parts play (Item 7)	<p>The two NE classes made a good start with this and MOE completed an oral language study during this time (OLI project).</p> <p>More and more we are finding our 5 year olds are needing this time in their school day to be able to play and work together, problem solve and be the curious and creative individuals that they are</p> <p>A Loose Parts Play shed was built and materials sourced but it requires someone to oversee it and keep adding materials to sustain interest. Having a curiosity project around Loose Parts Play was a good introduction to exploratory play during break times</p>		<p>Continue with play based learning in the New Entrant class. Learning through Play supports many aspects of our Mitey programme and the key competencies</p> <p>Find a Loose Parts Play champion to re-engage student interest, everyone be responsible for making it a successful lunchtime activity</p>

**Planning for next year:**

- More emphasis on the use of common AFL language across the school
- Continue to refine how we view and use BSLA data at whole school level, and how we transfer it to Etap
- Look at ways to further embed loose parts play and other student engagement initiatives in the playground and sustain these
- Have a more school specific focus on attendance and in particular its impact on students who are not progressing as they should

Strategic Aim: 2	Our curriculum will be responsive to the needs of our learners
Annual Aim:	<ol style="list-style-type: none"> <li>1. Have a school wide &amp; Kāhui focus on integrating the Aotearoa Histories curriculum into school's local curriculum building teacher capacity to teach the new content</li> <li>2. Review this year's Curriculum Refresh documents with a view to implementing in 2024</li> <li>3. Review &amp; Revise Planning &amp; Reporting in line with legislation due to come into effect in 2024</li> <li>4. Participate in MOE Oral Language Programme to build oral language capacity of our youngest learners</li> <li>5. Continue to build leadership capacity to use assessment information to identify areas for improvement &amp; enrichment</li> <li>6. Train all junior school teachers &amp; A.P. in Better Start Literacy Approach</li> <li>7. Participate in 3rd year of MOE funded Maths PD (DMIC) with a focus on assessment</li> <li>8. Review our tamariki's knowledge and perceptions of the use of te reo Māori &amp; tikanga in the school and use this information to develop our te reo progressions for teaching</li> </ol>
Target:	<p>Histories curriculum implemented</p> <p>Use NZCER Te Reo Assessment to gauge level of te reo in students in Yrs 4-6</p> <p>All junior school teachers trained in BSLA</p>
Baseline Data:	<p>Te Reo levels in school from the Te Reo Assessment to establish what further work needs to be done in this space</p> <p>Oral language baseline assessments</p> <p>Previous strategic plans and community consultation for strategic plan</p> <p>Teacher capability in BSLA prior to commencing training</p>

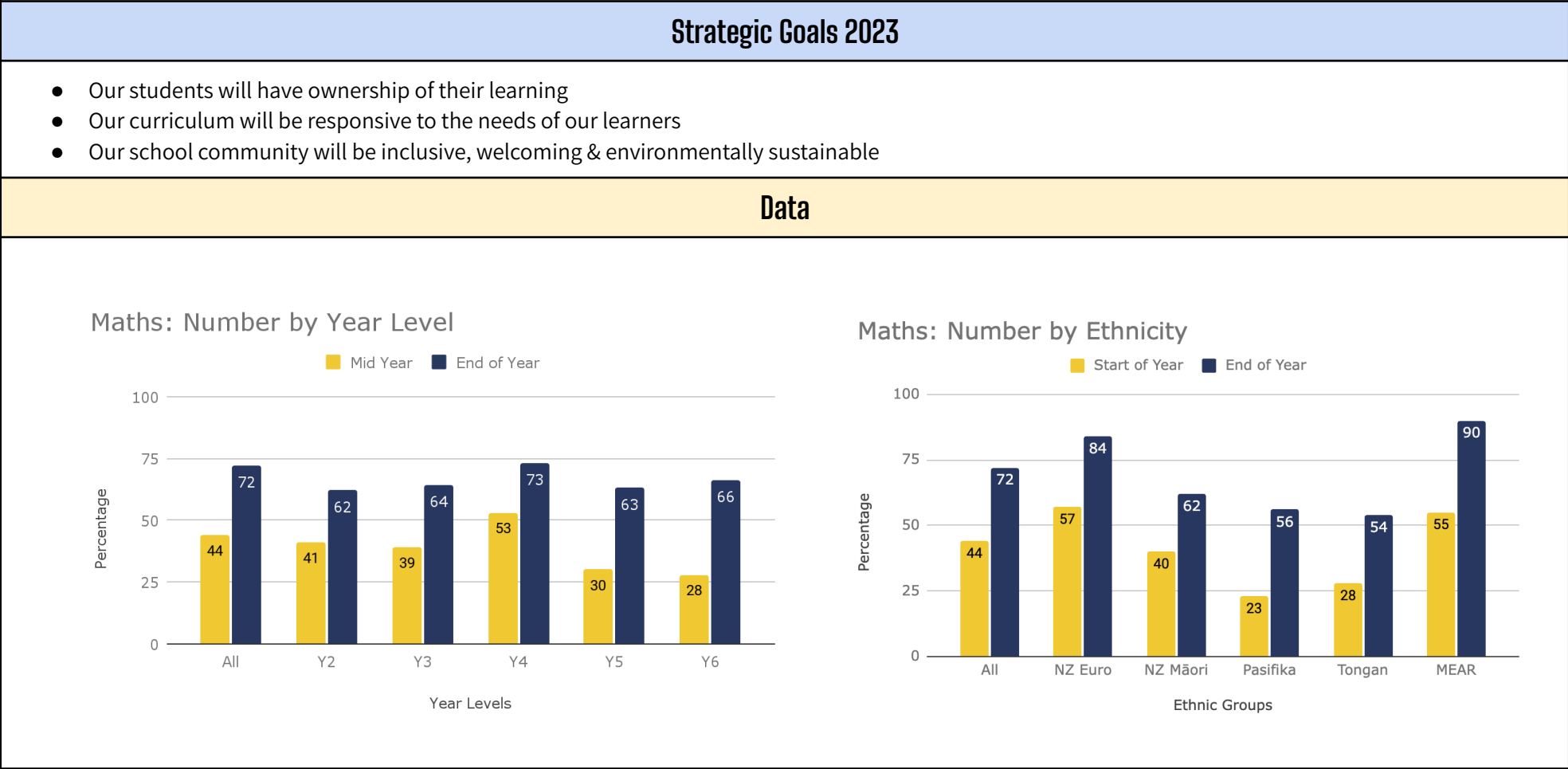
Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
Had a school wide & Kāhui focus on integrating the Aotearoa Histories curriculum into school's local curriculum building teacher capacity to teach the new content (Item 1)	<p>We have led the way with our kāhui ako in this area trialling te tiriti curriculum materials and weaving in many aspects of the ANZH curriculum into the school year</p> <p>We spent more time on the Social Sciences Curriculum this year to see where ANZH curriculum fit into the overall curriculum</p>	<p>We had hoped other schools might do as much work as we have on Te Tiriti trialling of resources but this did not occur. However, this did not stop the kāhui project group from starting to work on localised progressions</p>	Continue to work on the local curriculum embedding progressions of the social science curriculum into our context
Reviewed English and Maths Curriculum documents (Item 2)	We had one teacher only day on the English and Maths curriculum documents but with the elections bringing about a change in the	Change in government has delayed work on the English and maths curriculum	We will wait to see what directives come our way in 2024

	government the curriculum refresh and second phase of the common practice was put on hold		
Consulted with the community on the 2024-2025 strategic plan (Item 3)	A board Sub-committee formed and consultation with the community occurred through hui, fono, parent focus groups and surveys. Common themes were collated and strategic goals were created out of these	Consultation occurred as per our time frame	Strategic plan and annual implementation goals will be ready to go for 2024
NE teachers participated in the MOE OLI programme (Item 4)	Two teachers were supported by MOE Speech Language Therapist to take part in an oral language project which involved different styles of conversation	By the end of the project both teachers reported increased confidence in the use of oral language strategies including the use of OWLing (observing, expectant waiting for children to start interactions, listening)	Continue with play based learning and oral language opportunities between children when participating in play in 2024
Continued to build leadership capability in assessment (Item 5)	Some work was done on understanding PAT assessments. Assessment schedule was revised.	Not all teachers understood how to unpack PAT results and next teaching steps for students	Continue to provide education around the NZCER PAT site for staff Introduce specific data meetings in 2024
Junior teachers and A.P trained in BSLA through University of Canterbury (Item 6)	All participants took part in and completed the micro credential for the teaching of BSLA	N/A	Train Yr 3 teachers in 2024 and two more teacher aides
Participated in the 3rd year of MOE funded Maths PD (DMIC) & assessed Maths strands using culturally responsive assessment tasks (Item 7)	Completed professional development and teaching observations on a more individualised level for teachers who asked for extra support	N/A	Offer DMIC support to new teachers and those who are wanting specific mentoring
Reviewed student te reo levels with the NZCER te reo assessment (Item 8)	Te reo assessments were completed with students in Yr 4-6 to test their te reo knowledge	Findings showed that some children were operating at Level 2 of the te reo curriculum	Develop te reo progressions for our context in 2024. Continue to upskill teachers in their use of te reo.
<b>Planning for next year:</b>			
<ul style="list-style-type: none"> <li>Continue to build on assessment literacy for all teachers</li> <li>Create te reo progressions up to Level 2</li> <li>Train Yr 3 teachers and two more teacher aides in BSLA</li> </ul>			
<b>Strategic Aim: 3</b>	<b>Our school community will be inclusive, welcoming &amp; environmentally sustainable</b>		
<b>Annual Aim</b>	<ol style="list-style-type: none"> <li>1. Introduce Mitey in Term 2 to build on what we are already doing with PBS &amp; Te Whare Tapa Whā in our health curriculum</li> <li>2. Continue to develop play opportunities and spaces at break times</li> <li>3. Continue to strengthen inclusion through a range of school tuakana-teina events with CASS classes included wherever possible</li> <li>4. Build on our commitment to sustainability &amp; start working towards Enviro Schools Silver Enviro status</li> <li>5. Develop areas in the school that clearly identify &amp; celebrate our rich cultural diversity</li> <li>6. Further strengthen voice and engagement of our maori and pacific community</li> </ol>		
<b>Target:</b>	More cultural games being taught Loose parts play set up in junior playground Continue to strengthen language week opportunities Work towards Silver Enviro status		
<b>Baseline data</b>	No way of assessing of students' te reo knowledge - NzCER te reo assessments will provide baseline data Student voice for on play		

