



Dominion Road  
School

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*He Maunga Teitei*

# ANNUAL REPORT

**FOR THE YEAR ENDED 31 DECEMBER 2022**

## **School Directory**

**Ministry Number:** 1261

**Principal:** Lesley Mitchell

**School Address:** 14 Quest Terrace, Mount Roskill, Auckland 1041

**School Postal Address:** 14 Quest Terrace, Mount Roskill, Auckland 1041

**School Phone:** 0 621 0155

**School Email:** [lesleym@dominionrd.school.nz](mailto:lesleym@dominionrd.school.nz)

**Accountant / Service Provider:** Canterbury Education Services (CES)

# Dominion Road School

## Members of the Board of Trustees

For the year ended 31 December 2022

| <b>Name</b>    | <b>Position</b>       | <b>How Position Gained</b> | <b>Term Expired</b> |
|----------------|-----------------------|----------------------------|---------------------|
| Cyrus Facciano | Presiding Member      | Elected June 2019          | August 2022         |
| Selina Fihaki  | Parent Representative | Elected June 2019          | August 2022         |
| Lorraine Stone | Parent Representative | Elected June 2019          | August 2022         |
| Stephen Nowell | Parent Representative | Elected June 2019          | August 2022         |

|                             |                       |                      | <b>Term Expires</b> |
|-----------------------------|-----------------------|----------------------|---------------------|
| Juan Pablo Reyes van Bebber | Presiding Member      | Elected Sept 2022    | August 2025         |
| Lesley Mitchell             | Ex-Officio            |                      |                     |
| Celine Achermann            | Parent Representative | Elected Sept 2022    | August 2025         |
| Rasha Allawnah              | Parent Representative | Elected Sept 2022    | August 2025         |
| Thomas Hinton               | Parent Representative | Elected Sept 2022    | August 2025         |
| Natalie Wright              | Parent Representative | Re-elected Sept 2022 | August 2025         |
| Anu Pollitt                 | Staff Trustee         | Re-elected Sept 2022 | August 2025         |

# **DOMINION ROAD SCHOOL**

Annual Report - For the year ended 31 December 2022

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### **Financial Statements**

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# Dominion Road School

## Statement of Responsibility

For the year ended 31 December 2022

The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2022 fairly reflects the financial position and operations of the school.

The School's 2022 financial statements are authorised for issue by the Board.

Natalie Wright

Full Name of Presiding Member

DocuSigned by:  
*Natalie Wright*  
CE39D5A6C13444E

Signature of Presiding Member

31 May 2023

Date:

Lesley Mitchell

Full Name of Principal

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

Signature of Principal

31 May 2023

Date:

# Dominion Road School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

|   | Notes | 2022<br>Actual<br>\$ | 2022<br>Budget<br>(Unaudited)<br>\$ | 2021<br>Actual<br>\$ |
|---|-------|----------------------|-------------------------------------|----------------------|
| <b>Revenue</b>  |       |                      |                                     |                      |
| Government Grants   | 2     | 3,279,786            | 3,144,470                           | 3,230,106            |
| Locally Raised Funds  | 3     | 120,493              | 111,150                             | 53,391               |
| Interest Income   |       | 12,482               | 3,500                               | 4,896                |
| <b>Total Revenue</b>  |       | <b>3,412,761</b>     | <b>3,259,120</b>                    | <b>3,288,393</b>     |
| <b>Expenses</b>   |       |                      |                                     |                      |
| Locally Raised Funds  | 3     | 42,506               | 45,270                              | 11,389               |
| Learning Resources  | 4     | 1,909,885            | 1,966,175                           | 1,989,744            |
| Administration  | 5     | 183,166              | 165,889                             | 164,201              |
| Finance   |       | 1,969                | 1,763                               | 2,840                |
| Property  | 6     | 1,158,347            | 1,079,492                           | 980,499              |
| Loss on Disposal of Property, Plant and Equipment           |       | 5,116                | -                                   | 683                  |
|   |       | <b>3,300,989</b>     | <b>3,258,589</b>                    | <b>3,149,356</b>     |
| <b>Net Surplus / (Deficit) for the year</b>                 |       | <b>111,772</b>       | <b>531</b>                          | <b>139,037</b>       |
| Other Comprehensive Revenue and Expense                     |       | -                    | -                                   | -                    |
| <b>Total Comprehensive Revenue and Expense for the Year</b> |       | <b>111,772</b>       | <b>531</b>                          | <b>139,037</b>       |

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 2022

|  | Notes | 2022<br>Actual<br>\$ | 2022<br>Budget<br>(Unaudited)<br>\$ | 2021<br>Actual<br>\$ |
|--|-------|----------------------|-------------------------------------|----------------------|
| <b>Equity at 1 January</b>                           |       | 891,568              | 891,566                             | 739,644              |
| Total comprehensive revenue and expense for the year |       | 111,772              | 531                                 | 139,037              |
| Contributions from the Ministry of Education         |       |                      |                                     |                      |
| Contribution - Furniture and Equipment Grant         |       | 10,935               | -                                   | 12,887               |
| <b>Equity at 31 December</b>                         |       | 1,014,275            | 892,097                             | 891,568              |

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 2022

|  | Notes | 2022<br>Actual<br>\$ | 2022<br>Budget<br>(Unaudited)<br>\$ | 2021<br>Actual<br>\$ |
|--|-------|----------------------|-------------------------------------|----------------------|
| <b>Current Assets</b>                    |       |                      |                                     |                      |
| Cash and Cash Equivalents                | 7     | 248,475              | 61,601                              | 305,078              |
| Accounts Receivable                      | 8     | 137,189              | 131,590                             | 156,944              |
| GST Receivable                           |       | 5,440                | (5,274)                             | (5,274)              |
| Prepayments                              |       | 4,799                | 5,736                               | 5,736                |
| Painting Contract Prepayment             | 15    | 10,870               | -                                   | -                    |
| Inventories                              | 9     | 843                  | 1,821                               | 1,821                |
| Investments                              | 10    | 484,322              | 498,420                             | 498,420              |
|  |       | <u>891,938</u>       | <u>693,894</u>                      | <u>962,725</u>       |
| <b>Current Liabilities</b>               |       |                      |                                     |                      |
| Accounts Payable                         | 12    | 185,384              | 174,901                             | 180,349              |
| Revenue Received in Advance              | 13    | 1,495                | -                                   | 1,179                |
| Provision for Cyclical Maintenance       | 14    | 86,475               | -                                   | 137,014              |
| Painting Contract Liability              | 15    | -                    | -                                   | 35,612               |
| Finance Lease Liability                  | 16    | 10,093               | 7,097                               | 13,743               |
| Funds held in Trust                      | 17    | 14,744               | 1,250                               | 14,494               |
| Funds held for Capital Works Projects    | 18    | 5,578                | -                                   | 153,034              |
|  |       | <u>303,769</u>       | <u>183,248</u>                      | <u>535,425</u>       |
| <b>Working Capital Surplus/(Deficit)</b> |       | 588,169              | 510,646                             | 427,300              |
| <b>Non-current Assets</b>                |       |                      |                                     |                      |
| Painting Contract Prepayment             | 15    | 54,348               | -                                   | -                    |
| Property, Plant and Equipment            | 11    | 475,810              | 477,059                             | 549,158              |
|  |       | <u>530,158</u>       | <u>477,059</u>                      | <u>549,158</u>       |
| <b>Non-current Liabilities</b>           |       |                      |                                     |                      |
| Provision for Cyclical Maintenance       | 14    | 91,479               | 91,479                              | 73,664               |
| Finance Lease Liability                  | 16    | 12,573               | 4,129                               | 11,226               |
|  |       | <u>104,052</u>       | <u>95,608</u>                       | <u>84,890</u>        |
| <b>Net Assets</b>                        |       | <u>1,014,275</u>     | <u>892,097</u>                      | <u>891,568</u>       |
| <b>Equity</b>                            |       | <u>1,014,275</u>     | <u>892,097</u>                      | <u>891,568</u>       |

