

# BALMORAL SCHOOL

## (Auckland)

### ANNUAL REPORT

## FOR THE YEAR ENDED 31 DECEMBER 2023

#### School Directory

**Ministry Number:** 1219

**Principal:** Malcolm Milner

**School Address:** 19 Brixton Road, Balmoral, Auckland 1024

**School Postal Address:** 19 Brixton Road, Balmoral, Auckland 1024

**School Phone:** 09 638 7960

**School Email:** [office@balmoral.school.nz](mailto:office@balmoral.school.nz)

#### Members of the Board

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Kyle MacDonald	Presiding Member	Elected	Jun-25
Malcolm Milner	Principal	ex Officio	-
Stacey Osborne	Parent Rep	Co Opt	Jun-25
Sarah Johnstone-Smith	Parent Rep	Elected	Jun-25
Sarah Jack	Parent Rep	Elected	Jun-25
Erica Hodgson	Parent Rep	Elected	Jun-25
Chris Reid	Parent Rep	Elected	Dec-23
Dan Allen	Staff Rep	Elected	Dec-23

**Accountant / Service Provider:** Liz Oorthuis

# BALMORAL SCHOOL (AUCKLAND)

Annual Financial Statements - For the year ended 31 December 2023

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# Balmoral School (Auckland)

## Statement of Responsibility

For the year ended 31 December 2023

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2023 fairly reflects the financial position and operations of the school.

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

Kyle MacDonald

Full Name of Presiding Member

DocuSigned by:

*Kyle MacDonald*

AEEC8848228B441...

Signature of Presiding Member

13 May 2024

Date:

Katy Sparkes

Full Name of Acting Principal

DocuSigned by:

*Katy Sparkes*

E63812998E644B6

Signature of Acting Principal

13 May 2024

Date:

# Balmoral School (Auckland)

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Revenue</b>				
Government Grants	2	7,592,796	7,534,413	7,125,729
Locally Raised Funds	3	621,048	638,785	537,768
Interest		228,716	162,856	105,479
Gain on Sale of Property, Plant and Equipment		1,704	-	-
<b>Total Revenue</b>		<b>8,444,264</b>	<b>8,336,054</b>	<b>7,768,976</b>
<b>Expense</b>				
Locally Raised Funds	3	268,374	218,861	203,786
Learning Resources	4	5,009,322	5,556,351	4,498,037
Administration	5	421,415	384,336	410,761
Interest		4,299	-	3,536
Property	6	2,523,037	2,183,297	2,536,043
Loss on Disposal of Property, Plant and Equipment		9,539	-	9,614
<b>Total Expense</b>		<b>8,235,986</b>	<b>8,342,845</b>	<b>7,661,777</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>208,278</b>	<b>(6,791)</b>	<b>107,199</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>208,278</b>	<b>(6,791)</b>	<b>107,199</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.

# Balmoral School (Auckland)

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Equity at 1 January</b>		8,849,059	8,991,950	9,005,463
Total comprehensive revenue and expense for the year		208,278	(6,791)	107,199
Paid Capital Contributions to the Ministry of Education		-	(250,000)	(120,712)
Accrued Capital Contribution to Ministry Lead Project 201289		-	-	(142,891)
Contribution - Furniture and Equipment Grant		56,711	-	-
<b>Equity at 31 December</b>		9,114,048	8,735,159	8,849,059
Accumulated comprehensive revenue and expense		9,114,048	8,735,159	8,849,059
Reserves			-	
<b>Equity at 31 December</b>		9,114,048	8,735,159	8,849,059

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.

# Balmoral School (Auckland)

## Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	168,078	212,059	233,850
Accounts Receivable	8	379,788	380,000	386,241
GST Receivable		39,054	41,500	41,761
Prepayments		3,986	20,000	26,828
Inventories	9	1,431	1,500	1,792
Investments	10	4,300,000	2,988,000	4,400,000
Funds Receivable for Capital Works Projects	16	6,654	-	-
		4,898,991	3,643,059	5,090,472
<b>Current Liabilities</b>				
Accounts Payable	12	434,699	460,000	584,060
Revenue Received in Advance	13	45,223	7,000	6,957
Provision for Cyclical Maintenance	14	123,367	91,000	75,516
Finance Lease Liability	15	24,825	25,000	21,524
Funds held for Capital Works Projects	16	-	-	4,240
		628,114	583,000	692,297
<b>Working Capital Surplus/(Deficit)</b>		4,270,878	3,060,059	4,398,175
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	4,927,262	5,754,100	4,573,338
Capital Works In Progress	11	20,327	-	-
		4,947,589	5,754,100	4,573,338
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	91,066	50,000	94,968
Finance Lease Liability	15	13,352	29,000	27,486
		104,418	79,000	122,454
<b>Net Assets</b>		9,114,048	8,735,159	8,849,059
<b>Equity</b>		9,114,048	8,735,159	8,849,059