Playtimes were boring for some with limited equipment out			
Actions	Outcomes	Reasons for the variance	Evaluation
<i>What did we do?</i>	<i>What happened?</i>	<i>Why did it happen?</i>	<i>Where to next?</i>
Introduction of Mitey as a school wide approach and professional learning opportunity (Item 1)	Teachers were taken through a series of staff meetings and modelling sessions to get started on the teaching of the Mitey health programme	No variance this is the beginning of a 3 year programme	Continue with staff professional development and planning of Mitey lessons with support from our Mitey facilitator
Set up loose parts play in junior school playground (Item 2)	<p>A shed was built and loose parts were sourced - there was some engagement</p> <p>A curiosity project was based on this with older students</p> <p>Not as much interest at break times as we expected but a core group of students did enjoy playing there</p>	We did not get the momentum going with someone being committed to driving this initiative	<p>Find a loose parts play champion to enable this to be better sustained in 2024</p> <p>Bring in Junky Monkeys for another Loose parts play session</p>
Worked with sport Auckland to adapt school fun day activities so that CASS students could be included (Item 2 & 3)	<p>We held one whole school fun day for CASS and mainstream students in Term 4</p> <p>School applied for Tu Manawa funding to have a shed of play gear for CASS classes and junior school to share</p>	N/A	Continue to find ways to integrate and adapt activities to include children from our three satellite classes
Built on our school commitment school wide sustainability practices starting with staff, then within teams (Item 4)	<p>Student and staff 'Enviro team' continued with some good traction gained on whole school practices</p> <p>Kaitiaki days continued to be held each term</p> <p>We took part in the first ever 'No Power Challenge Day' to raise awareness of the importance of power as well as how much we possibly waste</p>	<p>A good team of supporters have got behind building sustainable practice</p> <p>This is driven from senior leadership</p>	<p>Work towards Enviro Silver Award</p> <p>Continue to lead our community in sustainable practice</p> <p>Continue to build leadership of the Enviro team to make positive change in our school, set up a Enviro team learning space</p> <p>Work on next steps set by staff and students in 2023</p>
Completed the Asian garden revamp and built a fale for the school community (Item 5)	<p>The Collaborative Council drove these two projects and both were completed in 2023</p> <p>Hibiscus planting was completed during a kaitiaki morning</p>	N/A	<p>Look at other areas of the school that need revamping</p> <p>We have been successful with a Creative in Schools grant</p>
<b>Planning for next year:</b>			
<ul style="list-style-type: none"> <li>Continue to build on our sustainability actions and model this for our community</li> <li>Work towards Silver Enviro Status</li> <li>Continue to add artworks and revamp other areas of school including the development of a rongoa garden</li> </ul>			

# Curriculum Targets

## MATHS



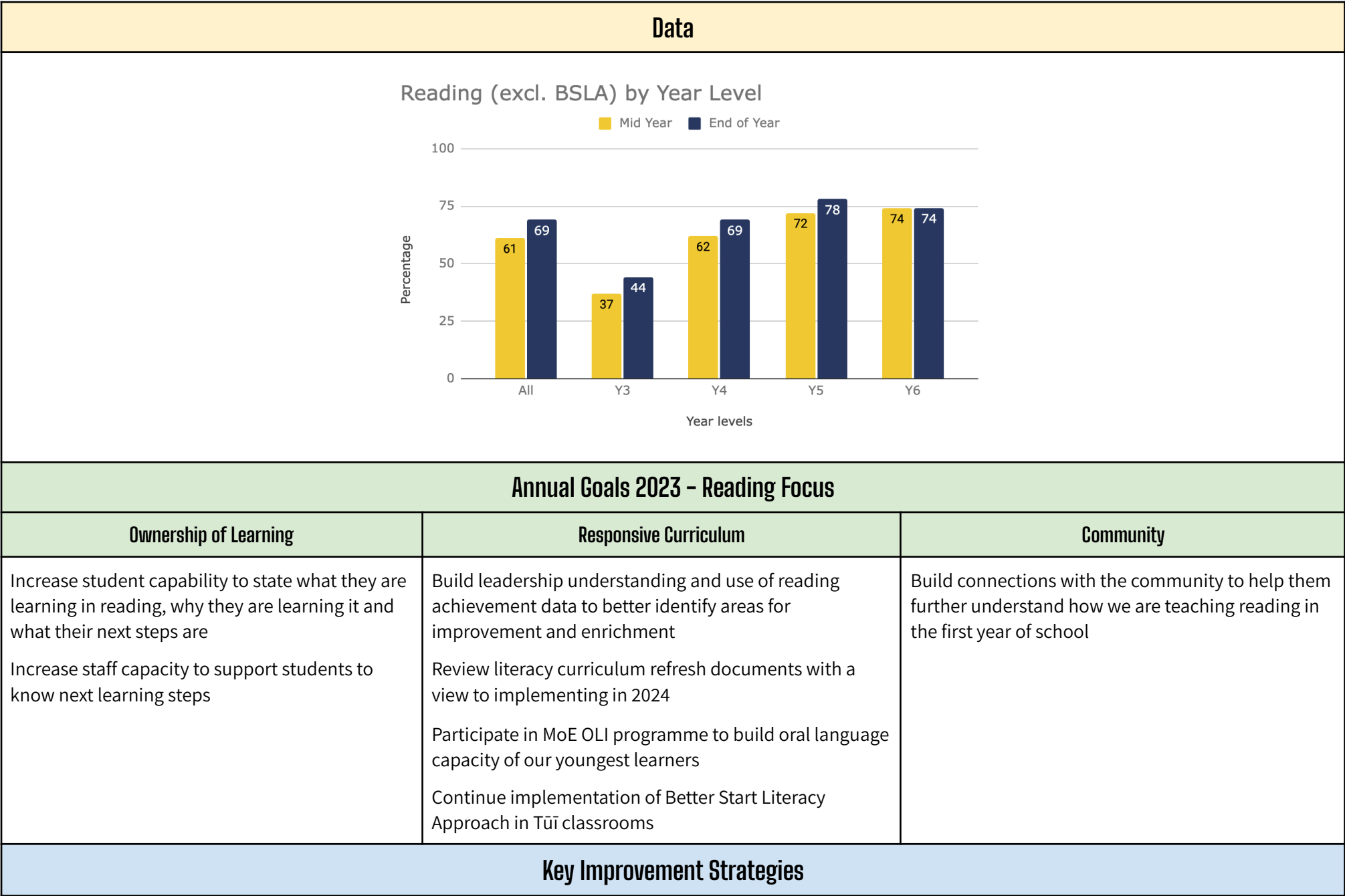
Annual Goals 2023 – Maths Focus				
Ownership of Learning			Responsive Curriculum	
Increase student capability to state what they are learning, why they are learning it and their next steps			Build leadership understand and use of maths achievement data to better identify areas for improvement and enrichment in classroom programmes	
			Participate in third year of MoE funded PD (DMIC) with a focus on formative assessment in all maths strands using culturally responsive assessment tasks	
Key Improvement Strategies				
	Who	Time	Progress Indicators	Evaluation
Shift the number of students by 10% working at the expected NZC level in Whole Number from 54% to at least 64%	All staff	2023	The maths overview has been redeveloped so that all of Term 1 is focused on Number/Fractions. This will help target the foundation skills that students need to know.	We achieved this in Number and Fractions. Students were at 72% in Number by the end of 2023.
Track Year 5 maths levels as they transition from Year 4	Nick	2023	Historical data on this cohort will be gathered to identify any trends that might give us more information.	At the end of 2023, Year 5s were achieving 63% in Number. At the end of 2022 Year 5s were achieving at 52%
Teachers are aware of student levels - both those that need to be shifted and those who need enrichment	Teachers TLs SLT	2023	Students will be at an accurate curriculum level and teachers will have provided students with the opportunity to access learning above their year level, through explicit teaching and resources such as ARBs.	This will continue to be a focus in 2024 as we are still reviewing how best to see this.
Leadership team to develop their eTap knowledge to develop data literacy in maths	Leadership	T1-3	Leadership will be able to supporting teachers to analyse and understand data found in assessments and how to use it to inform teaching practice	Leadership team has continued to grow in their capacity to use eTap. There is still work to do in this area however.
Students will be provided access to learning at a curriculum level above what is expected	Teachers TLs	2023	Teachers will have knowledge of the higher curriculum levels to meet their needs of their learners	Teachers are becoming more confident in their curriculum knowledge so as to ensure that higher levels of the

				curriculum are available to students.
Continue to prioritise moderation of maths strands	Teachers Teams Mentors	T2-4	Staff will be more comfortable when making a judgement on an assessment task that spans over multiple curriculum levels. Staff will be able to assess student work more accurately and confidently.	Moderation has taken place throughout the year, both during staff and team meetings but also in professional conversations between teachers.
Continue to build more culturally responsive practice in maths based on work with DMIC	Teachers	T1-4	Teachers will create maths tasks that reflect the cultures in their class and contextually during culture weeks	Formatively observed throughout the year & included in tasks, assessments and planning
Ensure DMIC and Assessment for Learning pedagogy is evident in planning and assessment	All	T1-4	DMIC teaching booklets are used where available and lessons are designed so that they are responsive to the contexts and cultures of the students	This was evident during planning checks & observations by facilitators.
Use PAT testing in Years 3-6 to act as a reference point for progress and achievement as well as a tool to determine gaps that need to be taught	Takahē Kākāpō	T1 & T4	PAT results will be used as baseline data in Term 1 and analysed. It will also act as another reference point for making reliable OTJs on students and ensuring we are giving full coverage to the Maths curriculum.	PAT was used twice and analysed for next steps. Further work to support teachers to access the data and know how to use information to better inform teaching will continue in 2024.
Ensure we have representation on the Kāhui Ako Maths group	ASL WSL (TBC)	2023	Farzana will be an active part of the Maths Project group and share learning back with Dominion Road School as well as with the Kāhui Ako.	Yes - Maths Project Group is led by our ASL

## Reading (excl. BSLA)

### Strategic Goals 2023

- Our students will have ownership of their learning
- Our curriculum will be responsive to the needs of our learners
- Our school community will be inclusive, welcoming & environmentally sustainable





What	Who	Time	Progress Indicators	Evaluation
Shift the number of students working at the expected NZC level to a 75%	All staff	2023	More students will be reading at the expected curriculum level	69% of students were reading at curriculum level. Good gains were made in Yr 5 & 6. We have work to do with Y3 students who will be in Y4 in 2024.
Track Year 5/6 reading levels, with a particular shift for Year 5 students who have moved from Year 4	Kākāpō Nick	2023	Identifying any students who are at risk of the 'Year 5 drop' and targeting reading strategies for those learners	We implemented a new programme called 'Agility with Sound' for some Year 6 students. This programme is used at the intermediate school and it did re-engage students who had not been so successful with their reading.
Teachers are noticing students reading ability in the class setting and adapting their teaching accordingly - without the need for assessments - that they are trusting their hunches	Teachers TLs SLT	2023	Students are reading at the correct level & getting extra support depending on level of need	Starting to happen in a more formative way and teachers are feeling more confident to shift a student from their observation rather than waiting to do a formal assessment.
Continue to implement University of Canterbury <i>Better Start Literacy Approach (BSLA)</i> in some junior classrooms	Tūi team Christine	2023	Benchmark assessments have been completed Lessons are being taught as part of a 10 week cycle Data is analysed after 10 weeks and used to inform next steps Tier 2 students are identified and supported by teacher aides	Three junior school teachers and two teacher aides trained in BSLA this year. The SENCO also trained as a facilitator Data was tracked for students at each checkpoint.
BSLA teachers to run parent information sessions on this reading approach	Tūi Christine/ Lesley	Term 1	Parents will understand our reading approach in the first year of school	One parent session was held in term 1 - we will change our approach to this next year as we are not getting the numbers to make a significant difference.
New Entrant teachers to meet with parents after BSLA benchmark assessments to go through next learning steps		Term 1 - Talanoa Term 2-4 ongoing	Parents will be informed about their child's literacy entry level and ways they can support their child at home	This did not happen - put back as a goal next year