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 2022

|   | Note     | 2022<br>Actual<br>\$ | 2022<br>Budget<br>(Unaudited)<br>\$ | 2021<br>Actual<br>\$ |
|---|----------|----------------------|-------------------------------------|----------------------|
| <b>Cash flows from Operating Activities</b>                 |          |                      |                                     |                      |
| Government Grants   |          | 870,444              | 723,091                             | 811,947              |
| Locally Raised Funds  |          | 150,205              | 132,825                             | 10,862               |
| International Students                                      |          | -                    | 2,500                               | 3,617                |
| Goods and Services Tax (net)                                |          | (10,714)             | -                                   | 25,084               |
| Payments to Employees                                       |          | (450,574)            | (379,829)                           | (396,192)            |
| Payments to Suppliers                                       |          | (359,330)            | (475,318)                           | (314,612)            |
| Interest Paid   |          | (1,969)              | (1,763)                             | (2,840)              |
| Interest Received   |          | 12,482               | 3,500                               | 4,813                |
| Net cash from/(to) Operating Activities                     |          | 210,544              | 5,006                               | 142,679              |
| <b>Cash flows from Investing Activities</b>                 |          |                      |                                     |                      |
| Purchase of Property Plant & Equipment (and Intangibles)    |          | (38,191)             | (32,850)                            | (28,930)             |
| Purchase of Investments                                     |          | -                    | -                                   | (145,650)            |
| Proceeds from Sale of Investments                           |          | 14,098               | -                                   | -                    |
| Net cash from/(to) Investing Activities                     |          | (24,093)             | (32,850)                            | (174,580)            |
| <b>Cash flows from Financing Activities</b>                 |          |                      |                                     |                      |
| Furniture and Equipment Grant                               |          | 10,935               | -                                   | 12,887               |
| Finance Lease Payments                                      |          | (5,953)              | (13,743)                            | (17,452)             |
| Painting contract payments                                  |          | (100,830)            | (35,612)                            | -                    |
| Funds Administered on Behalf of Third Parties               |          | (147,206)            | (166,278)                           | 83,507               |
| Net cash from/(to) Financing Activities                     |          | (243,054)            | (215,633)                           | 78,942               |
| <b>Net increase/(decrease) in cash and cash equivalents</b> |          | <b>(56,603)</b>      | <b>(243,477)</b>                    | <b>47,041</b>        |
| Cash and cash equivalents at the beginning of the year      | 7        | 305,078              | 305,078                             | 258,037              |
| <b>Cash and cash equivalents at the end of the year</b>     | <b>7</b> | <b>248,475</b>       | <b>61,601</b>                       | <b>305,078</b>       |

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.

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



# Dominion Road School

## Notes to the Financial Statements

### For the year ended 31 December 2022

#### 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 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

###### *Basis of Preparation*

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

###### *Financial Reporting Standards Applied*

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

###### *PBE Accounting Standards Reduced Disclosure Regime*

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

###### *Measurement Base*

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

###### *Presentation Currency*

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

###### *Specific Accounting Policies*

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

###### *Critical Accounting Estimates And Assumptions*

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

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

###### *Cyclical maintenance*

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

###### *Useful lives of property, plant and equipment*

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

###### *Critical Judgements in applying accounting policies*

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

*Classification of leases*

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note X. Future operating lease commitments are disclosed in note 31b.

*Recognition of grants*

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

**c) Revenue Recognition****Government Grants**

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

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

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

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

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

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

**Other Grants where conditions exist**

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

**Donations, Gifts and Bequests**

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

**Interest Revenue**

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

**d) Finance Lease Payments**

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

**e) Cash and Cash Equivalents**

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

**f) Accounts Receivable**

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

**g) Inventories**

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

**h) Investments**

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

**i) Property, Plant and Equipment**

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

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

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

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

**Finance Leases**

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

**Depreciation**

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

The estimated useful lives of the assets are:

|  |                         |
|--|-------------------------|
| Building improvements                    | 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 |

**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, annual leave earned, by non teaching staff, to but not yet taken at balance date.

*Long-term employee entitlements*

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

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

**l) Revenue Received in Advance**

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

The School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to provide the services to which they relate.

**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 Revenue and Expense.

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

**n) Funds held for Capital works**

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

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

**o) Provision for Cyclical Maintenance**

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

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

The school carries out painting maintenance of the whole school over a 7 to 15 year period, the economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

**p) Financial Instruments**

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

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

**q) Goods and Services Tax (GST)**

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

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

Commitments and contingencies are disclosed exclusive of GST.

**r) Budget Figures**

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

**s) Services received in-kind**

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

## 2. Government Grants

|   | 2022<br>Actual<br>\$ | 2022<br>Budget<br>(Unaudited)<br>\$ | 2021<br>Actual<br>\$ |
|---|----------------------|-------------------------------------|----------------------|
| Government Grants - Ministry of Education | 690,170              | 599,491                             | 657,150              |
| Teachers' Salaries Grants                 | 1,462,193            | 1,552,551                           | 1,552,551            |
| Use of Land and Buildings Grants          | 941,700              | 863,377                             | 863,377              |
| Other Government Grants                   | 185,723              | 129,051                             | 157,028              |
|   | 3,279,786            | 3,144,470                           | 3,230,106            |

The school has opted in to the donations scheme for this year. Total amount received was \$43,650.

