

# LAKE TEKAPO SCHOOL

## ANNUAL FINANCIAL STATEMENTS

**FOR THE YEAR ENDED 31 DECEMBER 2023**

**School Directory**

**Ministry Number:** 3406

**Principal:** Simon Waymouth

**School Address:** Aorangi Crescent  
Lake Tekapo

**School Phone:** (03) 680 6816

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

**Accountant / Service Provider:**

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Christchurch  
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# LAKE TEKAPO SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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# Lake Tekapo School

## Members of the Board

For the year ended 31 December 2023

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Simon Tocker	Presiding Member	Elected 3/8/22	
Simon Waymouth	Principal		
Angela Marshall	Staff Rep	Elected 3/8/22	August 2025
Jon Preston	Parent Rep	Co-opted 7/9/22	August 2025
Judith Speck	Parent Rep	Elected 3/8/22	August 2025
Amanda Simpson	Parent Rep	Elected 3/8/22	
Casey Jeffries	Secretary		

# Lake Tekapo School

## Statement of Responsibility

For the year ended 31 December 2023

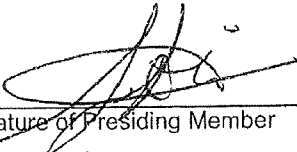
The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

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

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

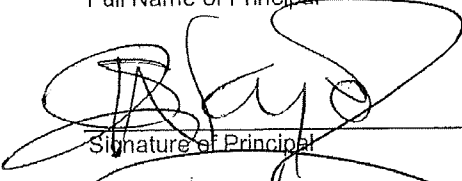
The School's 2023 financial statements are authorised for issue by the Board.

Simon James Toker  
Full Name of Presiding Member

  
Signature of Presiding Member

15/5/2024  
Date:

Simon James Waymouth  
Full Name of Principal

  
Signature of Principal

15/05/2024  
Date:

# Lake Tekapo School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Revenue</b>				
Government Grants	2	695,033	663,287	589,619
Locally Raised Funds	3	54,422	43,800	29,498
Interest		10,853	1,200	3,957
<b>Total Revenue</b>		<b>760,308</b>	<b>708,287</b>	<b>623,074</b>
<b>Expense</b>				
Locally Raised Funds	3	29,859	33,724	24,966
Learning Resources	4	360,439	366,482	305,808
Administration	5	81,339	70,660	74,266
Property	6	272,815	281,905	241,445
Loss on Disposal of Property, Plant and Equipment		519	-	-
<b>Total Expense</b>		<b>744,971</b>	<b>752,771</b>	<b>646,485</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>15,337</b>	<b>(44,484)</b>	<b>(23,411)</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>15,337</b>	<b>(44,484)</b>	<b>(23,411)</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.

# Lake Tekapo School

## 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>		572,571	572,571	595,982
Total comprehensive revenue and expense for the year		15,337	(44,484)	(23,411)
Contributions from / (Distributions to) the Ministry of Education		-	-	-
Contribution - Furniture and Equipment Grant		-	-	-
<b>Equity at 31 December</b>		587,908	528,087	572,571
Accumulated comprehensive revenue and expense Reserves		587,908	528,087	572,571
<b>Equity at 31 December</b>		587,908	528,087	572,571



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.

# Lake Tekapo School

## Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	40,350	8,581	33,691
Accounts Receivable	8	33,433	36,837	24,670
Prepayments		10,347	10,347	8,956
Investments		208,950	200,000	177,215
		<u>293,080</u>	<u>255,765</u>	<u>244,532</u>
<b>Current Liabilities</b>				
GST Payable		6,212	-	-
Accounts Payable	10	58,930	58,930	38,588
Revenue Received in Advance	11	823	-	-
Finance Lease Liability	13	2,959	2,959	2,525
Funds held for Capital Works Projects	14	3,071		11,979
		<u>71,995</u>	<u>61,889</u>	<u>53,092</u>
<b>Working Capital Surplus/(Deficit)</b>		<u>221,085</u>	<u>193,876</u>	<u>191,440</u>
<b>Non-current Assets</b>				
Property, Plant and Equipment	9	369,840	337,228	383,744
		<u>369,840</u>	<u>337,228</u>	<u>383,744</u>
<b>Non-current Liabilities</b>				
Finance Lease Liability	13	3,017	3,017	2,613
		<u>3,017</u>	<u>3,017</u>	<u>2,613</u>
<b>Net Assets</b>		<u>587,908</u>	<u>528,087</u>	<u>572,571</u>
<b>Equity</b>		<u>587,908</u>	<u>528,087</u>	<u>572,571</u>