Takahe teachers will incorporate Phonics Plus resources and phonemic awareness lesson into their literacy programmes. Teacher Aide will run a small support group each day for those students who need extra support	Tūi & Takahē teams Christine Jessica	Term 1-4	More phonemic awareness in Yr 3/4 cohort. Tier 2 groups will be run by teacher aides in Yr 3 and Yr 2 Those students who are behind the expected levels will get extra support	Teacher aides in training did take two tier 2 groups but this needs to be monitored more closely next year and Tier 2 students identified earlier Yr 3/4 teachers to train in BSLA in 2024.
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## Resourcing

- Picture books for BSLA
- Continue to source and organise new readers in the bookroom
- BSLA resources made up for classroom use
- Two days per BSLA training teacher for assessment (funded by UoC) - 4 teachers in training
- Time - parent meetings, BSLA training sessions

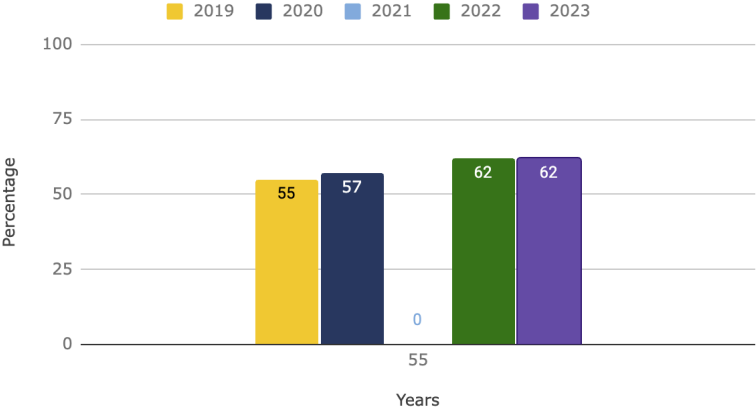
## Writing

### Strategic Goals

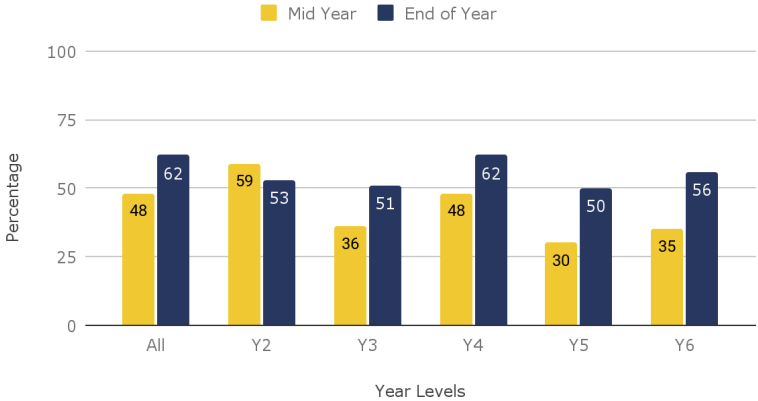
- Our students will have ownership of their learning
- Our curriculum will be responsive to the needs of our learners
- Our school community will be inclusive, welcoming & environmentally sustainable

### Data

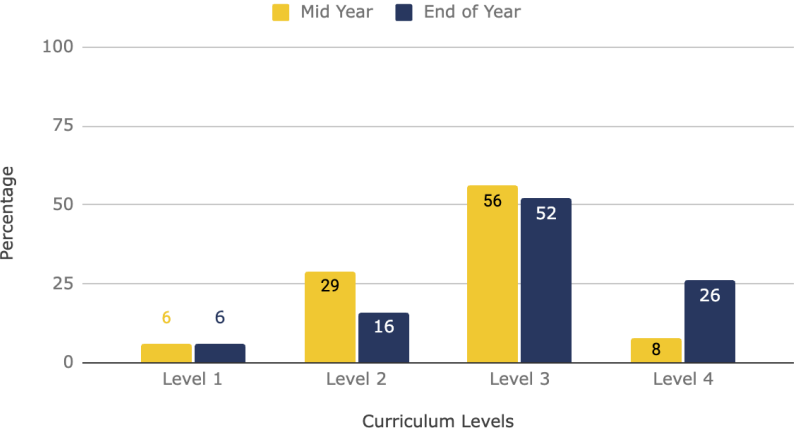
Writing Shifts Over Time



Writing by Year Level



Year 6 Writing Shifts



Annual Goals 2023 - Writing Focus

Ownership of Learning

Responsive Curriculum

Increase student capability to state what they are learning in writing, why they are learning it and what their next steps are

Review and develop oral language competence in being able to articulate next steps to others

Review literacy curriculum refresh documents with a view to implementing in 2024

Continue to build leadership use of achievement data to better identify areas for improvement and enrichment in classroom programmes

### Key Improvement Strategies

What	Who	Time	Progress Indicators	Evaluation
Shift the number of students working at the expected NZC level to 70%	All staff	2023	Unpacking data and increasing student engagement in writing. Writing mid year is shared and discussed and moderation will have taken place across the school. Students will be tracked using Accelerated Learning Plans by teachers and teams and teachers will be able to discuss their students and be aware of who needs an extra 'push' to reach their target curriculum level.	Overall 62% of students were at curriculum level. Since 2019 we have made gains in increasing student achievement in Writing. It is our focus for growth in 2024.
Teachers are aware of student levels - both those that need to be shifted and those who need enrichment	Teachers TLs SLT	2023	Teachers will have a more in depth knowledge of their students' levels. This will be evident by teachers being able to identify what students need to shift to the next level, including what students who need enrichment need to focus on. Student evidence of this will be seen by students being able to talk to their next steps and self monitoring their goals.	We had an increasing number of students being extended into higher curriculum levels than expected, particularly our Year 6 students.
Track Year 6 writing levels	Nick Kākāpō	T1-3	Student levels will be tracked and gaps identified. Those who need more support in class will be given it.	Year 6 writers were tracked by teachers throughout the year. Some good gains made by a number of students at Level 3 and 4 of the curriculum (see graph above).
Ensure across school writing moderation in	Nick	T2	Moderation will have taken place mid year as a	Writing moderation took place both at a

Term 2 and Term 4			whole staff and within teams at other times so that as a staff we are making judgements that are consistent	staff meeting and at a team level. Judgements were consistent among staff and new teachers were involved in professional learning conversations. Based on learning and feedback from the high school in our Kāhui Ako we will review our writing assessment and moderation practices in 2024.
Students are able to talk about their next steps in writing and know how to achieve these	Teachers	T2-4	Students will be able to talk about what they need to focus on next in their writing and evidence can be seen of this in their writing progress. This will be seen at Learner Led/3 Way Conferences.	This has been an area of growth and will continue to develop this in 2024.
Review of the writing pencils and language used	Nick WSL Literacy lead	2023	Language will be child-friendly and accessible to learners across the school	Some classes are using these especially those in the senior school - we will be reviewing their use in 2024.
<b>Resourcing</b>				
<ul style="list-style-type: none"> <li>• Time in Term 2 and Term 4 staff meeting for moderation</li> <li>• Time in Leadership &amp; team meetings to analyse data in eTap</li> <li>• Further Writing PD will be given in 2024</li> </ul>				



# Dominion Road School

*He Maunga Teitei*

14 Quest Terrace,  
Mt Roskill, Auckland 1041

**PHONE:** 09 621 0155

**EMAIL:** [office@dominionrd.school.nz](mailto:office@dominionrd.school.nz)

**WEBSITE:** [dominionrd.school.nz](http://dominionrd.school.nz)

1 February 2024

Dominion Road School belongs to the Mt Roskill Cluster of schools. This cluster works with Sport Auckland to provide a range of sporting activities for our students throughout the year.

In 2023 Dominion Road School received total Kiwisport funding of \$3981.15.

The money received from the Kiwisport Government funded initiative was used to support students' participation in organised sport and contributed towards the cost of a Community Sport Coordinator for the Roskill cluster.

Yours sincerely

Lesley Mitchell  
Principal  
Dominion Road School



# Dominion Road School

## He Maunga Teitei

14 Quest Terrace,  
Mt Roskill, Auckland 1041

PHONE: 09 621 0155

EMAIL: office@dominionrd.school.nz

WEBSITE: dominionrd.school.nz

### Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2023.

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

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<i>Yes as per policy</i>
What is in your equal employment opportunities programme?  How have you been fulfilling this programme?	<i>As per our policy on School Docs</i>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>At least 3 people are on the selection and interviewing panel to select the most suitable candidate for the job. The selection is made based on skills, experience, qualifications and aptitude and the panel needs to reach a consensus on the successful candidate.</i>
How are you recognising,  <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>	<i>As per our EEO policy on School Docs</i>
How have you enhanced the abilities of individual employees?	<i>Having a culture of strong trust and collaboration. Providing opportunities for leadership, professional development and growth, coaching and mentoring, regular meetings &amp; check ins, school wide professional development in line with our strategic plan, open door policy for all staff</i>
How are you recognising the employment requirements of women?	<i>As above</i>
How are you recognising the employment requirements of persons with disabilities?	<i>As above</i>

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?	if required	
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 board assurance as per school docs schedule	
Does your EEO programme/policy set priorities and objectives?	if required	



# Giving Effect to Te Tiriti o Waitangi at Dominion Road School

## Board Level

- Understand the school's position as crown agents & affirm Māori as tangata whenua
- Ensure the school's plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, & te Ao Māori & consult on this
- Support the growth of te reo and tikanga capability of its employees
- Achieve equitable outcomes for Māori akonga
- Seek Māori representation on the board & engage in a shared decision making process
- Ensure Māori have the same rights & opportunities as non-māori

## School Level

- Ensure the curriculum reflects local tikanga Māori, te Ao Māori & mātauranga Māori
- Identify and remove educational barriers for Māori learners
- Ensure that all ākonga (Māori and non-Māori) achieve the same level of success in their learning.
- Take all reasonable steps to make instruction available in tikanga Māori and te reo Māori
- Ensure Māori have the same rights & opportunities as non-māori
- Ensure teachers are upskilling in their use & understanding of te reo & tikanga Māori

## Teacher level

- Have a comprehensive knowledge of te Tiriti o Waitangi & make it part of one's teaching practice, teaching the Aotearoa NZ histories curriculum correctly and often
- Use and pronounce te reo Māori accurately every day
- Affirm Māori learners as tangata whenua and support their educational aspirations
- Ensure Māori have the same rights & opportunities as non-māori
- Protect the tikanga, language, identity & culture of all Māori students



## Independent Auditor's Report

### To the readers of Dominion Road School's Financial statements For the year ended 31 December 2023

**RSM Hayes Audit**

PO Box 9588  
Newmarket, Auckland 1149  
Level 1, 1 Broadway  
Newmarket, Auckland 1023

T +64 (9) 367 1656

[www.rsmnz.co.nz](http://www.rsmnz.co.nz)

The Auditor-General is the auditor of Dominion Road School (the School). The Auditor-General has appointed me, Colin Henderson, 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 2 to 18, that comprise the statement of financial position as at 31 December 2023, 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 2023; 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 4 June 2024. 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.