## 3. Locally Raised Funds

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

|   | 2022<br>Actual<br>\$ | 2022<br>Budget<br>(Unaudited)<br>\$ | 2021<br>Actual<br>\$ |
|---|----------------------|-------------------------------------|----------------------|
| <b>Revenue</b>  |                      |                                     |                      |
| Donations & Bequests  | 5,987                | 3,000                               | 2,895                |
| Fees for Extra Curricular Activities                        | 14,353               | 11,350                              | 2,188                |
| Trading   | 51,293               | 40,900                              | 32,517               |
| Fundraising & Community Grants                              | 48,860               | 53,400                              | 7,652                |
| International Student Fees                                  | -                    | 2,500                               | 8,139                |
|   | 120,493              | 111,150                             | 53,391               |
| <b>Expenses</b>   |                      |                                     |                      |
| Extra Curricular Activities Costs                           | 31,984               | 38,120                              | 5,434                |
| Trading   | 9,242                | 5,150                               | 5,632                |
| Fundraising and Community Grant Costs                       | 1,168                | 1,500                               | 20                   |
| International Student - Other Expenses                      | 112                  | 500                                 | 303                  |
|   | 42,506               | 45,270                              | 11,389               |
| <i>Surplus/ (Deficit) for the year Locally raised funds</i> | 77,987               | 65,880                              | 42,002               |

**4. Learning Resources**

|  | <b>2022</b>      | <b>2022</b>        | <b>2021</b>      |
|--|------------------|--------------------|------------------|
|  | <b>Actual</b>    | <b>Budget</b>      | <b>Actual</b>    |
|  | <b>\$</b>        | <b>(Unaudited)</b> | <b>\$</b>        |
| Curricular                               | 17,406           | 24,208             | 15,946           |
| Equipment Repairs                        | 257              | 750                | 757              |
| Information and Communication Technology | 27,902           | 25,850             | 22,638           |
| Library Resources                        | 2,007            | 1,800              | 1,489            |
| Employee Benefits - Salaries             | 1,735,037        | 1,782,618          | 1,819,425        |
| Staff Development                        | 17,201           | 26,000             | 16,357           |
| Depreciation                             | 110,075          | 104,949            | 113,132          |
|  | <u>1,909,885</u> | <u>1,966,175</u>   | <u>1,989,744</u> |

**5. Administration**

|  | <b>2022</b>    | <b>2022</b>        | <b>2021</b>    |
|--|----------------|--------------------|----------------|
|  | <b>Actual</b>  | <b>Budget</b>      | <b>Actual</b>  |
|  | <b>\$</b>      | <b>(Unaudited)</b> | <b>\$</b>      |
| Audit Fee                                      | 7,710          | 7,710              | 7,480          |
| Board Fees                                     | 3,325          | 4,000              | 3,705          |
| Board Expenses                                 | 6,475          | 11,300             | 6,905          |
| Communication                                  | 3,393          | 3,800              | 4,325          |
| Consumables                                    | 7,057          | 10,600             | 10,813         |
| Other  | 7,759          | 11,230             | 9,949          |
| Employee Benefits - Salaries                   | 133,131        | 100,762            | 105,759        |
| Insurance                                      | 4,509          | 5,800              | 4,848          |
| Service Providers, Contractors and Consultancy | 9,807          | 10,687             | 10,417         |
|  | <u>183,166</u> | <u>165,889</u>     | <u>164,201</u> |

**6. Property**

|                                     | <b>2022</b>      | <b>2022</b>        | <b>2021</b>    |
|-------------------------------------|------------------|--------------------|----------------|
|                                     | <b>Actual</b>    | <b>Budget</b>      | <b>Actual</b>  |
|                                     | <b>\$</b>        | <b>(Unaudited)</b> | <b>\$</b>      |
| Caretaking and Cleaning Consumables | 14,317           | 15,200             | 14,817         |
| Consultancy and Contract Services   | 38,400           | 40,000             | 38,426         |
| Cyclical Maintenance Provision      | 47,175           | 17,815             | (47,122)       |
| Grounds                             | 15,299           | 24,000             | 7,407          |
| Heat, Light and Water               | 35,718           | 35,000             | 30,751         |
| Rates                               | 351              | 500                | 404            |
| Repairs and Maintenance             | 17,833           | 27,600             | 15,067         |
| Use of Land and Buildings           | 941,700          | 863,377            | 863,377        |
| Security                            | 7,758            | 7,000              | 8,913          |
| Employee Benefits - Salaries        | 39,796           | 49,000             | 48,459         |
|                                     | <u>1,158,347</u> | <u>1,079,492</u>   | <u>980,499</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>2022</b>    | <b>2022</b>                   | <b>2021</b>    |
|---|----------------|-------------------------------|----------------|
|   | <b>Actual</b>  | <b>Budget<br/>(Unaudited)</b> | <b>Actual</b>  |
|   | <b>\$</b>      | <b>\$</b>                     | <b>\$</b>      |
| Bank Accounts   | 248,475        | 61,601                        | 305,078        |
| Cash and cash equivalents for Statement of Cash Flows | <u>248,475</u> | <u>61,601</u>                 | <u>305,078</u> |

Of the \$248,475 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 \$1,500 bonds.

**8. Accounts Receivable**

|  | <b>2022</b>    | <b>2022</b>                   | <b>2021</b>    |
|--|----------------|-------------------------------|----------------|
|  | <b>Actual</b>  | <b>Budget<br/>(Unaudited)</b> | <b>Actual</b>  |
|  | <b>\$</b>      | <b>\$</b>                     | <b>\$</b>      |
| Receivables                                | 5,958          | 10,000                        | 35,354         |
| Teacher Salaries Grant Receivable          | 131,231        | 121,590                       | 121,590        |
|  | <u>137,189</u> | <u>131,590</u>                | <u>156,944</u> |
| Receivables from Exchange Transactions     | 5,958          | 10,000                        | 35,354         |
| Receivables from Non-Exchange Transactions | 131,231        | 121,590                       | 121,590        |
|  | <u>137,189</u> | <u>131,590</u>                | <u>156,944</u> |

**9. Inventories**

|                 | <b>2022</b>   | <b>2022</b>                   | <b>2021</b>   |
|-----------------|---------------|-------------------------------|---------------|
|                 | <b>Actual</b> | <b>Budget<br/>(Unaudited)</b> | <b>Actual</b> |
|                 | <b>\$</b>     | <b>\$</b>                     | <b>\$</b>     |
| Stationery      | 113           | 121                           | 121           |
| School Uniforms | 730           | 1,700                         | 1,700         |
|                 | <u>843</u>    | <u>1,821</u>                  | <u>1,821</u>  |

**10. Investments**

The School's investment activities are classified as follows:

|                          | <b>2022</b>    | <b>2022</b>                   | <b>2021</b>    |
|--------------------------|----------------|-------------------------------|----------------|
|                          | <b>Actual</b>  | <b>Budget<br/>(Unaudited)</b> | <b>Actual</b>  |
|                          | <b>\$</b>      | <b>\$</b>                     | <b>\$</b>      |
| Current Asset            |                |                               |                |
| Short-term Bank Deposits | 484,322        | 498,420                       | 498,420        |
| Total Investments        | <u>484,322</u> | <u>498,420</u>                | <u>498,420</u> |