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

# Balmoral School (Auckland)

## Statement of Cash Flows

For the year ended 31 December 2023

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		1,618,048	1,425,000	1,550,765
Locally Raised Funds		645,753	413,000	525,779
International Students		34,782	65,000	13,896
Goods and Services Tax (net)		2,708	(6,645)	(5,835)
Payments to Employees		(1,099,976)	(1,126,000)	(1,023,283)
Payments to Suppliers		(812,861)	(969,000)	(701,588)
Interest Paid		(4,299)	(4,000)	(3,536)
Interest Received		234,075	162,856	80,277
Net cash from/(to) Operating Activities		618,230	(39,789)	436,475
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(677,790)	(1,462,000)	(561,386)
Proceeds from Sale of Investments		100,000	1,712,000	300,000
Net cash from/(to) Investing Activities		(577,790)	250,000	(261,386)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		56,711	-	-
Contribution to New School Build Project Ministry Lead project 201289		(142,891)	(250,000)	(287,632)
Finance Lease Payments		(15,791)	18,000	(18,204)
Funds Administered on Behalf of Other Parties		(4,240)	-	22,359
Net cash from/(to) Financing Activities		(106,211)	(232,000)	(283,477)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(65,772)</b>	<b>(21,789)</b>	<b>(108,388)</b>
Cash and cash equivalents at the beginning of the year	7	233,850	233,847	342,238
<b>Cash and cash equivalents at the end of the year</b>	7	<b>168,078</b>	<b>212,059</b>	<b>233,850</b>

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

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

# Balmoral School (Auckland)

## Notes to the Financial Statements

### For the year ended 31 December 2023

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

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

##### b) Basis of Preparation

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

The financial statements have been prepared for the period 1 January 2023 to 31 December 2023 and in accordance with the requirements of the Education and Training Act 2020.

###### **Basis of Preparation**

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

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

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

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

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

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

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

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

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

###### **Specific Accounting Policies**

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

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

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

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

###### **Cyclical maintenance**

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

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

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



**Critical Judgements in applying accounting policies**

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

**Classification of leases**

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 21b.

**Recognition of grants**

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

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

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

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

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

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

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

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

**Other Grants where conditions exist**

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

**Donations, Gifts and Bequests**

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

**Interest Revenue**

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

**d) Operating Lease Payments**

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

**e) Finance Lease Payments**

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

**f) Cash and Cash Equivalents**

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

**g) Accounts Receivable**

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

**h) Inventories**

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

**i) Investments**

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is material.

**j) Property, Plant and Equipment**

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

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

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

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

**Finance Leases**

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

**Depreciation**

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

The estimated useful lives of the assets are:

Building improvements	10–50 years
Board Owned Buildings	10–50 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

**k) Intangible Assets****Software costs**

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance and research expenditure are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

**l) 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.

**m) Employee Entitlements**

*Short-term employee entitlements*

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date and annual leave earned, by non teaching staff, but not yet taken at balance date.

*Long-term employee entitlements*

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

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

**n) Revenue Received in Advance**

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

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

**o) Funds held for Capital works**

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

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

**p) Provision for Cyclical Maintenance**

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

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

The School carries out painting maintenance of the whole school over a 7 to 10 year period. The economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

**q) Financial Instruments**

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

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

**r) 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.

**s) Budget Figures**

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

**t) Services received in-kind**

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

**2. Government Grants**

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget (Unaudited)</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Government Grants - Ministry of Education	1,607,891	1,425,413	1,570,322
Teachers' Salaries Grants	4,044,928	4,514,000	3,658,707
Use of Land and Buildings Grants	1,939,977	1,595,000	1,896,700
Other Government Grants	-	-	-
	<u>7,592,796</u>	<u>7,534,413</u>	<u>7,125,729</u>

**3. Locally Raised Funds**

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

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget (Unaudited)</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
<b>Revenue</b>			
Donations & Bequests	252,587	241,078	294,827
Fees for Extra Curricular Activities	330,802	227,729	171,672
Trading	10,161	8,000	50,787
Fundraising & Community Grants	2,624	66,500	769
Other Revenue	7,483	12,000	12,775
International Student Fees	17,391	83,478	6,939
	<u>621,048</u>	<u>638,785</u>	<u>537,769</u>
<b>Expense</b>			
Extra Curricular Activities Costs	262,207	197,600	167,815
Trading	3,934	5,500	34,493
Fundraising and Community Grant Costs	1,012	1,000	769
International Student - Other Expenses	1,221	14,761	709
	<u>268,374</u>	<u>218,861</u>	<u>203,786</u>
	<u>352,674</u>	<u>419,924</u>	<u>333,983</u>

*Surplus/ (Deficit) for the year Locally Raised Funds*

During the year, the School hosted 3 International Students each for 1 Term and 1 Student for 2 Terms (2022:2)

**4. Learning Resources**

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget (Unaudited)</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Curricular	87,749	94,870	62,369
Information and Communication Technology	38,333	43,700	35,024
Library Resources	2,075	2,000	1,525
Employee Benefits - Salaries	4,553,037	5,104,481	4,120,707
Staff Development	27,467	51,300	12,506
Depreciation	300,661	260,000	265,906
	<u>5,009,322</u>	<u>5,556,351</u>	<u>4,498,037</u>