**THE POWER OF BEING UNDERSTOOD**  
ASSURANCE | TAX | CONSULTING



## 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.

## 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, statement of variance, compliance with good employer requirements, giving effect to Te Tiriti o Waitangi 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 Dominion Road School.

A handwritten signature in blue ink that reads 'Colin Henderson'.

**Colin Henderson**  
RSM Hayes Audit  
On behalf of the Auditor-General  
Auckland, New Zealand





Dominion Road  
School

*He Maunga Teitei*

# ANNUAL REPORT

**FOR THE YEAR ENDED 31 DECEMBER 2023**

## School Directory

<b>Ministry Number:</b>	<b>1261</b>
<b>Principal:</b>	Lesley Mitchell
<b>School Address:</b>	16 Quest Terrace, Mount Roskill, Auckland 1041
<b>School Postal Address:</b>	15 Quest Terrace, Mount Roskill, Auckland 1041
<b>School Phone:</b>	09 621 0155
<b>School Email:</b>	lesleym@dominionrd.school.nz
<b>Accountant / Service Provider:</b>	Canterbury Education Services (CES)

# Dominion Road School

## Members of the Board

For the year ended 31 December 2023

Name	Position	How Position Gained	Term Expires
Natalie Write	Presiding Member	Re-elected Sept 2022	Aug-25
Leslie Mitchell	Ex-Officio		
Celine Achermann	Parent Repreesntative	Elected Sept 2022	Aug-25
Rasha Allawnah	Parent Repreesntative	Elected Sept 2022	Aug-25
Laree Anderson	Parent Repreesntative	Selected Aug 2023	Aug-25
Kiri David	Parent Repreesntative	Co-opted Dec 2023	Aug-25
Anu Pollitt	Staff Representative	Re-elected Sept 2022	Aug-25
			<b>Resigned</b>
Juan Pablo Reyes van Bebber	Parent Representative	Elected Sept 2022	May-23
Thomas Hinton	Parent Representative	Elected Sept 2022	Dec-23

# DOMINION ROAD SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

## Index

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<a href="#">2</a>	Statement of Comprehensive Revenue and Expense
<a href="#">3</a>	Statement of Changes in Net Assets/Equity
<a href="#">4</a>	Statement of Financial Position
<a href="#">5</a>	Statement of Cash Flows
<a href="#">6-18</a>	Notes to the Financial Statements
	Independent Auditor's Report
	<b>Other Information</b>
	Analysis of Variance
	Kiwisport
	Statement of Compliance with Employer Policy
	Giving Effect to Te Tiriti o Waitangi

# Dominion Road School

## Statement of Responsibility

For the year ended 31 December 2023

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 2023 fairly reflects the financial position and operations of the school.

The School's 2023 financial statements are authorised for issue by the Board.

Natalie Wright

Full Name of Presiding Member

DocuSigned by:  
*Natalie Wright*  
CE39D5A6C13444E...

Signature of Presiding Member

01 June 2024

Date:

Lesley Mitchell

Full Name of Principal

DocuSigned by:  
*Lesley Mitchell*  
1AF5369B462C49C...

Signature of Principal

31 May 2024

Date:



**Dominion Road School**  
**Statement of Comprehensive Revenue and Expense**  
For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Revenue</b>				
Government Grants	2	3,610,157	3,177,632	3,279,786
Locally Raised Funds	3	106,442	121,250	129,514
Interest		35,720	9,000	12,482
<b>Total Revenue</b>		3,752,319	3,307,882	3,421,782
<b>Expense</b>				
Locally Raised Funds	3	17,109	30,250	42,506
Learning Resources	4	2,053,377	1,894,926	1,919,799
Administration	5	171,235	189,172	182,273
Interest		2,582	1,916	1,969
Property	6	1,251,378	1,191,377	1,158,347
Loss on Disposal of Property, Plant and Equipment		8,759	-	5,116
<b>Total Expense</b>		3,504,440	3,307,641	3,310,010
<b>Net Surplus / (Deficit) for the year</b>		247,878	241	111,772
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		247,878	241	111,772

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

Dominion Road School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		1,014,275	1,014,275	891,568
Total comprehensive revenue and expense for the year		247,878	241	111,772
Contributions from MOE - Te Mana Tuhono		20,647	-	-
Contributions to the Ministry of Education - Hall		(112,735)	-	-
Contribution - Furniture and Equipment Grant		241	-	10,935
Equity at 31 December		1,170,306	1,014,516	1,014,275
Accumulated comprehensive revenue and expense		1,170,306	1,014,516	1,014,275
Equity at 31 December		1,170,306	1,014,516	1,014,275

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.

# Dominion Road School

## Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	338,690	254,357	248,475
Accounts Receivable	8	161,848	879,434	137,189
GST Receivable		4,631	5,440	5,440
Prepayments		27,464	4,799	4,799
Painting Contract Asset	15	10,870	10,870	10,870
Inventories	9	1,970	843	843
Investments	10	554,386	484,322	484,322
		1,099,859	1,640,065	891,938
<b>Current Liabilities</b>				
Accounts Payable	12	178,098	927,245	185,382
Revenue Received in Advance	13	6,661	-	1,495
Provision for Cyclical Maintenance	14	-	83,250	86,475
Finance Lease Liability	16	13,506	13,181	10,093
Funds held in Trust	17	13,744	14,744	14,744
Funds held for Capital Works Projects	18	-	-	5,578
		212,009	1,038,420	303,767
<b>Working Capital Surplus/(Deficit)</b>		887,850	601,645	588,171
<b>Non-current Assets</b>				
Painting Contract Asset	15	43,478	43,478	54,348
Property, Plant and Equipment	11	337,771	432,034	475,808
		381,249	475,512	530,156
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	81,822	45,849	91,479
Finance Lease Liability	16	16,971	16,792	12,573
		98,793	62,641	104,052
<b>Net Assets</b>		1,170,306	1,014,516	1,014,275
<b>Equity</b>		1,170,306	1,014,516	1,014,275

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

# Dominion Road School

## Statement of Cash Flows

For the year ended 31 December 2023

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		802,669	786,103	870,444
Locally Raised Funds		106,008	117,255	150,205
International Students		-	2,500	-
Goods and Services Tax (net)		809	-	(10,714)
Payments to Employees		(385,485)	(421,409)	(450,574)
Payments to Suppliers		(317,159)	(428,748)	(359,330)
Interest Paid		(2,582)	(1,916)	(1,969)
Interest Received		33,573	9,000	12,482
Net cash from/(to) Operating Activities		237,833	62,785	210,544
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(81,421)	(41,232)	(38,191)
Purchase of Investments		(70,064)	-	-
Proceeds from Sale of Investments		-	-	14,098
Net cash from/(to) Investing Activities		(151,485)	(41,232)	(24,093)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		241	-	10,935
Contributions from / (Distributions to) Ministry of Education		20,648	-	-
Finance Lease Payments		(10,444)	(10,093)	(5,953)
Painting Contract Prepayment		-	-	(100,830)
Funds Administered on Behalf of Other Parties		(6,578)	(5,578)	(147,206)
Net cash from/(to) Financing Activities		3,867	(15,671)	(243,054)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>90,215</b>	<b>5,882</b>	<b>(56,603)</b>
Cash and cash equivalents at the beginning of the year	7	248,475	248,475	305,078
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>338,690</b>	<b>254,357</b>	<b>248,475</b>

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense and other notional items 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.

# Dominion Road School

## Notes to the Financial Statements

### For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

*Reporting Period*

The financial statements have been prepared for the period 1 January 2023 to 31 December 2023 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.

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.

***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 are 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 material.

**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	20 years
Furniture and equipment	5-10 years
Information and communication technology	4 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

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

**j) 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.

**k) 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 and 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 surplus or deficit in the period in which they arise.

**l) 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 or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are 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.

**m) 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.



**n) Provision for Cyclical Maintenance**

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

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

The School carries out painting maintenance of the whole school over 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.

**o) 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.

**p) 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.

**q) Budget Figures**

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

**r) 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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	653,433	660,989	690,170
Teachers' Salaries Grants	1,725,975	1,449,443	1,462,193
Use of Land and Buildings Grants	1,058,704	941,700	941,700
Other Government Grants	172,046	125,500	185,723
	<u>3,610,157</u>	<u>3,177,632</u>	<u>3,279,786</u>

The school has opted in to the donations scheme for this year. Total amount received was \$40,842.

## 3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Revenue</b>			
Donations & Bequests	3,097	4,000	5,987
Fees for Extra Curricular Activities	3,745	8,900	14,353
Trading	48,975	48,400	51,293
Fundraising & Community Grants	38,428	46,450	48,860
Other Revenue	12,197	11,000	9,021
International Student Fees	-	2,500	-
	<u>106,442</u>	<u>121,250</u>	<u>129,514</u>
<b>Expense</b>			
Extra Curricular Activities Costs	7,086	17,700	31,984
Trading	8,514	10,950	9,242
Fundraising and Community Grant Costs	1,509	1,100	1,168
International Student - Other Expenses	-	500	112
	<u>17,109</u>	<u>30,250</u>	<u>42,506</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>89,333</u>	<u>91,000</u>	<u>87,008</u>

**4. Learning Resources**

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Curricular	17,710	32,707	17,406
Equipment Repairs	-	800	257
Information and Communication Technology	14,345	30,850	27,902
Library Resources	1,264	2,150	2,007
Employee Benefits - Salaries	1,915,259	1,690,513	1,735,930
Staff Development	16,168	35,500	26,222
Depreciation	88,633	102,406	110,075
	<u>2,053,377</u>	<u>1,894,926</u>	<u>1,919,799</u>

During the year the Principal attended a professional development trip to Samoa as part of the Tautai Le Moana Principals' group 2022 cohort and was invited to visit schools in Samoa to gain cultural knowledge and provide professional development to educators in Samoan Schools. The trip was approved by the Board and the cost was \$1,696. (2022 None)

**5. Administration**

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Audit Fees	7,950	7,950	7,710
Board Fees	3,345	4,000	3,325
Board Expenses	4,806	7,250	5,582
Communication	2,685	3,800	3,393
Consumables	6,954	10,100	7,057
Other	8,161	11,840	7,713
Postage	191	150	46
Employee Benefits - Salaries	121,694	126,783	133,131
Insurance	5,662	6,612	4,509
Service Providers, Contractors and Consultancy	9,787	10,687	9,807
	<u>171,235</u>	<u>189,172</u>	<u>182,273</u>

**6. Property**

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Caretaking and Cleaning Consumables	16,612	17,000	14,317
Consultancy and Contract Services	38,469	40,000	38,400
Cyclical Maintenance	(17,917)	37,620	47,175
Grounds	13,944	24,100	15,299
Heat, Light and Water	36,643	36,800	35,718
Rates	136	400	351
Repairs and Maintenance	44,728	31,200	17,833
Use of Land and Buildings	1,058,704	941,700	941,700
Security	10,698	9,000	7,758
Employee Benefits - Salaries	49,361	53,557	39,796
	<u>1,251,378</u>	<u>1,191,377</u>	<u>1,158,347</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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Bank Accounts	338,690	254,357	248,475
Cash and cash equivalents for Statement of Cash Flows	338,690	254,357	248,475

Of the \$338,690 Cash and Cash Equivalents, \$13,244 is held by the School on behalf of a cluster of schools in relation to Kahui Ako (CoL) and \$500 bonds.