**11. Property, Plant and Equipment**

|                                    | Opening<br>Balance (NBV) | Additions     | Disposals      | Impairment | Depreciation     | Total (NBV)    |
|------------------------------------|--------------------------|---------------|----------------|------------|------------------|----------------|
| <b>2022</b>                        | \$                       | \$            | \$             | \$         | \$               | \$             |
| Building Improvements              | 330,079                  |               | (1,066)        |            | (44,441)         | <b>284,572</b> |
| Furniture and Equipment            | 115,150                  | 10,575        | (707)          |            | (23,365)         | <b>101,653</b> |
| ICT                                | 69,748                   | 17,539        | (2,791)        |            | (26,109)         | <b>58,387</b>  |
| Leased Assets                      | 23,522                   | 12,354        |                |            | (14,725)         | <b>21,151</b>  |
| Library Resources                  | 10,659                   | 1,370         | (547)          |            | (1,435)          | <b>10,047</b>  |
| <b>Balance at 31 December 2022</b> | <b>549,158</b>           | <b>41,838</b> | <b>(5,111)</b> | <b>-</b>   | <b>(110,075)</b> | <b>475,810</b> |

The net carrying value of computers and other technology under a finance lease is \$21,151 (2021: \$23,522)

*Restrictions*

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

|                               | 2022                 | 2022                        | 2022              | 2021                 | 2021                        | 2021              |
|-------------------------------|----------------------|-----------------------------|-------------------|----------------------|-----------------------------|-------------------|
|                               | Cost or<br>Valuation | Accumulated<br>Depreciation | Net Book<br>Value | Cost or<br>Valuation | Accumulated<br>Depreciation | Net Book<br>Value |
|                               | \$                   | \$                          | \$                | \$                   | \$                          | \$                |
| Building Improvements         | 783,861              | (499,289)                   | <b>284,572</b>    | 807,244              | (477,165)                   | <b>330,079</b>    |
| Furniture and Equipment       | 370,398              | (268,745)                   | <b>101,653</b>    | 405,858              | (290,708)                   | <b>115,150</b>    |
| ICT                           | 174,913              | (116,526)                   | <b>58,387</b>     | 239,877              | (170,129)                   | <b>69,748</b>     |
| Leased Assets                 | 72,514               | (51,363)                    | <b>21,151</b>     | 68,864               | (45,342)                    | <b>23,522</b>     |
| Library Resources             | 31,398               | (21,351)                    | <b>10,047</b>     | 42,893               | (32,234)                    | <b>10,659</b>     |
| <b>Balance at 31 December</b> | <b>1,433,084</b>     | <b>(957,274)</b>            | <b>475,810</b>    | <b>1,564,736</b>     | <b>(1,015,578)</b>          | <b>549,158</b>    |

**12. Accounts Payable**

|                                       | 2022<br>Actual | 2022<br>Budget<br>(Unaudited) | 2021<br>Actual |
|---------------------------------------|----------------|-------------------------------|----------------|
|                                       | \$             | \$                            | \$             |
| Creditors                             | 13,939         | 8,524                         | 8,523          |
| Accruals                              | 7,710          | 7,480                         | 7,480          |
| Banking Staffing Overuse              | 385            | -                             | 5,449          |
| Employee Entitlements - Salaries      | 157,557        | 144,810                       | 144,810        |
| Employee Entitlements - Leave Accrual | 5,793          | 14,087                        | 14,087         |
|                                       | <b>185,384</b> | <b>174,901</b>                | <b>180,349</b> |
| Payables for Exchange Transactions    | 185,384        | 174,901                       | 180,349        |
|                                       | <b>185,384</b> | <b>174,901</b>                | <b>180,349</b> |

The carrying value of payables approximates their fair value.

**13. Revenue Received in Advance**

|                          | <b>2022</b>   | <b>2022</b>        | <b>2021</b>   |
|--------------------------|---------------|--------------------|---------------|
|                          | <b>Actual</b> | <b>Budget</b>      | <b>Actual</b> |
|                          | <b>\$</b>     | <b>(Unaudited)</b> | <b>\$</b>     |
| Other revenue in Advance | 1,495         | -                  | 1,179         |
|                          | <u>1,495</u>  | <u>-</u>           | <u>1,179</u>  |

**14. Provision for Cyclical Maintenance**

|   | <b>2022</b>    | <b>2022</b>        | <b>2021</b>    |
|---|----------------|--------------------|----------------|
|   | <b>Actual</b>  | <b>Budget</b>      | <b>Actual</b>  |
|   | <b>\$</b>      | <b>(Unaudited)</b> | <b>\$</b>      |
| Provision at the Start of the Year        | 210,678        | 210,678            | 271,975        |
| Increase to the Provision During the Year | 95,063         | 17,815             | (47,122)       |
| Use of the Provision During the Year      | (127,787)      | (137,014)          | (14,175)       |
| Provision at the End of the Year          | <u>177,954</u> | <u>91,479</u>      | <u>210,678</u> |
| Cyclical Maintenance - Current            | 86,475         | -                  | 137,014        |
| Cyclical Maintenance - Non current        | 91,479         | 91,479             | 73,664         |
|   | <u>177,954</u> | <u>91,479</u>      | <u>210,678</u> |

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

**15. Painting Contract Liability**

|                                 | <b>2022</b>     | <b>2022</b>        | <b>2021</b>   |
|---------------------------------|-----------------|--------------------|---------------|
|                                 | <b>Actual</b>   | <b>Budget</b>      | <b>Actual</b> |
|                                 | <b>\$</b>       | <b>(Unaudited)</b> | <b>\$</b>     |
| (Prepaid) / Due within one year | (10,870)        | -                  | 35,612        |
| (Prepaid) / Due after one year  | (54,348)        | -                  | -             |
|                                 | <u>(65,218)</u> | <u>-</u>           | <u>35,612</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 provides 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 including a prepayment by the school, 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>2022</b>   | <b>2022</b>        | <b>2021</b>   |
|--|---------------|--------------------|---------------|
|  | <b>Actual</b> | <b>Budget</b>      | <b>Actual</b> |
|  | <b>\$</b>     | <b>(Unaudited)</b> | <b>\$</b>     |
|  | <b>\$</b>     | <b>\$</b>          | <b>\$</b>     |
| No Later than One Year                           | 11,796        | 7,813              | 15,506        |
| Later than One Year and no Later than Five Years | 13,917        | 4,346              | 12,159        |
| Future Finance Charges                           | (3,047)       | (933)              | (2,696)       |
|  | <u>22,666</u> | <u>11,226</u>      | <u>24,969</u> |
| <b>Represented by</b>                            |               |                    |               |
| Finance lease liability - Current                | 10,093        | 7,097              | 13,743        |
| Finance lease liability - Non current            | 12,573        | 4,129              | 11,226        |
|  | <u>22,666</u> | <u>11,226</u>      | <u>24,969</u> |