**5. Administration**

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
		<b>\$</b>	
Audit Fees	9,510	9,230	9,230
Board Fees	3,970	5,000	3,970
Board Expenses	9,152	12,000	15,297
Communication	2,721	3,050	5,189
Consumables	30,323	23,700	14,195
Other	28,750	47,750	44,478
Employee Benefits - Salaries	315,091	260,806	299,953
Insurance	21,898	22,800	18,449
	<u>421,415</u>	<u>384,336</u>	<u>410,761</u>

**6. Property**

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
		<b>\$</b>	
Caretaking and Cleaning Consumables	45,045	38,000	33,919
Cyclical Maintenance	43,949	20,000	41,852
Grounds	83,884	88,750	124,125
Heat, Light and Water	79,317	73,540	78,119
Repairs and Maintenance	72,997	51,200	78,565
Use of Land and Buildings	1,939,977	1,595,000	1,896,700
Security	22,217	21,120	23,736
Employee Benefits - Salaries	235,651	295,687	259,027
	<u>2,523,037</u>	<u>2,183,297</u>	<u>2,536,043</u>

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

**7. Cash and Cash Equivalents**

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
		<b>\$</b>	
Bank Accounts	168,078	212,059	233,850
Cash and cash equivalents for Statement of Cash Flows	<u>168,078</u>	<u>212,059</u>	<u>233,850</u>

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

Of the \$168,078 Cash and Cash Equivalents, \$16,812 of unspent IWS grant funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

There is also \$24,348 of funds held in advance for international student fees as disclosed in note 13 Revenue Received In Advance.

**8. Accounts Receivable**

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Receivables	5,072	5,000	967
Interest Receivable	36,780	35,000	42,139
Teacher Salaries Grant Receivable	337,936	340,000	343,135
	<u>379,788</u>	<u>380,000</u>	<u>386,241</u>
Receivables from Exchange Transactions	41,852	40,000	43,106
Receivables from Non-Exchange Transactions	337,936	340,000	343,135
	<u>379,788</u>	<u>380,000</u>	<u>386,241</u>

**9. Inventories**

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Stationery	1,431	1,500	1,792
	<u>1,431</u>	<u>1,500</u>	<u>1,792</u>

**10. Investments**

The School's investment activities are classified as follows:

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Current Asset			
Short-term Bank Deposits	4,300,000	2,988,000	4,400,000
Total Investments	<u>4,300,000</u>	<u>2,988,000</u>	<u>4,400,000</u>

**11. Property, Plant and Equipment**

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
<b>2023</b>	\$	\$	\$	\$	\$	\$
Buildings	3,877,592	183,226	-	-	(144,622)	<b>3,916,196</b>
Furniture and Equipment	471,464	330,471	(1,781)	-	(88,617)	<b>711,535</b>
Information and Communication Technology	112,734	126,753	(1,076)	-	(37,616)	<b>200,795</b>
Motor Vehicles	15,833	-	-	-	(3,800)	<b>12,033</b>
Textbooks	-	-	-	-	-	<b>-</b>
Leased Assets	28,299	13,851	-	-	(18,319)	<b>23,831</b>
Library Resources	67,416	9,884	(6,742)	-	(7,687)	<b>62,871</b>
<b>Balance at 31 December 2023</b>	<b>4,573,338</b>	<b>664,185</b>	<b>(9,599)</b>	<b>-</b>	<b>(300,661)</b>	<b>4,927,262</b>

The net carrying value of furniture and equipment held under a finance lease is \$23,831 (2022: \$28,298)

*Restrictions*

With the exception of the contractual restrictions related to the above noted finance leases, there are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	5,164,144	(1,247,948)	<b>3,916,196</b>	4,980,918	(1,103,326)	<b>3,877,592</b>
Furniture and Equipment	1,666,247	(954,712)	<b>711,535</b>	1,440,026	(968,561)	<b>471,465</b>
Information and Communication Technology	325,877	(125,082)	<b>200,795</b>	251,765	(139,031)	<b>112,734</b>
Motor Vehicles	19,000	(6,967)	<b>12,033</b>	19,000	(3,167)	<b>15,833</b>
Textbooks	-	-	<b>-</b>	29,182	(29,182)	<b>-</b>
Leased Assets	53,288	(29,457)	<b>23,831</b>	48,330	(20,032)	<b>28,298</b>
Library Resources	153,581	(90,709)	<b>62,872</b>	159,484	(92,068)	<b>67,416</b>
<b>Balance at 31 December 2023</b>	<b>7,382,137</b>	<b>(2,454,875)</b>	<b>4,927,262</b>	<b>6,928,705</b>	<b>(2,355,367)</b>	<b>4,573,338</b>

**Capital Works In Progress**

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
Equipment/PE Store (Lower Courts)	20,327	-	-
	<b>20,327</b>	<b>-</b>	<b>-</b>



**12. Accounts Payable**

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Creditors	12,950	10,000	33,834
Accruals	40,698	60,000	22,099
Accrual for Capital Contribution to New School Build	-	-	142,891
Employee Entitlements - Salaries	345,005	360,000	353,122
Employee Entitlements - Leave Accrual	36,046	30,000	32,114
	<u>434,699</u>	<u>460,000</u>	<u>584,060</u>
Payables for Exchange Transactions	434,699	460,000	584,060
	<u>434,699</u>	<u>460,000</u>	<u>584,060</u>

The carrying value of payables approximates their fair value.