8. Accounts Receivable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Receivables from the Ministry of Education	28,025	-	-
Interest Receivable	8,105	5,958	5,958
Teacher Salaries Grant Receivable	125,718	873,476	131,231
	161,848	879,434	137,189
Receivables from Exchange Transactions	8,105	5,958	5,958
Receivables from Non-Exchange Transactions	153,743	873,476	131,231
	161,848	879,434	137,189

9. Inventories

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Stationery	160	113	113
School Uniforms	1,810	730	730
	1,970	843	843

10. Investments

The School's investment activities are classified as follows:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Asset			
Short-term Bank Deposits	554,386	484,322	484,322
Total Investments	554,386	484,322	484,322

**11. Property, Plant and Equipment**

	Opening Balance (NBV)	Additions	Disposals	MOE Cont	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Building Improvements	284,572	8,428	(15,069)	(112,736)	(21,668)	<b>143,527</b>
Furniture and Equipment	101,653	20,939			(26,020)	<b>96,572</b>
Information and Communication Technology	58,387	25,445			(25,237)	<b>58,595</b>
Leased Assets	21,149	21,906			(14,242)	<b>28,813</b>
Library Resources	10,047	1,723	(40)		(1,466)	<b>10,264</b>
						-
<b>Balance at 31 December 2023</b>	<b>475,808</b>	<b>78,441</b>	<b>(15,109)</b>	<b>(112,736)</b>	<b>(88,633)</b>	<b>337,771</b>

The following note can be used for each class of asset that are held under a finance lease:

*Restrictions*

With the exception of the contractual restrictions related to the above noted finance leases, 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.

	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	309,052	(165,525)	<b>143,527</b>	783,861	(499,289)	<b>284,572</b>
Furniture and Equipment	349,936	(253,364)	<b>96,572</b>	370,398	(268,745)	<b>101,653</b>
Information and Communication Technology	197,144	(138,550)	<b>58,594</b>	174,913	(116,526)	<b>58,387</b>
Leased Assets	69,881	(41,067)	<b>28,814</b>	72,514	(51,365)	<b>21,149</b>
Library Resources	33,040	(22,776)	<b>10,264</b>	31,398	(21,351)	<b>10,047</b>
<b>Balance at 31 December 2023</b>	<b>959,053</b>	<b>(621,282)</b>	<b>337,771</b>	<b>1,433,084</b>	<b>(957,276)</b>	<b>475,808</b>

**12. Accounts Payable**

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Creditors	37,457	13,939	13,937
Accruals	7,950	7,710	7,710
Banking Staffing Overuse	-	-	385
Employee Entitlements - Salaries	126,140	899,803	157,557
Employee Entitlements - Leave Accrual	6,551	5,793	5,793
	<b>178,098</b>	<b>927,245</b>	<b>185,382</b>
Payables for Exchange Transactions	178,098	927,245	185,382
	<b>178,098</b>	<b>927,245</b>	<b>185,382</b>

The carrying value of payables approximates their fair value.

**13. Revenue Received in Advance**

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Grants in Advance - Ministry of Education	5,600	-	-
Other revenue in Advance	1,061	-	1,495
	<u>6,661</u>	<u>-</u>	<u>1,495</u>

**14. Provision for Cyclical Maintenance**

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Provision at the Start of the Year	177,954	177,954	210,678
Increase to the Provision During the Year	52,546	37,620	47,175
Use of the Provision During the Year	148,678	(86,475)	(127,787)
Provision at the End of the Year	<u>81,822</u>	<u>129,099</u>	<u>177,954</u>
Cyclical Maintenance - Current	-	83,250	86,475
Cyclical Maintenance - Non current	81,822	45,849	91,479
	<u>81,822</u>	<u>129,099</u>	<u>177,954</u>

Per the cyclical maintenance schedule, the school is next expected to undertake painting works during 2025. This plan is based on the schools 10 Year Property plan

**15. Painting Contract Asset**

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
	<u>54,348</u>	<u>54,348</u>	<u>65,218</u>

In 2021 the Board signed a new agreement with Programmed Maintenance Services Ltd (the contractor) for an agreed programme of work covering a seven year period. The programme provided for exterior repaint of the Ministry owned buildings in 2022, with regular maintenance and interior painting in subsequent years. The agreement entered into was based on a fixed upfront cost in return for work scheduled in the following seven years, on the basis that there would be no extra costs and no index linking of costs being applied.

**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:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	15,934	11,796	11,796
Later than One Year and no Later than Five Years	18,712	31,317	13,917
Later than Five Years	(4,169)	(13,140)	(3,047)
	<u>30,477</u>	<u>29,973</u>	<u>22,666</u>
<b>Represented by</b>			
Finance lease liability - Current	13,506	13,181	10,093
Finance lease liability - Non current	16,971	16,792	12,573
	<u>30,477</u>	<u>29,973</u>	<u>22,666</u>

**17. Funds held in Trust**

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	13,744	14,744	14,744
	<u>13,744</u>	<u>14,744</u>	<u>14,744</u>

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expense 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 9.

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
MOE Project - ILE & Toilet Upgrades	5,578	-	(6,923)	1,345	-
Asphalt/Fale	-	18,387	(18,748)	361	-
Misc Projects	-	8,229	(8,229)		-
Totals	<u>5,578</u>	<u>26,616</u>	<u>(33,900)</u>	<u>1,706</u>	<u>-</u>

**Represented by:**

Funds Held on Behalf of the Ministry of Education					-
Funds Receivable from the Ministry of Education					-
2022	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
MOE Project - ILE & Toilet Upgrades	16,469	7,500	(18,391)		5,578
Totals	<u>16,469</u>	<u>7,500</u>	<u>(18,391)</u>	<u>-</u>	<u>5,578</u>

**Represented by:**

Funds Held on Behalf of the Ministry of Education	5,578
Funds Receivable from the Ministry of Education	-

19. 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.

20. Remuneration

Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
Board Members Remuneration	3,345	3,325
Leadership Team Remuneration	380,620	350,650
Full-time equivalent members	3	3
Total key management personnel remuneration	383,965	353,975

There are 6 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. The Board also has Finance and Property committees 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:

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150-160	140-150
Benefits and Other Emoluments	0-5	0-5

Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100-110	8.00	3.00
110-120	1.00	0.00
	9.00	3.00

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



## 21. 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:

	2023 Actual	2022 Actual
Total	-	-
Number of People	-	-

## 22. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: 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 continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts of specific individuals, as such, this is expected to resolve the liability for school boards.

## 23. Commitments

### (a) Capital Commitments

At 31 December 2023, the Board had no capital commitments (2022:\$5,578)

## 24. 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

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Cash and Cash Equivalents	338,690	254,357	248,475
Receivables	161,848	879,434	137,189
Investments - Term Deposits	554,386	484,322	484,322
Total financial assets measured at amortised cost	1,054,924	1,618,113	869,986

### Financial liabilities measured at amortised cost

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Payables	178,098	927,245	185,382
Finance Leases	30,477	29,973	22,666
Painting Contract Liability	54,348	54,348	65,218
Total financial liabilities measured at amortised cost	262,923	1,011,566	273,266

## 25. Events After Balance Date

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



## Independent Auditor's Report

### To the readers of Dominion Road School's Financial statements For the year ended 31 December 2023

**RSM Hayes Audit**

PO Box 9588  
Newmarket, Auckland 1149  
Level 1, 1 Broadway  
Newmarket, Auckland 1023

T +64 (9) 367 1656

[www.rsmnz.co.nz](http://www.rsmnz.co.nz)

The Auditor-General is the auditor of Dominion Road School (the School). The Auditor-General has appointed me, Colin Henderson, 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 2 to 18, that comprise the statement of financial position as at 31 December 2023, 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 2023; 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 4 June 2024. 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.

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## 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.

## 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, statement of variance, compliance with good employer requirements, giving effect to Te Tiriti o Waitangi 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 Dominion Road School.

A handwritten signature in blue ink that reads 'Colin Henderson'.

**Colin Henderson**  
RSM Hayes Audit  
On behalf of the Auditor-General  
Auckland, New Zealand



# Analysis of Variance Reporting

## Dominion Road School 2023



<b>School Name:</b>	Dominion Road School	<b>School Number:</b>	1261
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<b>Strategic Aim:</b>	<b>Our students will have ownership over their learning</b>
<b>Annual Aim:</b>	<ol style="list-style-type: none"> <li>1. Increase student capability to state what they are learning, why they are learning it and their next steps to a wider audience, eg: whānau</li> <li>2. Build on teacher use of Assessment for Learning strategies using the area of PE as a context</li> <li>3. Share a collective responsibility to raise overall school attendance</li> <li>4. Review reporting system for students under BSLA</li> <li>5. Further develop curiosity projects &amp; other special interest groups as options for students to learn new skills and follow passions</li> <li>6. Provide further opportunities for student leadership within the school with an explicit focus on developing House leaders' profile</li> <li>7. Continue to embed effective play based learning both inside and outside the classroom</li> </ol>
<b>Target:</b>	<p>Students able to talk about their learning/Student interviews</p> <p>Observation of AFL strategies in classes &amp; student voice</p> <p>70% of the students attending 85% of the time - Govt benchmark</p> <p>Data able to be used effectively to measure learning outcomes</p> <p>Curiosity projects embedded</p> <p>Student led events observed</p> <p>Increased student leadership across the school</p> <p>Evidence of unstructured, free play around the school</p>
<b>Baseline Data:</b>	<p>Term 4, 2022 - <a href="#">Student Voice on AFL strategies</a></p> <p>Beginning of 2023 - Attendance Data from EveryDay Matters</p> <p>Baseline data for BSLA students from UoC site</p> <p>Current leadership opportunities</p>