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

# Lake Tekapo School

## Statement of Cash Flows

For the year ended 31 December 2023

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		145,769	113,200	130,635
Locally Raised Funds		51,187	40,565	56,368
Goods and Services Tax (net)		6,212	-	1,301
Payments to Employees		(73,518)	(68,127)	(71,633)
Payments to Suppliers		(87,342)	(95,893)	(90,824)
Interest Received		9,611	(42)	2,887
Net cash from/(to) Operating Activities		51,919	(10,297)	28,734
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(1,117)	22,516	(9,216)
Purchase of Investments		(31,735)	(22,785)	(40,467)
Net cash from/(to) Investing Activities		(32,852)	(269)	(49,683)
<b>Cash flows from Financing Activities</b>				
Finance Lease Payments		(3,499)	838	(5,298)
Funds Administered on Behalf of Other Parties		(8,908)	(11,979)	8,066
Net cash from/(to) Financing Activities		(12,407)	(11,141)	2,768
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>6,660</b>	<b>(21,707)</b>	<b>(18,181)</b>
Cash and cash equivalents at the beginning of the year	7	33,691	33,691	51,872
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>40,351</b>	<b>11,984</b>	<b>33,691</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.



# Lake Tekapo School

## Notes to the Financial Statements

### For the year ended 31 December 2023

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

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

##### b) Basis of Preparation

###### *Reporting Period*

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

###### *Basis of Preparation*

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

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

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

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

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

###### *Measurement Base*

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

###### *Presentation Currency*

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

###### *Specific Accounting Policies*

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

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

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

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

###### *Cyclical maintenance*

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 12.

###### *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 9.



### ***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 13. Future operating lease commitments are disclosed in note 18.

#### ***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) Investments

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

#### i) Property, Plant and Equipment

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

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

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

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

#### Finance Leases

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

#### Depreciation

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

The estimated useful lives of the assets are:

Building improvements	10–75 years
Board Owned Buildings	10–75 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

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

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

#### Non cash generating assets

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

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



**k) Accounts Payable**

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

**l) Employee Entitlements**

*Short-term employee entitlements*

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date 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.

**m) Revenue Received in Advance**

Revenue received in advance relates to fees received from [international and hostel students] and grants received [Resource Teacher: Learning and Behaviour] (delete as appropriate) 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.

**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 Comprehensive 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 10 year period. The economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

**p) Financial Instruments**

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

The School's financial liabilities comprise accounts payable, 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.

**p) Borrowings**

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

**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.

**x) Services received in-kind**

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



## 2. Government Grants

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	144,946	113,200	130,635
Teachers' Salaries Grants	307,982	307,982	250,729
Use of Land and Buildings Grants	242,105	242,105	208,255
	<u>695,033</u>	<u>663,287</u>	<u>589,619</u>

The school has not opted in to the donations scheme for this year.

## 3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Revenue</b>			
Donations & Bequests	11,925	14,200	12,557
Fees for Extra Curricular Activities	10,966	14,100	2,659
Trading	1,035	800	934
Fundraising & Community Grants	18,796	3,000	2,798
Other Revenue	11,700	11,700	10,550
	<u>54,422</u>	<u>43,800</u>	<u>29,498</u>
<b>Expense</b>			
Extra Curricular Activities Costs	17,587	21,124	5,494
Trading	1,239	800	810
Fundraising and Community Grant Costs	2,007	-	-
Other Locally Raised Funds Expenditure	9,026	11,800	18,662
	<u>29,859</u>	<u>33,724</u>	<u>24,966</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>24,563</u>	<u>10,076</u>	<u>4,532</u>

## 4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	3,570	9,500	3,157
Employee Benefits - Salaries	335,391	330,982	276,538
Staff Development	637	2,000	2,687
Depreciation	20,840	24,000	23,426
	<u>360,438</u>	<u>366,482</u>	<u>305,808</u>



## 5. Administration

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Audit Fees	4,918	6,000	4,777
Board Fees	2,470	2,500	3,720
Board Expenses	6,398	3,900	3,412
Communication	2,461	2,100	2,273
Consumables	7,456	5,500	5,284
Operating Leases	(69)	500	172
Other	10,025	10,240	7,834
Employee Benefits - Salaries	36,984	30,220	37,234
Insurance	4,392	4,200	4,052
Service Providers, Contractors and Consultancy	6,304	5,500	5,508
	<u>81,339</u>	<u>70,660</u>	<u>74,266</u>