**13. Revenue Received in Advance**

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Grants in Advance - Ministry of Education	16,812	-	-
International Student Fees in Advance	24,348	7,000	6,957
Other revenue in Advance	4,063	-	-
	<u>45,223</u>	<u>7,000</u>	<u>6,957</u>

**14. Provision for Cyclical Maintenance**

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Provision at the Start of the Year	170,484	121,000	128,632
Increase to the Provision During the Year	43,949	20,000	41,852
Use of the Provision During the Year	-	-	-
Other Adjustments	-	-	-
Provision at the End of the Year	<u>214,433</u>	<u>141,000</u>	<u>170,484</u>
Cyclical Maintenance - Current	123,367	91,000	75,516
Cyclical Maintenance - Non current	91,066	50,000	94,968
	<u>214,433</u>	<u>141,000</u>	<u>170,484</u>

Per the cyclical maintenance schedule, the school is next expected to undertake painting works during 2024. This plan is based on the schools 10 Year Property plan.

**15. Finance Lease Liability**

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

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget (Unaudited)</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
No Later than One Year	27,456	25,000	25,006
Later than One Year and no Later than Five Years	13,808	29,000	29,451
Later than Five Years	-	-	-
Future Finance Charges	(3,086)	-	(5,447)
	<u>38,177</u>	<u>54,000</u>	<u>49,010</u>
<b>Represented by</b>			
Finance lease liability - Current	24,825	25,000	21,524
Finance lease liability - Non current	13,352	29,000	27,486
	<u>38,177</u>	<u>54,000</u>	<u>49,010</u>

**16. Funds Held for Capital Works Projects**

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

<b>2023</b>	<b>Opening Balances</b>	<b>Receipts from MOE</b>	<b>Payments</b>	<b>Board Contributions</b>	<b>Closing Balances</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>
Admin Resource, Retaining Work - Project number 219491	4,240	-	(10,894)	-	(6,654)
PBS Fire Mimic Board Connection-New Build Addition	-	3,372	(3,372)	-	-
BMS Remedials Rectification New Build Addition	-	5,315	(5,315)	-	-
Playground Resurfacing due to Flooding	-	330,023	(434,266)	104,243	-
Totals	<u>4,240</u>	<u>338,710</u>	<u>(453,847)</u>	<u>-</u>	<u>(6,654)</u>

**Represented by:**

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(6,654)

<b>2022</b>	<b>Opening Balances</b>	<b>Receipts from MOE</b>	<b>Payments</b>	<b>Board Contributions</b>	<b>Closing Balances</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>
Re Roofing 5 YR Plan Project 219493	(20,241)	18,060	-	2,181	-
Electrical Replacement 5 YR Plan	2,122	-	(3,677)	1,555	-
Admin Resource, Retaining Work - Project number 219491	-	19,875	(15,635)	-	4,240
Totals	<u>(18,119)</u>	<u>37,935</u>	<u>(19,312)</u>	<u>3,736</u>	<u>4,240</u>

**Represented by:**

Funds Held on Behalf of the Ministry of Education	4,240
Funds Receivable from the Ministry of Education	-

## 17. Related Party Transactions

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

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

## 18. Remuneration

### Key management personnel compensation

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

	<b>2023 Actual \$</b>	<b>2022 Actual \$</b>
<i>Board Members</i> Remuneration	3,970	3,970
<i>Leadership Team</i> Remuneration Full-time equivalent members	654,406 4.70	600,042 4.70
Total key management personnel remuneration	658,376	604,012

There are 7 members of the Board excluding the Principal. The Board has held 9 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### Principal

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

	<b>2023 Actual \$000</b>	<b>2022 Actual \$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	180-190	170-180
Benefits and Other Emoluments	20-30	20-30
Termination Benefits	-	-

### Other Employees

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

<b>Remuneration \$000</b>	<b>2023 FTE Number</b>	<b>2022 FTE Number</b>
100-110	7.00	6.00
110-120	6.00	2.00
120-130	1.00	-
	14.00	8.00

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

## 19. Compensation and Other Benefits Upon Leaving

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

	<b>2023 Actual</b>	<b>2022 Actual</b>
Total	-	-
Number of People	-	-

## 20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: nil).

### Holidays Act Compliance – Schools Payroll

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

The Ministry continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts of specific individuals, as such, this is expected to resolve the liability for school boards.