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Set Collaborative Inquiries in the curriculum area of PE to increase teacher use of Assessment for Learning strategies and assess impact on student language</p> <p>(Items 1 &amp; 2)</p>	<p>Collaborative Inquiries were set up in teams to use PE as a context for AFL. Initially there was more emphasis on PE as opposed to the use of AFL strategies but with more regular check ins the focus changed</p> <p>Using the context of PE proved useful to practise the use of AFL language to increase student motivation and interest in improvement in PE skills</p>	<p>Initial confusion over the purpose of the collaborative inquiry. This was addressed early due to seeking clarity around the goal in our meetings and teacher check ins</p>	<p>At the end of the year student voice data revealed that</p> <p>54% of the students knew what success criteria was/meant</p> <p>52% of students reported that they were using reflection in classroom</p> <p>70% of students could identify at least one area of focus/next step</p> <p>This was an improvement on data taken earlier in the year</p>

	<p>Student Voice was gathered at the beginning and end of year and improvements were noted</p> <p>Some teachers showed better understanding and use of the language for Assessment for Learning and there was some variance in the regularity of its use</p>		<p>Next steps for 2024 have been identified as using a shared language across the school so that students are familiar with it no matter what level of schooling they are at</p>
Started to look at ways to improve attendance (Item 3)	<p>This became a Kāhui Ako focus as the year progressed and with it came the establishment of the Pacific Young Leaders Programme (PYL) with Global Hope Mission</p> <p>Banners and images were created for placing into school newsletters</p> <p>Some families were still travelling overseas for extended periods of time to reunite with family members</p>	<p>Kāhui received some extra money for an attendance initiative - hopefully this will gain further traction in 2024</p> <p>Families away for whole terms impacted on attendance data</p>	<p>Continue to work with GHM on getting into homes</p> <p>Kāhui Ako to continue to work on attendance as a priority for our group of schools</p>
Partially established a way of transferring BSLA data across to SMS (Item 4)	<p>Our student management system did not quite make this process easy, with all entries completed manually</p> <p>We need to find a better way to do this as it takes a lot of time, there are too many columns that do not mean a lot unless someone is familiar with BSLA</p>	SMS not able to automatically read UoC data from their data base - still manual at this stage	Keep looking into how to best transfer this data to Etap and the best way to report it against reading achievement goals
Continued to provide curiosity projects & built on other special interest & leadership groups across the school (Item 5 & 6)	<p>The Collaborative Council led the fale project this year with great success.</p> <p>As above, a Pacific Young Leaders Group was established</p> <p>We had two lots of curiosity projects with the final one being particularly useful for preparing for our cultural day</p>	N/A	<p>Continue with Curiosity projects but return to whole school projects if possible</p> <p>Have a focus on the Visual Arts as this is an area of need</p> <p>Having curiosity projects before our Term 4 cultural day was successful in having more groups presenting on stage</p>
Increased resources for learning through play and introduced loose parts play (Item 7)	<p>The two NE classes made a good start with this and MOE completed an oral language study during this time (OLI project).</p> <p>More and more we are finding our 5 year olds are needing this time in their school day to be able to play and work together, problem solve and be the curious and creative individuals that they are</p> <p>A Loose Parts Play shed was built and materials sourced but it requires someone to oversee it and keep adding materials to sustain interest. Having a curiosity project around Loose Parts Play was a good introduction to exploratory play during break times</p>		<p>Continue with play based learning in the New Entrant class. Learning through Play supports many aspects of our Mitey programme and the key competencies</p> <p>Find a Loose Parts Play champion to re-engage student interest, everyone be responsible for making it a successful lunchtime activity</p>

**Planning for next year:**

- More emphasis on the use of common AFL language across the school
- Continue to refine how we view and use BSLA data at whole school level, and how we transfer it to Etap
- Look at ways to further embed loose parts play and other student engagement initiatives in the playground and sustain these
- Have a more school specific focus on attendance and in particular its impact on students who are not progressing as they should

Strategic Aim: 2	Our curriculum will be responsive to the needs of our learners
Annual Aim:	<ol style="list-style-type: none"> <li>1. Have a school wide &amp; Kāhui focus on integrating the Aotearoa Histories curriculum into school's local curriculum building teacher capacity to teach the new content</li> <li>2. Review this year's Curriculum Refresh documents with a view to implementing in 2024</li> <li>3. Review &amp; Revise Planning &amp; Reporting in line with legislation due to come into effect in 2024</li> <li>4. Participate in MOE Oral Language Programme to build oral language capacity of our youngest learners</li> <li>5. Continue to build leadership capacity to use assessment information to identify areas for improvement &amp; enrichment</li> <li>6. Train all junior school teachers &amp; A.P. in Better Start Literacy Approach</li> <li>7. Participate in 3rd year of MOE funded Maths PD (DMIC) with a focus on assessment</li> <li>8. Review our tamariki's knowledge and perceptions of the use of te reo Māori &amp; tikanga in the school and use this information to develop our te reo progressions for teaching</li> </ol>
Target:	<p>Histories curriculum implemented</p> <p>Use NZCER Te Reo Assessment to gauge level of te reo in students in Yrs 4-6</p> <p>All junior school teachers trained in BSLA</p>
Baseline Data:	<p>Te Reo levels in school from the Te Reo Assessment to establish what further work needs to be done in this space</p> <p>Oral language baseline assessments</p> <p>Previous strategic plans and community consultation for strategic plan</p> <p>Teacher capability in BSLA prior to commencing training</p>

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
Had a school wide & Kāhui focus on integrating the Aotearoa Histories curriculum into school's local curriculum building teacher capacity to teach the new content (Item 1)	<p>We have led the way with our kāhui ako in this area trialling te tiriti curriculum materials and weaving in many aspects of the ANZH curriculum into the school year</p> <p>We spent more time on the Social Sciences Curriculum this year to see where ANZH curriculum fit into the overall curriculum</p>	<p>We had hoped other schools might do as much work as we have on Te Tiriti trialling of resources but this did not occur. However, this did not stop the kāhui project group from starting to work on localised progressions</p>	Continue to work on the local curriculum embedding progressions of the social science curriculum into our context
Reviewed English and Maths Curriculum documents (Item 2)	We had one teacher only day on the English and Maths curriculum documents but with the elections bringing about a change in the	Change in government has delayed work on the English and maths curriculum	We will wait to see what directives come our way in 2024

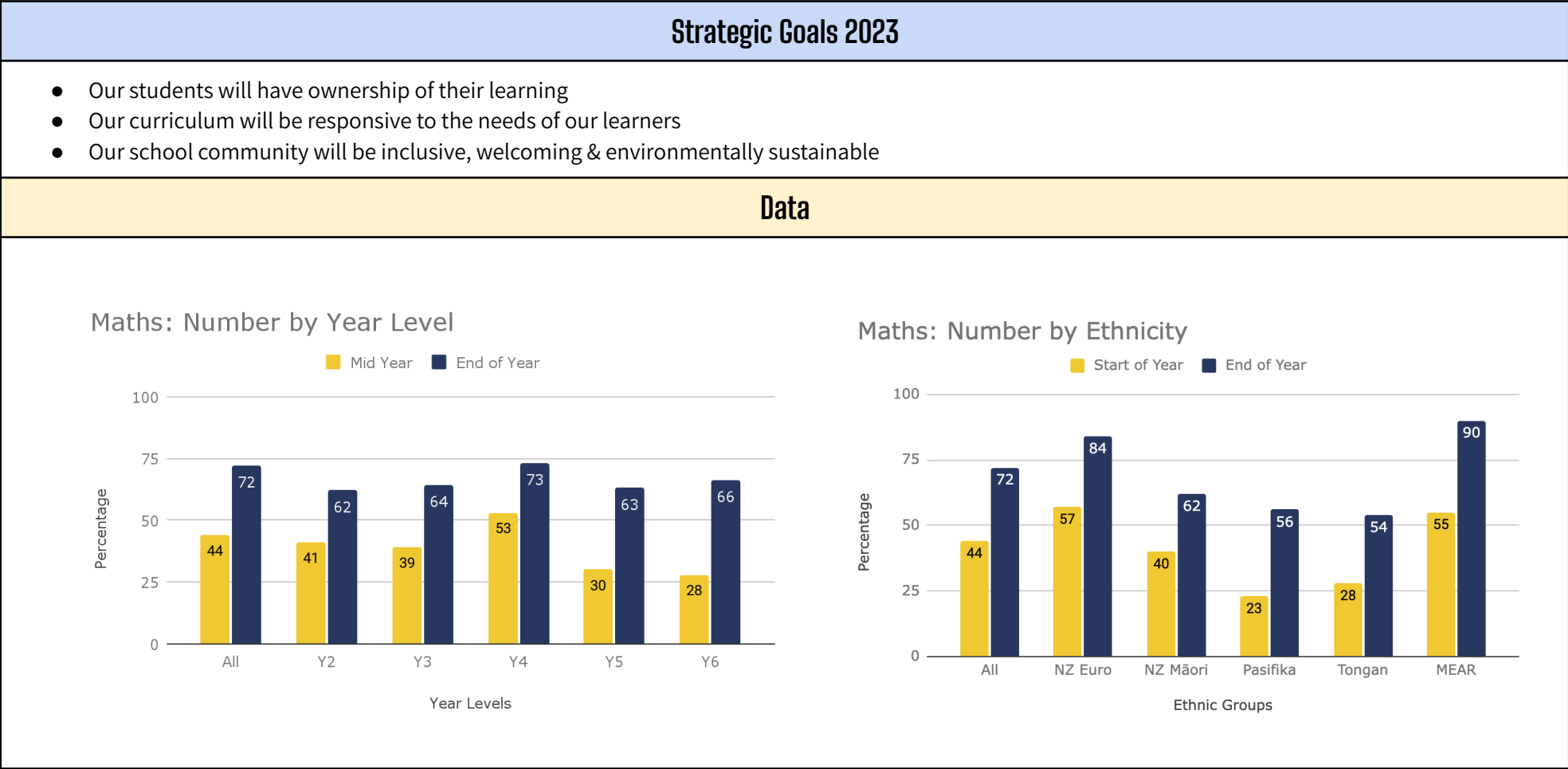
	government the curriculum refresh and second phase of the common practice was put on hold		
Consulted with the community on the 2024-2025 strategic plan (Item 3)	A board Sub-committee formed and consultation with the community occurred through hui, fono, parent focus groups and surveys. Common themes were collated and strategic goals were created out of these	Consultation occurred as per our time frame	Strategic plan and annual implementation goals will be ready to go for 2024
NE teachers participated in the MOE OLI programme (Item 4)	Two teachers were supported by MOE Speech Language Therapist to take part in an oral language project which involved different styles of conversation	By the end of the project both teachers reported increased confidence in the use of oral language strategies including the use of OWLing (observing, expectant waiting for children to start interactions, listening)	Continue with play based learning and oral language opportunities between children when participating in play in 2024
Continued to build leadership capability in assessment (Item 5)	Some work was done on understanding PAT assessments. Assessment schedule was revised.	Not all teachers understood how to unpack PAT results and next teaching steps for students	Continue to provide education around the NZCER PAT site for staff Introduce specific data meetings in 2024
Junior teachers and A.P trained in BSLA through University of Canterbury (Item 6)	All participants took part in and completed the micro credential for the teaching of BSLA	N/A	Train Yr 3 teachers in 2024 and two more teacher aides
Participated in the 3rd year of MOE funded Maths PD (DMIC) & assessed Maths strands using culturally responsive assessment tasks (Item 7)	Completed professional development and teaching observations on a more individualised level for teachers who asked for extra support	N/A	Offer DMIC support to new teachers and those who are wanting specific mentoring
Reviewed student te reo levels with the NZCER te reo assessment (Item 8)	Te reo assessments were completed with students in Yr 4-6 to test their te reo knowledge	Findings showed that some children were operating at Level 2 of the te reo curriculum	Develop te reo progressions for our context in 2024. Continue to upskill teachers in their use of te reo.
<b>Planning for next year:</b>			
<ul style="list-style-type: none"> <li>Continue to build on assessment literacy for all teachers</li> <li>Create te reo progressions up to Level 2</li> <li>Train Yr 3 teachers and two more teacher aides in BSLA</li> </ul>			
<b>Strategic Aim: 3</b>	<b>Our school community will be inclusive, welcoming &amp; environmentally sustainable</b>		
<b>Annual Aim</b>	<ol style="list-style-type: none"> <li>1. Introduce Mitey in Term 2 to build on what we are already doing with PBS &amp; Te Whare Tapa Whā in our health curriculum</li> <li>2. Continue to develop play opportunities and spaces at break times</li> <li>3. Continue to strengthen inclusion through a range of school tuakana-teina events with CASS classes included wherever possible</li> <li>4. Build on our commitment to sustainability &amp; start working towards Enviro Schools Silver Enviro status</li> <li>5. Develop areas in the school that clearly identify &amp; celebrate our rich cultural diversity</li> <li>6. Further strengthen voice and engagement of our maori and pacific community</li> </ol>		
<b>Target:</b>	<p>More cultural games being taught</p> <p>Loose parts play set up in junior playground</p> <p>Continue to strengthen language week opportunities</p> <p>Work towards Silver Enviro status</p>		
<b>Baseline data</b>	<p>No way of assessing of students' te reo knowledge - NzCER te reo assessments will provide baseline data</p> <p>Student voice for on play</p>		