**17. Funds held in Trust**

|  | <b>2022</b>   | <b>2022</b>        | <b>2021</b>   |
|--|---------------|--------------------|---------------|
|  | <b>Actual</b> | <b>Budget</b>      | <b>Actual</b> |
|  | <b>\$</b>     | <b>(Unaudited)</b> | <b>\$</b>     |
|  | <b>\$</b>     | <b>\$</b>          | <b>\$</b>     |
| Funds Held in Trust on Behalf of Third Parties - Current | 14,744        | 1,250              | 14,494        |
|  | <u>14,744</u> | <u>1,250</u>       | <u>14,494</u> |

These funds relate to arrangements where the school is acting as an agent, or they are amounts held as a bond by the school. These amounts are not revenue or expense of the school and therefore are not included in the Statement of Comprehensive

**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>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>       |
|  |             | <b>\$</b>       | <b>\$</b>       | <b>\$</b>        | <b>\$</b>            | <b>\$</b>       |
| ILE & Toilet Upgrade Rms 16-19 & 11-22 |             | 16,469          | 7,500           | (18,391)         |                      | 5,578           |
| SIP Funding Asphalt                    |             | 136,565         | 19,995          | (158,310)        | 1,750                | -               |
| Totals                                 |             | <u>153,034</u>  | <u>27,495</u>   | <u>(176,701)</u> | <u>1,750</u>         | <u>5,578</u>    |
|  | <b>2021</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>       |
|  |             | <b>\$</b>       | <b>\$</b>       | <b>\$</b>        | <b>\$</b>            | <b>\$</b>       |
| ILE & Toilet Upgrade Rms 16-19 & 11-22 |             | (91,947)        | 159,405         | (50,989)         | -                    | 16,469          |
| SIP Funding Asphalt                    |             | 138,903         |                 | (2,338)          | -                    | 136,565         |
| Totals                                 |             | <u>46,956</u>   | <u>159,405</u>  | <u>(53,327)</u>  | <u>-</u>             | <u>153,034</u>  |

## 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.

|   | <b>2022</b>   | <b>2021</b>   |
|---|---------------|---------------|
|   | <b>Actual</b> | <b>Actual</b> |
|   | <b>\$</b>     | <b>\$</b>     |
| <i>Board Members</i>                        |               |               |
| Remuneration                                | 3,325         | 3,705         |
| <i>Leadership Team</i>                      |               |               |
| Remuneration                                | 350,650       | 330,358       |
| Full-time equivalent members                | 3             | 3             |
| Total key management personnel remuneration | 353,975       | 334,063       |

There are five members of the Board excluding the Principal. The Board had held eight full meetings of the Board in the year. The Board also has pme Finance and one Property member 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 1*

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

|  | <b>2022</b>   | <b>2021</b>   |
|--|---------------|---------------|
|  | <b>Actual</b> | <b>Actual</b> |
|  | <b>\$000</b>  | <b>\$000</b>  |
| Salaries and Other Short-term Employee Benefits: |               |               |
| Salary and Other Payments                        | 140-150       | 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:

| <b>Remuneration</b> | <b>2022</b>       | <b>2021</b>       |
|---------------------|-------------------|-------------------|
| <b>\$000</b>        | <b>FTE Number</b> | <b>FTE Number</b> |
| 100-110             | 3.00              | 3.00              |
|                     | 3.00              | 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:

|                  | <b>2022</b>   | <b>2021</b>   |
|------------------|---------------|---------------|
|                  | <b>Actual</b> | <b>Actual</b> |
| Total            | \$0           | \$0           |
| Number of People | 0             | 0             |

## 22. Contingencies

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

### (a) Holidays Act Compliance – schools payroll

The Ministry of Education performs payroll processing and payments on behalf of boards, through payroll service provider Education Payroll Limited.

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2022, a contingent liability for the school may exist.

(b) Additional funding wash up payment - In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides and support staff employed in 2022. The Ministry is in the process of determining the amount of the final wash up calculation for the year ended 31 December 2022 and the impact of the final calculation on the financial statements is unable to be determined at the date of reporting. The School has therefore not recognised this wash up in its financial statements. The wash up is expected to be completed in July 2023.

## 23. Capital Commitments

### (a) Capital Commitments

As at 31 December 2022 the Board has entered into contract agreements for capital works as follows:

a) The ILE & Toilet Upgrade Rms 16-19 has a total cost of \$431,990 which is fully funded by the Ministry of Education. As at balance date, \$426,412 had been spent with \$5,578 held on behalf of the Ministry to be spent in 2023.

(Capital commitments at 31 December 2021: \$153,034)

## 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

|   | <b>2022</b>    | <b>2022</b>        | <b>2021</b>    |
|---|----------------|--------------------|----------------|
|   | <b>Actual</b>  | <b>Budget</b>      | <b>Actual</b>  |
|   | <b>\$</b>      | <b>(Unaudited)</b> | <b>\$</b>      |
|   | <b>\$</b>      | <b>\$</b>          | <b>\$</b>      |
| Cash and Cash Equivalents                         | 248,475        | 61,601             | 305,078        |
| Receivables                                       | 137,189        | 131,590            | 156,944        |
| Investments - Term Deposits                       | 484,322        | 498,420            | 498,420        |
| Total Financial assets measured at amortised cost | <u>869,986</u> | <u>691,611</u>     | <u>960,442</u> |

### Financial liabilities measured at amortised cost

|  |                |                |                |
|--|----------------|----------------|----------------|
| Payables   | 185,384        | 174,901        | 180,349        |
| Finance Leases   | 22,666         | 11,226         | 24,969         |
| Painting Contract Liability                            | -              | -              | 35,612         |
| Total Financial Liabilities Measured at Amortised Cost | <u>208,050</u> | <u>186,127</u> | <u>240,930</u> |

## 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 2022

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

In our opinion the financial statements of the School:

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

Our audit was completed on 31 May 2023. This is the date at which our opinion is expressed.

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

#### Basis of opinion

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

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

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

## Responsibilities of the Board for the financial statements

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

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

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

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

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

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

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

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

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

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

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



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

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

Our responsibilities arise from the Public Audit Act 2001.