## 21. Commitments

### (a) Capital Commitments

At 31 December 2023, the Board had capital commitments of \$118,809 (2022:\$133,085) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
Painting of Admin, Auditorium Block, Tech, Staffroom and Hubs 5 & 6 with Premier Decorator NZ Ltd.	\$118,809	-	\$118,809
<b>Total</b>	<b>\$118,809</b>	-	<b>\$118,809</b>

### (b) Operating Commitments

As at 31 December 2023, the Board has not entered into any contracts.

## 22. Financial Instruments

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

### Financial assets measured at amortised cost

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	168,078	212,059	233,850
Receivables	379,788	380,000	386,241
Investments - Term Deposits	4,300,000	2,988,000	4,400,000
Total financial assets measured at amortised cost	<u>4,847,866</u>	<u>3,580,059</u>	<u>5,020,091</u>

### Financial liabilities measured at amortised cost

Payables	434,699	460,000	584,060
Finance Leases	38,177	54,000	49,010
Total financial liabilities measured at amortised cost	<u>472,876</u>	<u>514,000</u>	<u>633,070</u>

## 23. 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 Balmoral School (Auckland)'s Financial statements For the year ended 31 December 2023

The Auditor-General is the auditor of Balmoral School (Auckland) (the School). The Auditor-General has appointed me, Wayne Tukiri, using the staff and resources of RSM Hayes Audit, to carry out the audit of the financial statements of the School on his behalf.

### Opinion

We have audited the financial statements of the School on pages 2 to 19, that comprise the statement of financial position as at 31 December 2023, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2023; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 14 May 2024. This is the date at which our opinion is expressed.

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

### Basis of opinion

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

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

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

## Responsibilities of the Board for the financial statements

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

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

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

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020.

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

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

## Other information

The Board of Trustees is responsible for the other information. The other information includes the statement of responsibility, board member list, analysis of variance, effect to Te Tiriti o Waitangi report, good employer report and kiwisport report, but does not include the financial statements, and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements, or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

## Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in Balmoral School (Auckland).



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



# Balmoral School Annual Report

## Strategic Goal:

*To raise student achievement at Balmoral School in Reading Writing and Mathematics*

## Annual Target/Goal:

*All students from Years 1 to 8 will be reading at or above their cohort with understanding (PM, Probe and PAT Year 4 above) and in relation to Teacher Judgement*

*All students will be writing at or above their cohort e.g. Level 3 or above at Year 6 and in relation to Teacher Judgement*

*All students will be achieving in Mathematics, at or above their cohort e.g. Level 3 or above at Year 6 and in relation to Teacher Judgement*