## 6. Property

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Caretaking and Cleaning Consumables	1,103	1,000	1,735
Cyclical Maintenance	-	5,000	-
Grounds	4,759	2,000	5,219
Heat, Light and Water	8,449	8,700	9,535
Rates	835	600	712
Repairs and Maintenance	6,346	7,500	6,617
Use of Land and Buildings	242,105	242,105	208,255
Employee Benefits - Salaries	9,218	15,000	9,372
	<u>272,815</u>	<u>281,905</u>	<u>241,445</u>

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

## 7. Cash and Cash Equivalents

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Bank Accounts	40,350	8,581	33,691
Cash and cash equivalents for Statement of Cash Flows	<u>40,350</u>	<u>8,581</u>	<u>33,691</u>

### The following notes should be used where applicable:

Of the \$40,350 Cash and Cash Equivalents, \$3,071 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2024 on Crown owned school buildings.



## 8. Accounts Receivable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	3,508	3,508	273
Interest Receivable	2,832	2,832	1,590
Teacher Salaries Grant Receivable	27,093	27,093	22,807
	<u>33,433</u>	<u>33,433</u>	<u>24,670</u>
Receivables from Exchange Transactions	33,433	33,433	24,670
Receivables from Non-Exchange Transactions	-	-	-
	<u>33,433</u>	<u>33,433</u>	<u>24,670</u>

## 8. Investments

The School's investment activities are classified as follows:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Asset			
Short-term Bank Deposits	208,950	200,000	177,215
	<u>208,950</u>	<u>200,000</u>	<u>177,215</u>

## 9. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Adjustments \$	Depreciation \$	Total (NBV) \$
<b>2023</b>						
Building Improvements	339,371	-	-	(13,620)	(9,502)	316,249
Furniture and Equipment	34,276	-	(550)	13,651	(7,238)	40,139
Information and Communication Technology	5,109	3,500			(1,176)	7,433
Leased Assets	4,773	3,851			(2,892)	5,732
Library Resources	215	103	-	-	(32)	286
<b>Balance at 31 December 2023</b>	<u>383,744</u>	<u>7,455</u>	<u>(550)</u>	<u>31</u>	<u>(20,840)</u>	<u>369,840</u>

### 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
	\$	\$	\$	\$	\$	\$
Building Improvements	391,126	(74,876)	316,250	381,996	(42,625)	339,371
Furniture and Equipment	151,769	(111,513)	40,256	158,966	(124,690)	34,276
Information and Communication Technology	93,229	(85,913)	7,316	89,729	(84,620)	5,109
Leased Assets	41,142	(35,411)	5,731	37,291	(32,518)	4,773
Library Resources	18,104	(17,817)	287	18,000	(17,785)	215
<b>Balance at 31 December 2023</b>	<b>695,370</b>	<b>(325,530)</b>	<b>369,840</b>	<b>685,982</b>	<b>(302,238)</b>	<b>383,744</b>

#### 10. Accounts Payable

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	24,664	24,664	7,906
Accruals	6,298	6,298	7,094
Employee Entitlements - Salaries	27,093	27,093	22,807
Employee Entitlements - Leave Accrual	875	875	782
	<u>58,930</u>	<u>58,930</u>	<u>38,589</u>
Payables for Exchange Transactions	58,930	58,930	38,589
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)			
Payables for Non-exchange Transactions - Other			
	<u>58,930</u>	<u>58,930</u>	<u>38,589</u>

The carrying value of payables approximates their fair value.

#### 11. Revenue Received in Advance

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	823	-	-
	<u>823</u>	<u>-</u>	<u>-</u>



## 12. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Increase to the Provision During the Year	-	5,000	-
Provision at the End of the Year	-	5,000	-

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

## 13. Finance Lease Liability

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	3,199	3,199	2,774
Later than One Year and no Later than Five Years	3,121	3,121	2,795
Future Finance Charges	(344)	(344)	(431)
	<u>5,976</u>	<u>5,976</u>	<u>5,138</u>
<b>Represented by</b>			
Finance lease liability - Current	2,959	2,959	2,525
Finance lease liability - Non current	3,017	3,017	2,613
	<u>5,976</u>	<u>5,976</u>	<u>5,138</u>

## 14. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 9.

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Dental Roof (Green room) - Project number 232213	11,979	-	(8,908)	-	3,071
Totals	<u>11,979</u>	<u>-</u>	<u>(8,908)</u>	<u>-</u>	<u>3,071</u>

### Represented by:

Funds Held on Behalf of the Ministry of Education 3,071  
Funds Receivable from the Ministry of Education -