### Other information

The Board of Trustees is responsible for the other information. The other information includes the statement of responsibility, board member list, analysis of variance, compliance with good employer requirements, 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 2022



|                     |                      |                       |      |
|---------------------|----------------------|-----------------------|------|
| <b>School Name:</b> | Dominion Road School | <b>School Number:</b> | 1261 |
|---------------------|----------------------|-----------------------|------|

|                       |   |
|-----------------------|---|
| <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>Continue to increase amount of student voice to lead areas of positive change including Curiosity Projects and other initiatives</li> <li>Increase student capability to state what they are learning and their next steps to a wider audience</li> <li>Reviewed processes for sharing student learning and progress with whānau</li> <li>Build on teacher use of Assessment for Learning strategies to build learner agency</li> <li>Increase opportunities to support students to peer and self assess and teach the strategies to do this</li> <li>Introduced PAT testing in Maths to use as both a formative &amp; summative assessment tool</li> <li>Continue to build skills &amp; support required for working remotely for both adults and children in the DRS community using a hybrid model of learning</li> <li>Implement Learning through Play and Better Start Literacy in the NE/Yr 1 classrooms</li> <li>Complete DRS Graduate Profile</li> </ol> |
| <b>Target:</b>        | <p>Curiosity Projects embedded</p> <p>Students able to articulate their learning to whānau and state their next steps</p> <p>Students are given the opportunities to peer and self assess to receive feedback and feedforward</p> <p>Progress made between baseline and post testing on PAT Maths tests</p> <p>Learning through play and structured literacy happening in the classroom (NE/Y1)</p> <p>Grad profile completed</p>   |
| <b>Baseline Data:</b> | <p>Some evidence of a reliance on a test or summative assessment tool by teachers rather than trusting formative assessment</p> <p>Baseline data - students - what is being taught and next steps</p> <p>Baseline data - teachers - use of AFL strategies</p> <p>Attendance at previous LLC and Talanoa whānau sessions &amp; TSPP survey responses around sharing of learning with whānau</p> <p>Curiosity projects not embedded school wide</p>   |

| <b>Actions <i>What did we do?</i></b>   | <b>Outcomes <i>What happened?</i></b>  | <b>Reasons for the variance <i>Why did it happen?</i></b>  | <b>Evaluation <i>Where to next?</i></b>   |
|---|--|--|---|
| Increased the amount of student voice to lead areas of positive change including Curiosity Projects and other initiatives | <p>Curiosity Projects were implemented in Terms 2,3 &amp; 4. These were modified each time using feedback from students and teachers.</p> <p>These projects allowed us to explicitly link in our vision principles - Curiosity, Creativity &amp; Collaboration</p> | <p>Intentional timetabling ensured that curiosity projects happened each term</p> <p>The Collaborative Council was able to get underway with some school projects after a couple of years of disruption.</p> | <p>Continue to provide opportunities for student input and agency in 2023</p> <p>Green team and Collaborative Council to continue next year leading school wide initiatives</p> |

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|  | <p>and refer to these with students and parents to make them more visible than had happened previously<br/>Students took a more active role in the school's language weeks and in helping to organise a revamp of our Asian Garden.</p> <p>A Student Green Team was established and students led the school towards Enviro Bronze School Status</p>                          | Green team meetings had explicit timetabling to ensure students met regularly  |  |
| Increase opportunities to support students to peer and self assess and teach the strategies to do this | Students had more opportunities to peer and self assess in most classes but not yet across all curriculum levels and still some gaps in being able to articulate on what they are learning and why   | Survey only gathered voice from a small group of Yr 4-6 students and completed at a time which was not connected to the end of a lesson so validity of the data needs to be considered | <p>Student voice data showed that in general their next steps are to understand why they are learning something and be able to identify their next steps</p> <p>Measuring student voice will be more strategically managed to capture more valid and reliable responses. Our Across School Leader has the responsibility to oversee this in 2023</p>                                   |
| Reviewed processes for sharing student learning and progress with whānau                               | <p>Moved from solely learner led meetings to more of a 3 way conference for junior and middle school - child/parents &amp; teacher</p> <p>Not enough evidence yet to say if this improved the sharing of learning and progress with whānau as attendance at the mid year parent teacher meetings were still not up to pre-covid levels due to sickness and other factors</p> | Attendance not up to pre-covid levels so unable to get an accurate measure - will re-evaluate in 2023  | <p>Trial moving the start of the year talanoa meetings to the middle of the term 1 to allow the teacher to have a chance to get to know the child better before meeting with parents</p> <p>Need to ensure the learner is present at the meetings</p> <p>Teaching, School &amp; Principal Practice (TSPP) survey will be redone midyear to give us more feedback against this goal</p> |
| Built on teacher use of AFL strategies in the area of self and peer assessment                         | <p>Student voice Y4-6 data showed that students feel they are giving/receiving adequate peer feedback and enjoy this reflection time.</p> <p>Teacher voice - teachers are using peer and self assessment in certain curriculum areas but not all</p>   | N/A  | Focus on the responses from student survey at the end of 2022 - increasing student ability to be able to articulate what they are learning and why across more curriculum areas  |
| Introduced PAT testing in Maths to use as both a formative & summative assessment tool                 | <p>PAT testing occurred in term 1 and responses were analysed at leadership level but follow up with teaching gaps not as explicitly identified as they could have been</p> <p>End of Year PAT ended up being different due to the NZCER trial, so unable to provide a comparison</p>  | NZCER were trialling a revised Maths PAT test in term 3 which school took part in  | In 2023 PAT tests will take place in Terms 1 and 3 for Year 3-6 students. This time frame allows teachers to identify learning gaps and do more explicit teaching around these gaps throughout the year.   |

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|---|---|---|--|
| Refined skills & support required for working remotely for both adults and children in the DRS community using a hybrid model of learning | <p>Teams continued to adapt their teaching in Term 1 to deliver a hybrid model due to some children at school and some at home.</p> <p>This was more successful in the senior classes where students learning from home could zoom into class group sessions</p>  | <p>Senior students had the skills to be able to work under a hybrid model. This was too much for junior students unless an adult was present with them</p> <p>Hybrid learning was not required after Term 1 to the extent it had been earlier in the year as more children returned to school post covid restrictions.</p>  | Teachers will continue to look at ways to ensure those needing to learn remotely from home can access learning - this is mainly communicated through Seesaw but with individual check ins through Google Classroom for older students  |
| Implemented Better Start Literacy in the NE/Yr 1 classrooms   | <p>University of Canterbury BSLA training commenced for 4 teachers. Three completed the training and one did not due to that teacher leaving the school mid year</p> <p>Due to high absences in term 1 due (covid restrictions) it took awhile to get BSLA off the ground. By the end of the year the teachers who had consistently taught BSLA were seeing results in engagement and writing but not yet in reading for some tamariki</p>                  | <p>Covid was the main reason for disrupted schooling, meaning not all students and in some cases, teachers, were at school for a continuous period of time.</p> <p>This impacted assessment results and also delayed teachers in being able to teach what they wanted to be able to teach</p> <p>Learning through Play did not get the traction we had hoped, revisit next year</p> | <p>The rest of the junior school team will be enrolling in University of Canterbury/MOE funded training in 2023.</p> <p>One more teacher aide will undergo training for Tier 2 support</p> <p>Revisit Learning through Play in the NE classes combined with an emphasis on oral language development</p> |
| Completed DRS Learner Profile   | <p>Work on the profile was continued from previous years.</p> <p>Staff and Māori whānau were consulted about what they want students to leave DRS with.</p> <p>A statement/graphic from the newly released <i>Literacy &amp; Communication Framework</i> succinctly stated what we want our students to leave with. This statement was discussed as part of our ERO review and adapted to include our vision principles and values. It was then shared.</p> | N/A   | Graphic posters will be placed in each classroom and around the school and shared throughout the year with our community.were designed and staff voted on which they felt best fit our school.   |