<b>Actions</b> <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	<b>What did we achieve?</b> <i>What were the outcomes of our actions?            What impact did our actions have?</i>	<b>Evidence</b> <i>This is the sources of information the board used to determine those outcomes.</i>	<b>Reasons for any differences (variances) between the target and the outcomes</b> <i>Think about both where you have exceeded your targets or not yet met them.</i>	<b>Planning for next year – where to next?</b> <i>What do you need to do to address targets that were not achieved.            Consider if these need to be included in your next annual implementation plan.</i>																				
<b>Action 1</b> <b>1. Literacy (OTJ Reading)</b> To raise achievement through high quality teaching, PD and Resource Management	<table border="1"> <thead> <tr> <th></th> <th>2023</th> </tr> </thead> <tbody> <tr> <td>Year 1*</td> <td>100%</td> </tr> <tr> <td>Year 2*</td> <td>71%</td> </tr> <tr> <td>Year 3*</td> <td>82%</td> </tr> <tr> <td>Year 4</td> <td>83%</td> </tr> <tr> <td>Year 5</td> <td>72%</td> </tr> <tr> <td>Year 6</td> <td>75%</td> </tr> <tr> <td>Year 7</td> <td>75%</td> </tr> <tr> <td>Year 8</td> <td>72%</td> </tr> <tr> <td>All</td> <td>78%</td> </tr> </tbody> </table>		2023	Year 1*	100%	Year 2*	71%	Year 3*	82%	Year 4	83%	Year 5	72%	Year 6	75%	Year 7	75%	Year 8	72%	All	78%	<p>At Balmoral School, when teachers want to figure out how well a student is doing in reading, they don't just rely on one test or piece of work.</p> <p>Teachers look at a wide variety of measures and behaviour to get a good picture. This includes looking at exemplars, the expectations of NZ Curriculum, tests about reading (PAT), watching how the student reads in class, checking their written work about reading, talking with them about what they're reading, and listening to what their parents have to say. They use all this information to decide how well the student is doing overall in reading. This helps them plan what the student needs to learn next and talk to parents about their child's progress.</p>	<p><b>Points to celebrate:</b></p> <ul style="list-style-type: none"> <li>The overall attainment in reading remains high, although still not quite back to the pre-Covid data.</li> <li>Years 3, 4 and 6 made gains on their previous year's results (Unable to directly compare the Year 6 to Year 7 data due to the large numbers of new students who enter at Year 7)</li> <li>The Year 3 and 4 boys again made good gains over the year.</li> <li>The Year 4 girls have dipped from their Year 3 data, but still remain very high with 91% overall within or above expectation.</li> <li>The Year 8 boys made a small gain over the year.</li> <li>While still very low, the Pasifika data is significantly higher than 2022.</li> <li>Our Māori tamariki remain the highest achieving cohort.</li> </ul> <p><b>Points to consider:</b></p> <ul style="list-style-type: none"> <li>The drop that happens from Year 4 to 5 each year is almost ten percentage points this year. This is smaller than drops in previous years, and while it happens nationally, it is still interesting.</li> </ul>	<p><b>Actions for 2024</b></p> <ol style="list-style-type: none"> <li>Continued focus on improving Pasifika reading achievement through targeted and explicit teaching to needs.</li> <li>Continue to encourage children to read widely for pleasure through a range of measures that enable children to see themselves as readers, including developing a love of discussing story through careful choice of class novels.</li> <li>Ensure guided reading lessons are planned, purposeful and targeted to needs.</li> <li>To build comprehension by reading across the curriculum</li> </ol>
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			<ul style="list-style-type: none"> <li>• The Year 4 to 5 dip happened for both girls and boys.</li> <li>• The Year 8 girls dipped eleven percentage points from their Year 7 data. This is historically unusual for us.</li> <li>• While our Asian cohort move up and down in attainment, this year their data is lower than it has been for the five previous years.</li> <li>• While not the sole reason for the low achievement rate, the Pasifika attendance data remains low, in itself and also in comparison to all other groups.</li> </ul>																					
<p><b>Action 2</b></p> <p><b>1. Literacy (OTJ Writing)</b> To raise achievement through high quality teaching, PD and Resource Management</p>	<table border="1"> <thead> <tr> <th></th> <th>2023</th> </tr> </thead> <tbody> <tr> <td>Year 1*</td> <td>100%</td> </tr> <tr> <td>Year 2*</td> <td>98%</td> </tr> <tr> <td>Year 3*</td> <td>60%</td> </tr> <tr> <td>Year 4</td> <td>74%</td> </tr> <tr> <td>Year 5</td> <td>49%</td> </tr> <tr> <td>Year 6</td> <td>49%</td> </tr> <tr> <td>Year 7</td> <td>67%</td> </tr> <tr> <td>Year 8</td> <td>72%</td> </tr> <tr> <td><b>All</b></td> <td><b>72%</b></td> </tr> </tbody> </table>		2023	Year 1*	100%	Year 2*	98%	Year 3*	60%	Year 4	74%	Year 5	49%	Year 6	49%	Year 7	67%	Year 8	72%	<b>All</b>	<b>72%</b>	<p>At Balmoral School, when conducting writing assessments, teachers adopt a comprehensive approach to evaluate students' writing proficiency.</p> <p>Rather than relying solely on singular tests or assignments, they employ a diverse array of evaluation methods and behaviours. These include scrutinising exemplary works, aligning with the standards set forth in the NZ Curriculum, utilizing writing assessments such as PAT, observing students' writing behaviours during class sessions, evaluating their written responses to writing materials, engaging in dialogues about their literary preferences, and considering parental input. By synthesizing these multifaceted sources of information, educators formulate an Overall Teacher Judgment (OTJ) regarding students' writing aptitude. This comprehensive assessment informs instructional planning and facilitates constructive conversations with parents regarding their child's academic journey.</p>	<p><b>Points to celebrate:</b></p> <ul style="list-style-type: none"> <li>• The overall data is higher than the previous four years, and higher than the immediate pre-Covid data</li> <li>• Year 4 maintained their Year 3 level</li> <li>• While there are fluctuations in specific age groups, the overall trend suggests a relatively stable performance across the years, with an average score ranging between 69 and 73.