2022	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Library shelving - Project number 1234	3,913	12,070	(15,983)	-	-
Dental Roof (Green room) - Project number 232213	-	11,979	-	-	11,979
Pool Heat Pump - Project number	-	12,850	(12,850)	-	-
Totals	<u>3,913</u>	<u>36,899</u>	<u>(28,833)</u>	<u>-</u>	<u>11,979</u>

### Represented by:

Funds Held on Behalf of the Ministry of Education 11,979  
Funds Receivable from the Ministry of Education -



## 15. 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.

## 16. Remuneration

### Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i> Remuneration	2,470	3,720
<i>Leadership Team</i> Remuneration	137,138	113,872
Full-time equivalent members	1	1
Total key management personnel remuneration	141,193	117,592

There are 6 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### Principal 1

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	110-120
Benefits and Other Emoluments	1-5	3-4
Termination Benefits	-	-

No Other employee received remuneration greater than \$100,000.

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



## 17. 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.

## 18. Commitments

### (a) Capital Commitments

at 31 December 2023, the Board had no capital commitment.

### (b) Operating Commitments

As at 31 December 2023, the Board has entered into no contracts.

## 19. 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	40,350	8,581	33,691
Receivables	33,433	33,433	24,670
Investments - Term Deposits	208,950	200,000	177,215
Total financial assets measured at amortised cost	<u>282,733</u>	<u>242,014</u>	<u>235,576</u>

### Financial liabilities measured at amortised cost

Payables	58,930	58,930	38,589
Finance Leases	5,976	5,976	5,138
Total financial liabilities measured at amortised cost	<u>64,906</u>	<u>64,906</u>	<u>43,727</u>

## 20. 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 LAKE TEKAPO SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023**

The Auditor-General is the auditor of Lake Tekapo School (the School). The Auditor-General has appointed me, Sam Naylor, using the staff and resources of Nexia Audit Christchurch, to carry out the audit of the financial statements of the School on his behalf.

#### **Opinion**

We have audited the financial statements of the School on pages 3 to 18, that comprise the statement of financial position as at 31 December 2023, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 15 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 for our opinion**

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

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

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

#### **Responsibilities of the Board for the financial statements**

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

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

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

The Board's responsibilities arise from section 134 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 arises from the Public Audit Act 2001.

### **Other information**

The Board is responsible for the other information. The other information comprises the Statement of Responsibility, Members of the Board, Annual Improvement Plan, Evaluation and Analysis of Student Progress, Analysis of Variance Report, Good Employer Statement and Kiwisport Statement, but does not include the financial statements, and our auditor's report thereon.

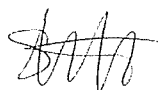
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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 (including International Independence Standards) (New Zealand) (PES 1)* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with, or interests in, the School.



### **Sam Naylor**

Nexia Audit Christchurch  
On behalf of the Auditor-General  
Christchurch, New Zealand

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

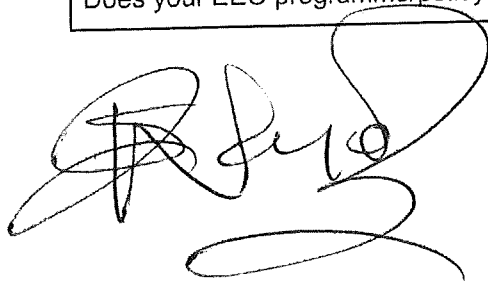
The following questions address key aspects of compliance with a good employer policy:

<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, we have a BoT Personnel &amp; Property Portfolio holder who meets regularly with staff and the Property person does a H &amp; S report for each BoT meeting. As we are a small school, we identify any issues on a Monday afternoon administration meeting and list these down.</i>
What is in your equal employment opportunities programme?  How have you been fulfilling this programme?	<i>As above.  EEO survey has been completed in the past, but was not done last year. In place of this we have extended the personnel role and added communication at BoT level.</i>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>As we are a small school, we outsourced our employment vacancy to "Marbles" (in conjunction with BoT interview) to ensure a fair and unbiased selection process while employing our new teacher for 2024. We also used our Schooldocs Employment Processes &amp; Protocols during this process..</i>
How are you recognising, <ul style="list-style-type: none"> <li>- The aims and aspirations of Maori,</li> <li>- The employment requirements of Maori, and</li> <li>- Greater involvement of Maori in the Education service?</li> </ul>	<i>As we are a school that has strong Nga Tahu ties ie Dark Sky we work in conjunction with running programmes with them, and initiatives.  The school has a philosophy of the Te Whare Tapa Wha which runs through the organisation.  We are available and engage in opportunities across the Education Sector involving culture. As Simon is the dual lead of the Ka Hui Ako he is working closely with Te Aitarakihi marae.  Liaise with Arowhenua through Matariki.</i>
How have you enhanced the abilities of individual employees?	<i>We currently work through our Growth Cycle where employees can identify personal and professional goals and where opportunities arise we make it work. The BoT support this by meeting with staff termly.</i>
How are you recognising the employment requirements of women?	<i>We are very conscious of the gender roles, and in the current age, this goes beyond the identifying of women.</i>
How are you recognising the employment requirements of persons with disabilities?	<i>The school has been specifically designed for staff and children with disabilities ie ramps, toilets, and furniture purchases. And if need arose, would purchase further equipment to assist.  We moved our appointment process to Marbles.</i>