#### Planning for next year:

- Use PAT testing in Maths as both a formative and summative assessment to analyse gaps and trends
- Enrol remaining junior school staff into BSLA - structured literacy
- Revisit Learning through Play in the NE classrooms with the appointment of a teacher who has expertise in this area
- Assign Across School Leader responsibilities to oversee teacher's professional development and use of Assessment for Learning strategies in the curriculum area of PE
- Continue work on Assessment for Learning strategies to empower students to articulate their next learning steps & keep building learner agency
- Continue to provide opportunities for students to lead areas of positive change

|                         |   |
|-------------------------|---|
| <b>Strategic Aim: 2</b> | <b>Our curriculum will be responsive to the needs of our learners</b>   |
| <b>Annual Aim:</b>      | <ol style="list-style-type: none"> <li>1. Implement local curriculum focus on Sustainability school wide</li> <li>2. Review school vision statement &amp; principles</li> </ol> |

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|-----------------------|---|
|                       | <ol style="list-style-type: none"> <li>3. Begin implementation of Aotearoa NZ Histories Curriculum</li> <li>4. Review current assessment tools in line with our school wide focus on formative assessment and culturally responsive practice</li> <li>5. Build leadership understanding &amp; use of achievement data to better identify areas for improvement &amp; enrichment</li> <li>6. Build teacher capability in using the NZC Learning Progression Framework (LPF)</li> <li>7. Participate in 2nd year of MOE funded Maths PD (DMIC) &amp; assessed Maths strands using culturally responsive assessment tasks</li> <li>8. Principal to participate in Tautai o le Moana</li> <li>9. Develop a hybrid model for curriculum delivery to ensure minimal disruption to learning</li> </ol> |
| <b>Target:</b>        | <p>Sustainability Action Plan for school wide implementation created and delivered</p> <p>School vision statement and principles reviewed</p> <p>Current assessment tools reviewed and assessment schedule altered as required</p> <p>Complete the relevant PD and teaching of 2022 strands as part of the MOE funded DMIC approach in Maths</p> <p>Principal to present to Tautai Pacific Principals on her inquiry - this inquiry is to contribute to the principal's appraisal process</p>   |
| <b>Baseline Data:</b> | <p>No local curriculum</p> <p>Sustainability variable across the school with not everyone on board</p> <p>NZ Aotearoa Histories curriculum new for everyone as a new curriculum</p> <p>Not all teachers are confident about curriculum levels above and below the curriculum level they are teaching</p>  |

| <b>Actions</b><br><i>What did we do?</i>                        | <b>Outcomes</b><br><i>What happened?</i>  | <b>Reasons for the variance</b><br><i>Why did it happen?</i>  | <b>Evaluation</b><br><i>Where to next?</i>  |
|---|---|---|---|
| Had a whole school local curriculum focus on Sustainability     | <p>Several initiatives came out of this year's actions - student and staff 'green team' formed and met most weeks</p> <p>Whole school kaitiaki days were held and each team had a sustainability focus</p> <p>The whole school, including all staff visited the Wastewise Classroom at the Waitakere Transfer Centre to increase our own knowledge on waste</p> | Most actions were achieved and we achieved Bronze Enviro status   | <p>Work towards Silver Enviro Award, continue with the school wide focus on sustainability</p> <p>Utilise student voice more in change projects</p> <p>Create a sustainability policy for our school</p>  |
| Reviewed school vision statement & principles                   | <p>Statement and principles were revisited by staff and the vision statement was updated to better reflect our school and our values.</p> <p>Principles are becoming more embedded and explicit in our local curriculum</p>   | More explicit focus through curiosity projects and mention in weekly newsletter   | Continue to make vision and principles visible  |
| Started to unpack Aotearoa local histories as a leadership team | <p>Leadership attended a MOE PD session on the implementation of the histories curriculum. A Kāhui Ako project group was set up to bring a kāhui wide lens to this work.</p> <p>Our Kāhui Colference had the new curriculum as its theme</p>  | Whole staff PD not taken due to roll out of information taking a bit longer - legislation comes into effect beginning of 2023 | Teacher Only Day Professional development has been planned for a specific Tiriti focus and progressions - this will then be taken back to the Kāhui project group to devise progressions for our schools to work on starting with Te Tiriti and then other histories contexts |

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|  |   |   | Unpack Social Sciences curriculum once it is in final format  |
| Reviewed some of current assessment tools in line with our school wide focus on formative assessment and culturally responsive practice  | We did a review of our assessment schedule and had a focus on Maths and writing moderation. Teachers are still needing permission/support to make judgements when observing new learning in the classroom.<br><br>PAT maths introduced to check student curriculum level and compare this to what the teacher has assessed.   | Using the PAT test to identify where a student is working at in the curriculum was helpful for the teacher to check for any gaps in learning but also to see if a student is capable of more than they might show in the classroom context. | Continue with Term 1 PAT Maths test to gather formative data and use this to teach gaps. Do the test early enough in Term 1 to get this done before teaching of number occurs<br><br>Review school entry assessments to better reflect BSLA work, also reading levels entered for BSLA learners |
| Started to build leadership understanding & use of achievement data to better identify areas for improvement & enrichment  | Team leaders had some professional development via NZCER's online learning portal on analysing PAT results. Not as much time given to this as we had hoped  | Limited time given to unpacking this fully (ran out of time) - prioritise for 2023  | More assessment literacy for team leaders - team leaders to present to board mid year   |
| Completed some work on teacher capability using the NZC Learning Progression Framework (LPF)   | Spent time on this at the beginning of the year with writing  | We did not carry on as curriculum refresh rollout meant that we needed to slow this work down   | No further action until curriculum refresh documents are out  |
| Participated in 2nd year of MOE funded Maths PD (DMIC) & assessed Maths strands using culturally responsive assessment tasks   | Completed professional development and teaching observations - assessment tasks focus to continue next year so didn't get to moderate as much as we would have liked  | Ran out of time and got off to a delayed start with Term 1 covid impacting on staff illness etc   | Continue to look at how to use assessment tasks to inform practice and make overall teacher judgements in 2023  |
| Principal participated in <i>Tautai o le Moana</i> professional development  | An excellent year of professional development with a fabulous mentor. This programme should be offered to all principals  | N/A   | Many action points were achieved. Continue to engage with our pacific community including building of a fale  |
| Refined our hybrid model for curriculum delivery when learning remotely  | This was continuously adapted throughout term 1. Not needed for term 2 and beyond   | N/A   | Have ready to go for if remote learning needs to kick in again  |
| <b>Planning for next year:</b>   |   |   |   |
| <ul style="list-style-type: none"> <li>Continue with the work started from Tautai o le Moana</li> <li>Have a school wide focus on the Aotearoa NZ Histories Curriculum and work with Kāhui Ako to develop progressions from Yr 1-Yr10</li> <li>Continue to develop our local curriculum in the area of sustainability</li> <li>Participate in the final year of DMIC Maths with a focus on assessment tasks and OTJs - create a 3 year overview</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>Share collective responsibility for the full return to school for all students post-covid</li> <li>Continue to explicitly teach socially positive relationship skills that align with our school values</li> <li>Participate in Sport Auckland's Healthy Active Learning pilot programme including completion of playground audit and play research project</li> <li>Apply our school values to the DRS Hybrid Learning Model</li> <li>Lfit house team and captains' profile through a range of school events</li> <li>Build on school wide sustainability practices starting with staff, then within teams</li> </ol> |   |   |