</li> <li>• In Years 3 and 8 the boys made gains on their previous year's levels. (Year 6 to 7 data unable to be compared as it is a different cohort).</li> <li>• The strong pre-emergent and emergent writing programme in Years 0 and 1 means all children are within Level one at the end of their first year of school.</li> <li>• The Pasifika data is significantly improved from last year, and higher than it has been for the last five years.</li> <li>• The Pasifika girls' data is strong in comparison to the boys.</li> <li>• Both Māori and Pākehā data shows good improvement from last year.</li> <li>• Māori students outperform all other ethnicities.</li> </ul> <p><b>Points to consider:</b></p> <ul style="list-style-type: none"> <li>• The drop from Year 4 to Year 5 has occurred again, although less significantly than in some previous years.</li> <li>• The drop from Year 2 to Year 3 could be due to the wide Level difference and at the beginning of next level. They have two years to meet the new level</li> </ul>	<p><b>Actions for 2024</b></p> <ol style="list-style-type: none"> <li>1. Target Dr Gadd's work to specific areas of the school at a time in order to provide the particular PD that whanau needs. We will start this in Hiringa as a way of investigating what is happening with the Year 5 and 6 drop.</li> <li>2. Continue to focus on the links between reading and writing, and children seeing themselves as authors.</li> <li>3. Audit the Yolanda Soryl phonics programme to ensure it is being taught with fidelity across the Junior school.</li> <li>4. Continue to refine the spelling programmes (Catch Up Your Code, Switch onto Spelling) from Year 4 to 8 to ensure effective teaching of spelling and consistency of delivery across the school.</li> <li>5. To provide writing across the curriculum</li> </ol>
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<p><b>Action 3</b></p> <p><b>1. Mathematics OTJ</b> To raise achievement through high-quality teaching, PD and Resource Management</p>	<table border="1"> <thead> <tr> <th>Grouping</th> <th>BS (at/above band) 2023</th> </tr> </thead> <tbody> <tr> <td>After 1 Year at School:</td> <td>100%</td> </tr> <tr> <td>After 2 Years at School:</td> <td>85%</td> </tr> <tr> <td>After 3 Years at School:</td> <td>72%</td> </tr> <tr> <td>By the End of Year 4:</td> <td>77%</td> </tr> <tr> <td>By the End of Year 5:</td> <td>63%</td> </tr> <tr> <td>By the End of Year 6:</td> <td>82%</td> </tr> <tr> <td>By the End of Year 7:</td> <td>72%</td> </tr> <tr> <td>By the End of Year 8:</td> <td>72%</td> </tr> <tr> <td><b>Years 1-8</b></td> <td><b>78%</b></td> </tr> </tbody> </table>	Grouping	BS (at/above band) 2023	After 1 Year at School:	100%	After 2 Years at School:	85%	After 3 Years at School:	72%	By the End of Year 4:	77%	By the End of Year 5:	63%	By the End of Year 6:	82%	By the End of Year 7:	72%	By the End of Year 8:	72%	<b>Years 1-8</b>	<b>78%</b>	<p>At Balmoral School, when assessing students' mathematical proficiency, teachers go beyond relying solely on singular tests or assignments.</p> <p>They employ a diverse range of evaluation methods and observations to form a comprehensive understanding of each student's mathematical abilities. This includes analysing exemplars, aligning with the expectations outlined in the NZ Curriculum for mathematics, utilizing assessment tools such as the Progressive Achievement Tests (PAT), observing students' problem-solving skills and mathematical reasoning during class activities, evaluating their written work on mathematical concepts, engaging in discussions about their mathematical thinking, and considering feedback from parents. Additionally, teachers may draw upon insights and methodologies from programs like the Developing Mathematical Inquiry Communities (DMIC) from Massey University to</p>	<p><b>Points to celebrate:</b></p> <ul style="list-style-type: none"> <li>• The overall percentage of children achieving at/above across the school is good at 78%</li> <li>• The proportion of students in the 'at/above' band for most cohorts is good</li> <li>• Achievement in Year 2 is the highest it's been since 2020.</li> <li>• Overall, girls and boys achieve similarly.</li> <li>• Pasifika students achieved higher than they have since 2020; however, achievement for this group of students is still low.</li> <li>• The proportion of Pasifika students in Yrs1-6 working at/above has increased again this year.</li> <li>• The percentage of Pasifika students achieving curriculum standards at Year 8 (40%) is higher than the National norm of 24% (based on 2018 National Monitoring)</li> </ul> <p><b>Points to consider:</b></p> <ul style="list-style-type: none"> <li>• There has been a significant decrease in achievement in Year 5 (Year 6, 2024)</li> <li>• There is a considerable gender gap, with boys outperforming girls in years 3 and 5.</li> <li>• There is a significant gender gap, with girls outperforming boys in year 4.</li> <li>• There is a significant achievement gap between Pasifika students and students in all other ethnicity groups, except MELAA.</li> </ul>	<p><b>Actions 2024</b></p> <ul style="list-style-type: none"> <li>• Year 6 girls – raise their achievement in Maths.</li> </ul> <p><i>Kāhui ako WSL</i></p> <ul style="list-style-type: none"> <li>• Continue to support teachers with making an OTJ. Our feeling is that some teachers are 'under' levelling.</li> <li>• Do we need to move away from Early/At – the curriculum isn't split up like this and causes difficulties in terms of consistency of OTJ across the school, ie. what counts as early in the level?</li> <li>• Support teachers who are new to DMIC</li> </ul>
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enhance their assessment practices and foster deeper mathematical understanding among students. By synthesising these various sources of information, educators formulate an Overall Teacher Judgment (OTJ) regarding students' mathematical proficiency. This holistic assessment informs instructional planning and enables teachers to provide targeted support to address individual learning needs while facilitating productive discussions with parents about their child's mathematical progress.