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

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

A large, stylized handwritten signature in black ink, located below the table. The signature is cursive and appears to be a name, possibly 'R. J. ...'.

Aurangi Crescent  
PO Box 15  
Lake Tekapo



Contact: (03) 690 6816  
027 374 3734  
Office@laketaposchool.nz

31 January 2024

### **USE OF KIWISPORT FUNDING FOR 2023**

For the 2023 year, the funds from Lake Tekapo School Operational Allowance for Kiwisport once again contributed to assist with the subsidy of bi-annual camp as part of our EOTC.

The school wide initiative links directly to the children's learning and the development of the key competencies of the school.

Refer to our Skiing statement.

A large, stylized handwritten signature in black ink, appearing to read "Simon Waymouth".

Simon Waymouth  
**Principal**  
Lake Tekapo School

# 2024 Annual Improvement Plan - Draft

MOE 3406

My curiosity is as high as the mountains, our learning is deep as the lake and our knowledge shines through like the night sky

LAKE TEKAPO SCHOOL

Te kōwhiri hāhā, te hāhā hāhā, te hāhā hāhā ki te hāhā hāhā e te mo  
ka mānana mā te mānana mānana te mānana mānana mānana

## OUR WHY?

# TANGATA WĒHENUATANGA

### Sense of Place

Our Place relates to "who am I from?" and "What is the story of the place I belong". This is important for our children to grow and learn as it is their sense of place and belonging that forms the connection between themselves, their community and their place in the world. This connection encourages our students to go out of the classrooms to make connections, both with the land which tells its own story and with its community which connects the relationships between people. Lake Tekapo School aims to reflect and respond to its local community's goals by involving the history, customs and ecology of its unique locality. It is about ensuring that our children feel comfortable in their place and space with confidence. Our Place is centred on our students becoming Life-Long learners where they create for themselves a sense of order, curiosity and form.

**The values and work ethic we see in our humble Collie are the values we hope to see in our children.**

This working farm dog is famous for his intimidating "eye". The Collie has a fixed, hypnotic stare as he crouches low and creeps up on the sheep. One of the most intelligent of all the breeds, the Collie is also one of the most stimulating and rewarding breeds to train. It is one of the hardest working dogs thriving on praise.

The Collie has a superior intellect and this combined with his focus and work ethic make for impressive features. A Collie is sharp-eyed, quick-thinking and an enthusiastic worker that has been bred for endless miles of sprinting and stop-and-go action. The Collie thrives on learning different skills and thrives on demonstrating obedience and agility to ensure they remain at the top of their game. They are always wanting more to do and struggle to slow down if they have not found ways to get rid of their energy.

Being intelligent does mean they learn very quickly and that includes learning how to do anything they set their minds to. They are quick to master new skills and think of ways to get around a problem.

Teaching a Collie can be frustrating, because they are constantly thinking, analyzing, and reacting to what they see, hear and feel. Collies love getting things right and they will let you know if something is wrong or needs to be fixed up or if someone is not cooperating.

# LAKE TAKAPŌ SCHOOL

RESPONSIBILITY Tuakana Teina MULTI-sensory Mindset Local

PLAY WITH IT... BRING IT HOME

FETCH IT... SPROUT TE TIRITI SELF-responsibility

game Sense SPROUT TE TIRITI SELF-responsibility

KAITIAKITANGA

HAUDRA

SUSTAINABILITY

AKO

Manauakitanga

Tuakiri

Manauakitanga

## TANGATA WĒHENUATANGA...

### SENSE OF SELF, SENSE OF PLACE

# Lake Tekapo School Self Review:

In 2023 we continued to use our self review process to look at curriculum and curriculum delivery, along with Personnel, Health and Safety, Communication and Compliance. With the implementation of the National Education Learning Priorities (NELPS), this self review process is being reviewed itself to ensure that the Lake Tekapo School Board are meeting this new legislation. This is an ongoing piece of work for 2024.