Playtimes were boring for some with limited equipment out			
Actions	Outcomes	Reasons for the variance	Evaluation
<i>What did we do?</i>	<i>What happened?</i>	<i>Why did it happen?</i>	<i>Where to next?</i>
Introduction of Mitey as a school wide approach and professional learning opportunity (Item 1)	Teachers were taken through a series of staff meetings and modelling sessions to get started on the teaching of the Mitey health programme	No variance this is the beginning of a 3 year programme	Continue with staff professional development and planning of Mitey lessons with support from our Mitey facilitator
Set up loose parts play in junior school playground (Item 2)	<p>A shed was built and loose parts were sourced - there was some engagement</p> <p>A curiosity project was based on this with older students</p> <p>Not as much interest at break times as we expected but a core group of students did enjoy playing there</p>	We did not get the momentum going with someone being committed to driving this initiative	<p>Find a loose parts play champion to enable this to be better sustained in 2024</p> <p>Bring in Junky Monkeys for another Loose parts play session</p>
Worked with sport Auckland to adapt school fun day activities so that CASS students could be included (Item 2 & 3)	<p>We held one whole school fun day for CASS and mainstream students in Term 4</p> <p>School applied for Tu Manawa funding to have a shed of play gear for CASS classes and junior school to share</p>	N/A	Continue to find ways to integrate and adapt activities to include children from our three satellite classes
Built on our school commitment school wide sustainability practices starting with staff, then within teams (Item 4)	<p>Student and staff 'Enviro team' continued with some good traction gained on whole school practices</p> <p>Kaitiaki days continued to be held each term</p> <p>We took part in the first ever 'No Power Challenge Day' to raise awareness of the importance of power as well as how much we possibly waste</p>	<p>A good team of supporters have got behind building sustainable practice</p> <p>This is driven from senior leadership</p>	<p>Work towards Enviro Silver Award</p> <p>Continue to lead our community in sustainable practice</p> <p>Continue to build leadership of the Enviro team to make positive change in our school, set up a Enviro team learning space</p> <p>Work on next steps set by staff and students in 2023</p>
Completed the Asian garden revamp and built a fale for the school community (Item 5)	<p>The Collaborative Council drove these two projects and both were completed in 2023</p> <p>Hibiscus planting was completed during a kaitiaki morning</p>	N/A	<p>Look at other areas of the school that need revamping</p> <p>We have been successful with a Creative in Schools grant</p>
<b>Planning for next year:</b>			
<ul style="list-style-type: none"> <li>Continue to build on our sustainability actions and model this for our community</li> <li>Work towards Silver Enviro Status</li> <li>Continue to add artworks and revamp other areas of school including the development of a rongoa garden</li> </ul>			

# Curriculum Targets

## MATHS



Annual Goals 2023 – Maths Focus				
Ownership of Learning			Responsive Curriculum	
Increase student capability to state what they are learning, why they are learning it and their next steps			Build leadership understand and use of maths achievement data to better identify areas for improvement and enrichment in classroom programmes	
			Participate in third year of MoE funded PD (DMIC) with a focus on formative assessment in all maths strands using culturally responsive assessment tasks	
Key Improvement Strategies				
	Who	Time	Progress Indicators	Evaluation
Shift the number of students by 10% working at the expected NZC level in Whole Number from 54% to at least 64%	All staff	2023	The maths overview has been redeveloped so that all of Term 1 is focused on Number/Fractions. This will help target the foundation skills that students need to know.	We achieved this in Number and Fractions. Students were at 72% in Number by the end of 2023.
Track Year 5 maths levels as they transition from Year 4	Nick	2023	Historical data on this cohort will be gathered to identify any trends that might give us more information.	At the end of 2023, Year 5s were achieving 63% in Number. At the end of 2022 Year 5s were achieving at 52%
Teachers are aware of student levels - both those that need to be shifted and those who need enrichment	Teachers TLs SLT	2023	Students will be at an accurate curriculum level and teachers will have provided students with the opportunity to access learning above their year level, through explicit teaching and resources such as ARBs.	This will continue to be a focus in 2024 as we are still reviewing how best to see this.
Leadership team to develop their eTap knowledge to develop data literacy in maths	Leadership	T1-3	Leadership will be able to supporting teachers to analyse and understand data found in assessments and how to use it to inform teaching practice	Leadership team has continued to grow in their capacity to use eTap. There is still work to do in this area however.
Students will be provided access to learning at a curriculum level above what is expected	Teachers TLs	2023	Teachers will have knowledge of the higher curriculum levels to meet their needs of their learners	Teachers are becoming more confident in their curriculum knowledge so as to ensure that higher levels of the

				curriculum are available to students.
Continue to prioritise moderation of maths strands	Teachers Teams Mentors	T2-4	Staff will be more comfortable when making a judgement on an assessment task that spans over multiple curriculum levels. Staff will be able to assess student work more accurately and confidently.	Moderation has taken place throughout the year, both during staff and team meetings but also in professional conversations between teachers.
Continue to build more culturally responsive practice in maths based on work with DMIC	Teachers	T1-4	Teachers will create maths tasks that reflect the cultures in their class and contextually during culture weeks	Formatively observed throughout the year & included in tasks, assessments and planning
Ensure DMIC and Assessment for Learning pedagogy is evident in planning and assessment	All	T1-4	DMIC teaching booklets are used where available and lessons are designed so that they are responsive to the contexts and cultures of the students	This was evident during planning checks & observations by facilitators.
Use PAT testing in Years 3-6 to act as a reference point for progress and achievement as well as a tool to determine gaps that need to be taught	Takahē Kākāpō	T1 & T4	PAT results will be used as baseline data in Term 1 and analysed. It will also act as another reference point for making reliable OTJs on students and ensuring we are giving full coverage to the Maths curriculum.	PAT was used twice and analysed for next steps. Further work to support teachers to access the data and know how to use information to better inform teaching will continue in 2024.
Ensure we have representation on the Kāhui Ako Maths group	ASL WSL (TBC)	2023	Farzana will be an active part of the Maths Project group and share learning back with Dominion Road School as well as with the Kāhui Ako.	Yes - Maths Project Group is led by our ASL

## Reading (excl. BSLA)

### Strategic Goals 2023

- Our students will have ownership of their learning
- Our curriculum will be responsive to the needs of our learners
- Our school community will be inclusive, welcoming & environmentally sustainable



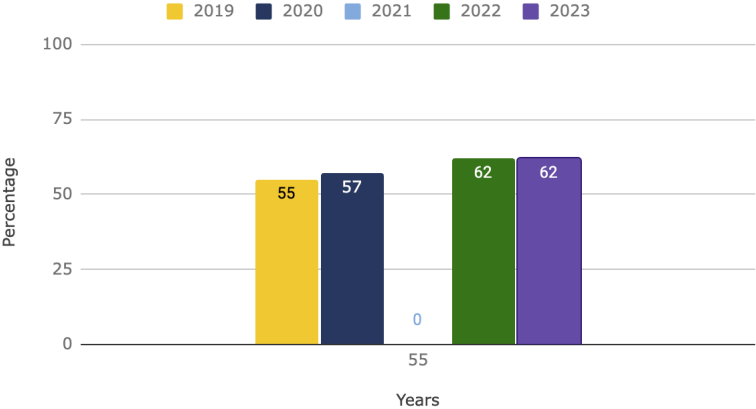
What	Who	Time	Progress Indicators	Evaluation
Shift the number of students working at the expected NZC level to a 75%	All staff	2023	More students will be reading at the expected curriculum level	69% of students were reading at curriculum level. Good gains were made in Yr 5 & 6. We have work to do with Y3 students who will be in Y4 in 2024.
Track Year 5/6 reading levels, with a particular shift for Year 5 students who have moved from Year 4	Kākāpō Nick	2023	Identifying any students who are at risk of the 'Year 5 drop' and targeting reading strategies for those learners	We implemented a new programme called 'Agility with Sound' for some Year 6 students. This programme is used at the intermediate school and it did re-engage students who had not been so successful with their reading.
Teachers are noticing students reading ability in the class setting and adapting their teaching accordingly - without the need for assessments - that they are trusting their hunches	Teachers TLs SLT	2023	Students are reading at the correct level & getting extra support depending on level of need	Starting to happen in a more formative way and teachers are feeling more confident to shift a student from their observation rather than waiting to do a formal assessment.
Continue to implement University of Canterbury <i>Better Start Literacy Approach (BSLA)</i> in some junior classrooms	Tūi team Christine	2023	Benchmark assessments have been completed Lessons are being taught as part of a 10 week cycle Data is analysed after 10 weeks and used to inform next steps Tier 2 students are identified and supported by teacher aides	Three junior school teachers and two teacher aides trained in BSLA this year. The SENCO also trained as a facilitator Data was tracked for students at each checkpoint.
BSLA teachers to run parent information sessions on this reading approach	Tūi Christine/ Lesley	Term 1	Parents will understand our reading approach in the first year of school	One parent session was held in term 1 - we will change our approach to this next year as we are not getting the numbers to make a significant difference.
New Entrant teachers to meet with parents after BSLA benchmark assessments to go through next learning steps		Term 1 - Talanoa Term 2-4 ongoing	Parents will be informed about their child's literacy entry level and ways they can support their child at home	This did not happen - put back as a goal next year