- Pasifika students have made good progress despite low achievement overall – see attached document
- Overall, Māori students' achievement has declined since 2022.
- The achievement of Pasifika students remains low.
- There is a significant difference between the achievement of Pasifika students in the Primary and the Intermediate school with Primary students outperforming Intermediate students.
- Of the 15 Pasifika students in the Intermediate school who are not achieving expected outcomes, 10 came through Balmoral Primary School.

## Statement of variance: progress against targets

*This variance statement shows Balmoral School's progress over the last year towards achieving the targets set out in our annual implementation plan. It offers an explanation for any differences and how we will address targets*

## How we have given effect to Te Tiriti o Waitangi

The Balmoral School Board recognises our role and responsibility to honour and give effect to te Tiriti o Waitangi under the Education and Training Act 2020. This is a primary objective for the school.

- Our staff have worked hard to ensure that the local curriculum took precedence in the learning. We use an inquiry method approach to seek answers that the tamariki wanted to find out. The staff use this and the New Zealand Curriculum to devise learning sequences.
- Senior staff have attended Kahui Ako meetings based on te Tiriti, and Niho Taniwha professional development sessions.
- Senior staff have worked together with Evaluation Associates and Kahui Ako to implement the overview and professional development sessions.

### All staff

- All staff have participated in 1.5 days of professional development to learn about the new Aotearoa New Zealand Histories curriculum and to explore ways teachers can integrate this into their inquiry programmes and wider curriculum.
- The school has developed an Aotearoa New Zealand Histories overview to ensure all parts of the curriculum are covered across Years 1 to 8..
- A number of staff were involved in Te Ahu o te Reo Māori language course and we take all reasonable steps to use the language within our environment.
- Every Friday at our staff meeting we have karakia, waiata as well as further instruction in the Reo.
- We held a number of Whakatau to welcome new whānau into the school.
- The school continues to collect and buy te ao Māori and te reo resources to support teachers.
- Our kapa haka group performed at some significant events

## Statement of compliance with employment policy

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

Reporting on the principles of being a Good Employer	
<p><b>How have you met your obligations to provide good and safe working conditions?</b></p>	<p><i>The board acts as a good employer and takes all reasonable steps to build working relationships based on trust confidence and good faith. The board treats employees fairly and properly and aspects of their employment as required by the Public Service Act 2020 and complies with legislation on employment and personnel matters the board also complies with the Health and Safety Act</i></p>
<p><b>What is in your equal employment opportunities programme?</b> <b>How have you been fulfilling this programme?</b></p>	<p><i>Yes – refer school documents and EEO Board review process</i></p> <p><i>The Equal Employment Opportunities policy ensures that all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes, without bias or discrimination. All schools are required by the Public Service Act to be “good employers”</i></p> <p><i>Review annually</i></p> <p><i>Follow Legislation, Policy, MoE guidelines and NZSTA support and advice</i></p> <p><i>Following the EEO policy and procedure</i></p> <p><i>Follow NZSTA and School Policy employment procedures</i></p>
<p><b>How do you practise impartial selection of suitably qualified persons for appointment?</b></p>	<p><i>Selects the person most suited to the position in terms of skills, experience, qualifications, and aptitude</i></p> <p><i>Advertise through the Education Gazette</i></p> <p><i>Multiple people on appointment panel</i></p> <p><i>Carry our detailed reference checks</i></p> <p><i>Ensure current job description and appointment criteria for shortlisting and appointment</i></p>
<p><b>How are you recognising,</b></p> <ul style="list-style-type: none"> <li>– <b>The aims and aspirations of Māori,</b></li> <li>– <b>The employment requirements of Māori, and</b></li> <li>– <b>Greater involvement of Māori in the Education service?</b></li> </ul>	<p><i>Aim to give effect to Te Tiriti o Waitangi in all processes Follow EEO principles</i></p> <p><i>Provide for school visits prior upon application and build relationships - whakawhanaungatanga .</i></p> <p><i>Offer the opportunity for whānau support at interviews. Facilitate reo conversations and embrace their feedback around all aspects of te ao Māori, te reo Māori, matauranga Māori</i></p> <p><i>Support with appropriate professional learning and culturally responsive development</i></p>
<p><b>How have you enhanced the abilities of individual employees?</b></p>	<p><i>A purposeful and strategic professional learning and development support</i></p> <p><i>Created a culture of trust and continuous learning as evidenced in individual professional growth cycles.</i></p>
<p><b>How are you recognising the employment requirements of women?</b></p>	<p><i>Board EEO review</i></p> <p><i>Conversations around hours of work and conditions Ensure equitable access to staff leave to care for whānau if required</i></p> <p><i>Follow the Collective Agreement</i></p>
<p><b>How are you recognising the employment requirements of persons with disabilities?</b></p>	<p><i>The Board recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups</i></p> <p><i>The Board also ensures that employment and personnel practices are fair and free of any bias.</i></p>

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

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

## **Principal Report**

### **Kiwisport**

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2023, the school received total Kiwisport funding of \$11,383 (excluding GST). The funding was spent on extra equipment for a large variety of sports, on coaching seminars, release time for two sports coordinator and staffing of one sports Administrator.