# Giving Effect to Te Tiriti o Waitangi

At Lake Tekapo School we enact Te Tiriti o Waitangi in an authentic way, weaving through our school programmes by:

- working to ensure that our plans, policies, and local curriculum reflect our local tikanga Māori, mātauranga Māori, and te ao Māori of our Ngai Tahu iwi
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
- achieving equitable outcomes for our Māori students
- we enable Ka Hikitia – Ka Hāpaitia to come alive

Te Whare Tapa Whā is a well-known holistic Māori model of wellbeing used widely in schools and kura throughout Aotearoa. The model uses the symbol of the whareniui to illustrate the four dimensions of Māori wellbeing: Te Whare Tapa Wha support education professionals to develop holistic approaches to hauora and school culture.

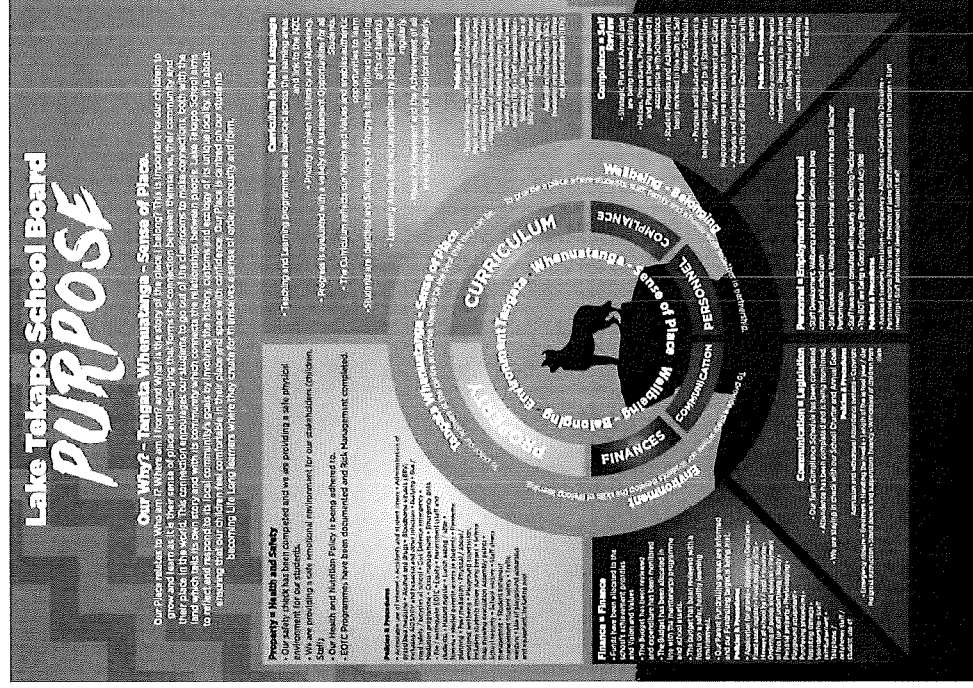
- taha tinana (physical health),
- taha wairua (spiritual health),
- taha whānau (family health)
- and taha hinengaro (mental health).

What does this mean in practice? - Te Whare Tapa Wha and our inclusion of this in the Lake Tekapo School Programme:

- Working on a number of whole-school waiata and extending our usage of karakia.
- Fleshing out and gaining a greater understanding of the School Values for tamariki, whānau and stakeholders.
- Creating 3 Pou to represent the "big idea" that our curriculum is built around - Kaitiakitanga / Hauora / Sustainability.
- Implementing and timetabling the day with a Hauora and Values Focus to curriculum - Daily Fitness, Multi Sensory, Integration / Dispositional
- Using restorative practices that are student centred, rather than punitive measures - maintaining mana.
- Traditional Maori Games

How does this work? Combining the concepts of Te Whare Tapa Wha into movement, fitness, behaviour and scaffolded learning opportunities:

- Whānau - Skills to be successful - Sharing, Teamwork, Roles and Responsibilities
- Hinengaro - Strategy and Mental Skills
- Tinana - Self Explanatory
- Wairua - Respect, Humility, Fairplay, Empathy etc



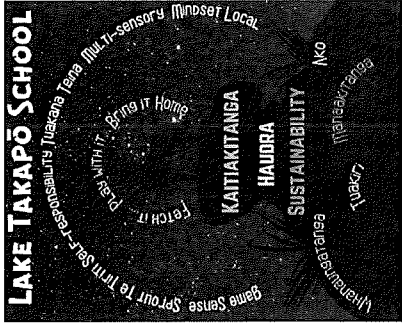
# Evaluation and Analysis of Student Progress