Takahe teachers will incorporate Phonics Plus resources and phonemic awareness lesson into their literacy programmes. Teacher Aide will run a small support group each day for those students who need extra support	Tūi & Takahē teams Christine Jessica	Term 1-4	More phonemic awareness in Yr 3/4 cohort. Tier 2 groups will be run by teacher aides in Yr 3 and Yr 2 Those students who are behind the expected levels will get extra support	Teacher aides in training did take two tier 2 groups but this needs to be monitored more closely next year and Tier 2 students identified earlier Yr 3/4 teachers to train in BSLA in 2024.
<b>Resourcing</b>				
<ul style="list-style-type: none"> <li>Picture books for BSLA</li> <li>Continue to source and organise new readers in the bookroom</li> <li>BSLA resources made up for classroom use</li> <li>Two days per BSLA training teacher for assessment (funded by UoC) - 4 teachers in training</li> <li>Time - parent meetings, BSLA training sessions</li> </ul>				

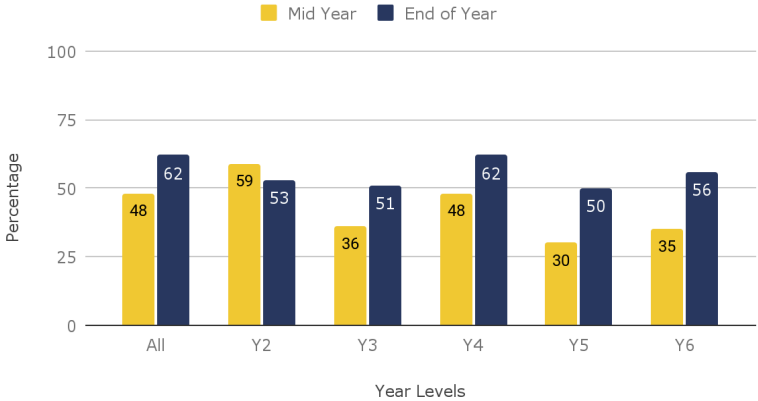
## Writing

<b>Strategic Goals</b>
<ul style="list-style-type: none"> <li>Our students will have ownership of their learning</li> <li>Our curriculum will be responsive to the needs of our learners</li> <li>Our school community will be inclusive, welcoming &amp; environmentally sustainable</li> </ul>
<b>Data</b>

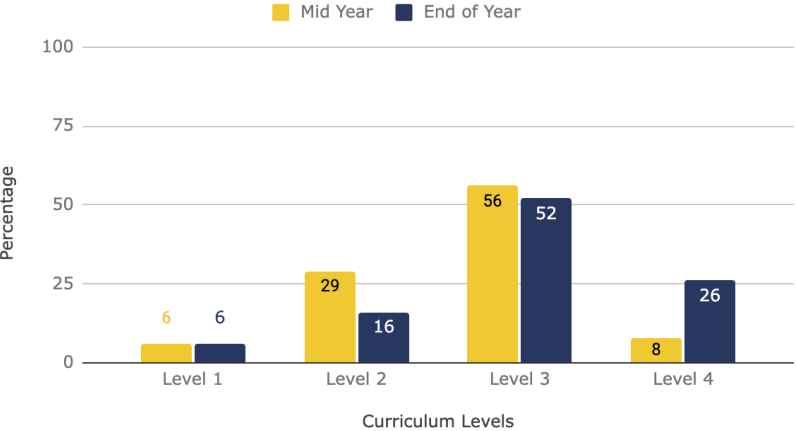
Writing Shifts Over Time



Writing by Year Level



Year 6 Writing Shifts



Annual Goals 2023 - Writing Focus

Ownership of Learning

Responsive Curriculum



Increase student capability to state what they are learning in writing, why they are learning it and what their next steps are

Review and develop oral language competence in being able to articulate next steps to others

Review literacy curriculum refresh documents with a view to implementing in 2024

Continue to build leadership use of achievement data to better identify areas for improvement and enrichment in classroom programmes

### Key Improvement Strategies

What	Who	Time	Progress Indicators	Evaluation
Shift the number of students working at the expected NZC level to 70%	All staff	2023	Unpacking data and increasing student engagement in writing. Writing mid year is shared and discussed and moderation will have taken place across the school. Students will be tracked using Accelerated Learning Plans by teachers and teams and teachers will be able to discuss their students and be aware of who needs an extra 'push' to reach their target curriculum level.	Overall 62% of students were at curriculum level. Since 2019 we have made gains in increasing student achievement in Writing. It is our focus for growth in 2024.
Teachers are aware of student levels - both those that need to be shifted and those who need enrichment	Teachers TLs SLT	2023	Teachers will have a more in depth knowledge of their students' levels. This will be evident by teachers being able to identify what students need to shift to the next level, including what students who need enrichment need to focus on. Student evidence of this will be seen by students being able to talk to their next steps and self monitoring their goals.	We had an increasing number of students being extended into higher curriculum levels than expected, particularly our Year 6 students.
Track Year 6 writing levels	Nick Kākāpō	T1-3	Student levels will be tracked and gaps identified. Those who need more support in class will be given it.	Year 6 writers were tracked by teachers throughout the year. Some good gains made by a number of students at Level 3 and 4 of the curriculum (see graph above).
Ensure across school writing moderation in	Nick	T2	Moderation will have taken place mid year as a	Writing moderation took place both at a

Term 2 and Term 4			whole staff and within teams at other times so that as a staff we are making judgements that are consistent	staff meeting and at a team level. Judgements were consistent among staff and new teachers were involved in professional learning conversations. Based on learning and feedback from the high school in our Kāhui Ako we will review our writing assessment and moderation practices in 2024.
Students are able to talk about their next steps in writing and know how to achieve these	Teachers	T2-4	Students will be able to talk about what they need to focus on next in their writing and evidence can be seen of this in their writing progress. This will be seen at Learner Led/3 Way Conferences.	This has been an area of growth and will continue to develop this in 2024.
Review of the writing pencils and language used	Nick WSL Literacy lead	2023	Language will be child-friendly and accessible to learners across the school	Some classes are using these especially those in the senior school - we will be reviewing their use in 2024.
<b>Resourcing</b>				
<ul style="list-style-type: none"> <li>• Time in Term 2 and Term 4 staff meeting for moderation</li> <li>• Time in Leadership &amp; team meetings to analyse data in eTap</li> <li>• Further Writing PD will be given in 2024</li> </ul>				



# Dominion Road School

*He Maunga Teitei*

14 Quest Terrace,  
Mt Roskill, Auckland 1041

**PHONE:** 09 621 0155

**EMAIL:** [office@dominionrd.school.nz](mailto:office@dominionrd.school.nz)

**WEBSITE:** [dominionrd.school.nz](http://dominionrd.school.nz)

1 February 2024

Dominion Road School belongs to the Mt Roskill Cluster of schools. This cluster works with Sport Auckland to provide a range of sporting activities for our students throughout the year.

In 2023 Dominion Road School received total Kiwisport funding of \$3981.15.

The money received from the Kiwisport Government funded initiative was used to support students' participation in organised sport and contributed towards the cost of a Community Sport Coordinator for the Roskill cluster.

Yours sincerely

Lesley Mitchell  
Principal  
Dominion Road School



# Dominion Road School

## He Maunga Teitei

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Mt Roskill, Auckland 1041

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### Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2023.

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

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<i>Yes as per policy</i>
What is in your equal employment opportunities programme?  How have you been fulfilling this programme?	<i>As per our policy on School Docs</i>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>At least 3 people are on the selection and interviewing panel to select the most suitable candidate for the job. The selection is made based on skills, experience, qualifications and aptitude and the panel needs to reach a consensus on the successful candidate.</i>
How are you recognising,  <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>	<i>As per our EEO policy on School Docs</i>
How have you enhanced the abilities of individual employees?	<i>Having a culture of strong trust and collaboration. Providing opportunities for leadership, professional development and growth, coaching and mentoring, regular meetings &amp; check ins, school wide professional development in line with our strategic plan, open door policy for all staff</i>
How are you recognising the employment requirements of women?	<i>As above</i>
How are you recognising the employment requirements of persons with disabilities?	<i>As above</i>

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?	if required	
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 board assurance as per school docs schedule	
Does your EEO programme/policy set priorities and objectives?	if required	



# Giving Effect to Te Tiriti o Waitangi at Dominion Road School

## Board Level

- Understand the school's position as crown agents & affirm Māori as tangata whenua
- Ensure the school's plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, & te Ao Māori & consult on this
- Support the growth of te reo and tikanga capability of its employees
- Achieve equitable outcomes for Māori akonga
- Seek Māori representation on the board & engage in a shared decision making process
- Ensure Māori have the same rights & opportunities as non-māori

## School Level

- Ensure the curriculum reflects local tikanga Māori, te Ao Māori & mātauranga Māori
- Identify and remove educational barriers for Māori learners
- Ensure that all ākonga (Māori and non-Māori) achieve the same level of success in their learning.
- Take all reasonable steps to make instruction available in tikanga Māori and te reo Māori
- Ensure Māori have the same rights & opportunities as non-māori
- Ensure teachers are upskilling in their use & understanding of te reo & tikanga Māori

## Teacher level

- Have a comprehensive knowledge of te Tiriti o Waitangi & make it part of one's teaching practice, teaching the Aotearoa NZ histories curriculum correctly and often
- Use and pronounce te reo Māori accurately every day
- Affirm Māori learners as tangata whenua and support their educational aspirations
- Ensure Māori have the same rights & opportunities as non-māori
- Protect the tikanga, language, identity & culture of all Māori students

Certificate Of Completion

Envelope Id: 1E7ADA3121F14A1BAA675A3EA2BC6557	Status: Completed
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Source Envelope:	
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Certificate Pages: 5	Initials: 0
AutoNav: Enabled	Envelope Originator:
Envelopeld Stamping: Enabled	Hannah Wigmore
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	Newmarket, Auckland 1023
	hannah.wigmore@rsmnz.co.nz
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Rebecca.Sculpher@rsmnz.co.nz		Viewed: 31 May 2024   16:19
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lesleym@dominionrd.school.nz		Viewed: 31 May 2024   16:58
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nataliemwright@gmail.com		Viewed: 01 June 2024   17:29
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