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|--|--|--|--|
| <b>Target:</b>   | <p>More cultural games being taught<br/> A shift in all behaviours around sustainability - staff and children<br/> Bronze Enviro Award<br/> More play opportunities in the playground</p>  |  |  |
| <b>Baseline data</b>   | <p>No cultural games<br/> House points system was inconsistent and not really being used, house leaders not really being leaders<br/> Playtimes were boring for some with limited equipment out</p>  |  |  |
| <b>Actions</b>   | <b>Outcomes</b>  | <b>Reasons for the variance</b>  | <b>Evaluation</b>  |
| <i>What did we do?</i>   | <i>What happened?</i>  | <i>Why did it happen?</i>  | <i>Where to next?</i>  |
| Attempted to get a full return of all DRS students to school post-covid  | <p>Not so successful in term 1, families who had been away a long time started to return but some only intermittently.</p> <p>Truancy agency was fairly inundated so delayed any referrals. Made many attempts to get families on our radar back to school</p>   | <p>Absences nationwide is causing concern, families not at their usual addresses.</p> <p>Young children not starting school until almost 6.</p>  | Kāhui has received money for an attendance project. MOE has also launched a campaign. Continues to be a school wide focus for 2023   |
| Explicitly included the teaching of socially positive relationship skills throughout the year  | The Life Ed Caravan came into school and the focus was relationship skills. We used Te Whare Tapa Whā as our model in the senior school. .   | N/A  | <p>Continue to embed Te Whare Tapa Whā.</p> <p>We will be commencing the Mitey wellbeing and mental health programme in Term 2, 2023</p>   |
| Completed a playground audit & participated in the AUT Play Research Project as part of our work with Sport Auckland's 'Healthy Active Learning Initiative | <p>Playground audit was completed, a play policy was created by the staff and we had two classes take part in the AUT Play research project and students wore monitors to gauge their physical activity.</p> <p>New play equipment was both purchased and given to the school as part of the project. This was not until the end of the year so we didn't get all play equipment out there. School took part in a wheels day and successfully applied for a grant for scooters and skateboards</p> | <p>The Tu Manawa funding allowed for us to purchase equipment to ensure all students had equitable access to equipment on Wheels Day</p> <p>We also were fortunate to receive play equipment for use at break times in the playground but have not yet got a good system for rolling it out. We also need to build the storage sheds</p> | <p>Continue with the play project in 2023 and develop a robust system for getting equipment out into the playground and back again, build the sheds to store the equipment.</p> <p>Look into purchasing a Magic Playbox to kick start Loose Parts Play</p>     |
| Incorporated cultural games into some language weeks   | <p>We got off to a good start with this in Samoan language and Cook Island language week but then it felt like every other week had rain at the end of the week when we planned to have our games.</p> <p>We successfully held a ki o rahi tournament over several lunchtimes and had a grand final over Matariki week</p>   | <p>Weather interfered with the community involvement in the games.</p> <p>Lack of teacher knowledge/support meant the games didn't really get pushed during the language weeks in learning time</p>  | <p>Continue to promote cultural games in the language weeks.</p> <p>Teach the staff Tapuwae, some poi games and Pukana at TOD at the start of 2023.</p> <p>Have PE teacher champions in each team to encourage the games to be played throughout the year.</p> |

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| Lift house team & house captains' profile through a range of school tuakana-teina events with CASS classes included wherever possible  | Not able to hold as many events or opportunities for house leaders to lead as we would have liked or events that involved CASS   | Several events were cancelled at the beginning of the year due to covid restrictions and later in the year due to the weather  | Persevere with this in 2023   |
| Built on school wide sustainability practices starting with staff, then within teams   | <p>We created an action plan and had a clear vision for achieving the Enviro Bronze Award - staff and teachers made pledges to refuse, reduce and reuse</p> <p>The whole school, including all staff, visited the Education Centre at the Henderson Transfer Centre to learn about waste</p> <p>A student and staff 'Green team' was established and the A.P took the student group once a week to work on initiatives.<br/>Weekly 'Green Team' messages were placed in the school newsletter</p> <p>We held one whole school kaitiaki day</p> | N/A - we pretty much achieved everything we set out to achieve   | <p>Work towards Enviro Silver Award</p> <p>Investigate hot composting</p> <p>Continue to build on our composting practice and have all staff on board</p> <p>Take part in National No Power Challenge</p> <p>Continue to build leadership of the green team to make positive change in our school</p> |
| Began the process of revamping the school's Asian Garden with student leaders  | <p>The Collaborative Council met to discuss what to do and came up with a plan.</p> <p>The garden did not get finished before the end of the year</p>  | Weather, builder availability and time were the three main factors impacting on completion. Fence has been completed but planting and ground cover needs to be a focus | <p>Complete the Asian Garden - source plants and ground cover &amp; promote as a quiet space in the school</p> <p>Bench seat to be donated.</p> <p>Collaborative Council to investigate a fale for the school after this project is completed</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 develop composting in the school with some research into hot composting</li> <li>• Asian garden completed and preliminary work underway for a possible fale</li> <li>• Continue with the play project and incorporate loose parts play into break times</li> <li>• Lift the profile and leadership of the house leaders</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 2023

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 2022 Dominion Road School received total Kiwisport funding of \$3,921.76.

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

A handwritten signature in blue ink that reads 'L. Mitchell'.

Lesley Mitchell  
Principal  
Dominion Road School

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

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

| <b>Reporting on the principles of being a Good Employer</b>   |  |
|---|--|
| How have you met your obligations to provide good and safe working conditions?  | <i>Yes as per policy</i>   |
| What is in your equal employment opportunities programme?<br><br>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>We select the most suitable candidate for the job based on skills, experience, qualifications, and aptitude. There are always at least 3 people on the selection and interviewing panel and agreement needs to be reached.</i>  |
| How are you recognising,<br><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/ <b>policy</b> ?   | √  |  |
| Has this policy or programme been made available to staff?   | √  |  |
| 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?                                  | √  |  |
| Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy? | √ board assurances as per school docs schedule |  |
| Does your EEO programme/policy set priorities and objectives?  | If required                                    |  |