Goal / Whaingā:	Initiative	Current State	Measure	Review	Action 2024
<ul style="list-style-type: none"> <li>Our Local Curriculum (Sense of Place)</li> <li>Design a Localised Curriculum that draws from and connects learning through its people, place and environment. Language and Culture.</li> </ul>	<p>1.1 Review and implement a responsive localised curriculum using this to guide teaching and learning and community engagement.</p>	<p>Staff have completed the Professional Learning PLD allocation with Impacted Education and have pulled together their shared understandings of the beliefs and values we hold in relation to the Vision and Values at Lake Tekapo School. This work has seen the Values underpin the Visual Posters with the Key Competencies aligned to the Values that will become the focus for 2024. Sitting beside this has been the establishment and formatting of our Curriculum Framework, that is a visual representation of the important elements and concepts that drive our curriculum. It has been decided that use of the 3 Pou (Sustainability, Kaitiakitanga and Hauora) will help us to help frame up our planning underpin the revisited Values of Manaakitanga, Whanungatang, Ako and now Tuakiri (identity) that better aligns to our 3 Year Plan on a Page. This work is represented through the local collie and the plinth with the surrounding concepts that staff and the BOT believe represent our Kura. It is important to recognise that with the changes under the NZC refresh, staff and Board have been conscious to take into account the integration of the learning areas and the current NZ Refresh. This will continue for 2024 through more consultation with MOE, Parent and Kahui priorities.</p>	<p>Lake Tekapo School Motherhood - Creation of the documentation and plan Ongoing for 2024.</p> <p>Survey of students about the impact of the Local curriculum - Data Collected - Roving Reporter Initiative with student voice. - Collect data</p> <p>Parent Information Night 2024</p>	<p>Staff has completed the funding hours with the MOE led Local Curriculum PLD. This work focussed on the development of a one page curriculum framework that reflects our local communities aspirations. The school has the benefit of building relationships with local providers and supports and reciprocates opportunities as they arise. In 2022 we saw the naming and opening and of the Maukatua Reserve and the involvement of the Dark Sky Project with the public holiday of Matariki. Integrated Curriculum 2023 - Reserve.</p> <p>The strong relationship with local providers has seen us continue to develop and broaden the concept of Sprout, and this has been extended to include community groups and the possibility of extending this to other Kura.</p> <p>Master Sprout</p> <p>Project Brief - Multisensory Garden</p> <p>Through the Local Curriculum Professional Development the school has reviewed and templated how it understands the LTS curriculum will be shaped when aligning to the new NZC. This will continue as we work through the current changes happening within the sector.</p> <p>Lake Tekapo School Curriculum Motherhood</p>	<p>Posters to be Printed and Values to be taught Term One, 2024 for consolidation - Set up school and align Values, K.C. Collie Approve, Flag, Certificates etc.</p> <p>Advance the "big ideas" (Pou Understandings) and link these back to the NZC Refresh and schoolwide local contexts. (Daily Planning / Units of Work) - Facilitate the Project Brief and Lions corner regarding our Creation Story.</p> <p>To work with Camington School around the concepts of Sprout - Hauora, Sustainability and Kaitiakitanga.</p> <p>Continue to use the LTS learning progressions/ Wellbeing indicators to report to individual Parents through Educa. - To set up greater classroom autonomy to assist with individualising annotated posts in real time. To set up expectations of these posts across the Term. Assessment for Learning, Kahui Pathways, PLD Impacted.</p> <p>To work on Transition Action Plan and Coherent Pathways with the Lake Tekapo Kindergarten.</p> <p>To implement a student friendly platform for students to reflect and feedback their learning. Generate opportunities to allow student voice and survey the children and parents early in 2024.</p>
Output (see)		<p>A local curriculum that is well guided and thought out.</p> <p>The Learning reflects it's people, place and environment.</p> <p>A Localised Curriculum with scheduled initiatives.</p>			<p>Progress will need to be made on our outdoor learning spaces and development of Sprout as a driver to this. There is still uncertainty around the relevance and work being undertaken with the number of new initiatives led through MOE and Governmental changes. The Staff and BOT engagement is high.</p>
Success		Our Learners are engaged in a curriculum where they feel valued for their contribution to the community.		Tracking well	

# Evaluation and Analysis of Student Progress

## Goal / Whainga:

- Our Local Curriculum (Sense of Place)
- Design a Localised Curriculum that draws from and connects learning through its people, place and environment. Language and Culture.

Initiative	Current State	Measure	Review	Action 2024
<p>1.2 To build Teacher capability for monitoring, tracking and reporting achievement that reflects our localised curriculum.</p>	<p>Staff are continuing to work toward reporting achievement through the platform of Educa. Staff are continuing to find the balance between the status quo and changing how we collate and report data. LTS are continuing to use Summative (Comparative) assessments at the beginning and end of the year and/ or term, but we are making measured steps towards using "real time" evidence to annotate learning as it happens. The Educa platform has school wide progressions and Wellbeing / key competency progressions which have been trialled in 2022-23. With the changes to both NZC Refresh and Kahui Ako alignment, these progressions will be replaced in future. Staff are moving closer to reporting individual student progress using Educa and this will be a focus for 2024. With changes in staff for 2024, work and consistency of school wide systems has also meant refining how we as a staff monitor and track achievement for reporting. This opens up an opportunity to refine and review school wide expectations.</p>	<p>Growth Cycle Reflections supported through Board of Trustees Reporting.</p> <p>Beginning Teacher / Mentor observations - Observation of practice.</p> <p>Staff Meeting Curriculum Reflections and Professional Reading Reflections.</p> <p>Scheduled Educa "Real Time Reporting - Survey results - Term 4, 2024</p> <p>Moderated Progressions in line with the NZ Refresh and government expectations.</p>	<p>Vision and Values Review Completed and Parent and Student Feedback sought.</p>  <p><b>TANGATA WHENUATANGA-- SENSE OF SELF, SENSE OF PLACE</b></p> <p><b>Lake Takapō School Curriculum Mothership</b></p> <p>Action for End of Year</p> <ul style="list-style-type: none"> <li>• Student Voice Survey 2024</li> <li>• Vision and Values Unit Planned</li> <li>• Reviewed documentation republished for Visual Representation</li> </ul>	<p>To continue to develop our understanding of the LTS Growth Cycle and how this best fits Lake Takapō School. To promote autonomy and engagement through personal and professional goals and liaise with the Board of Trustees. - Reporting Cycle and Real time assessment.</p> <p>To work on Transition Action Plan and Coherent Pathways with the Lake Takapō Kindergarten. To work with the Te Manahuna Kahui Ako on Cluster wide progressions and assessment tools.</p> <p>Ideal Professional Development. - Assessment for Learning / Kahui Pathways</p> <p>Allow for opportunities to share personal and professional goals outside of the immediate staff (Wellbeing Focus) and with the Te Manahuna Kahui Ako. Ideal - Professional Development</p> <p>To continue to track progress through Staff meeting minutes, teacher only days and co teaching strategies (stretching collaboration). - Assessment for Learning / Kahui Pathway / PLD</p>
<p>Output (see)</p>	<p>Teacher Effectiveness that supports individual pathways Child at the Centre of their Learning</p> <p>Visible Graduate Profiles - ECE established in line with the Transition Action Plan.</p>			<p>As per 2023: Staff are working hard to move towards systems that are putting students at the centre of their learning. Progress through the Educa platform, although slow, has created good robust discussions around what is important and what we value as quality teaching and learning. Work this year will focus on teacher autonomy and bringing the progressions on line platform to the classrooms. (Visual Poster)</p>
<p>Success</p>	<p>Our learners will see how community works and how they can contribute to it locally, nationally and globally. They will learn to act locally, but think globally.</p>			<p>Working well through the support of Local experts and businesses</p>

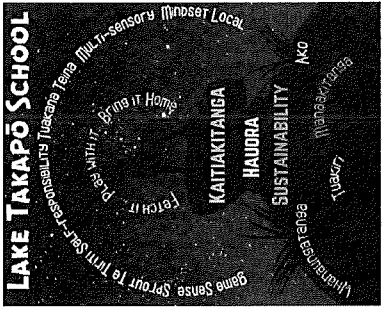
# Evaluation and Analysis of Student Progress

Goal / Whāinga:	Initiative	Current State	Measure	Review	Action 2024
<ul style="list-style-type: none"> <li>• People Our Relationships - (Sense of Self)</li> <li>• Nurture Hauora for staff, students and whanau to help build active learning relationships. (Identity).</li> </ul>	<p>2.1 Establish and Foster collaboration with community, whanau and children as active partners in learning conversations.</p>	<p>The contributions of stakeholders (local community and businesses) remains high and allows the school opportunities to work with local stakeholders. The staff and BOT continue to balance the interest of local initiatives and commit and plan for these under the 3 big ideas, Kaitiakitanga, Sustainability and Hauora. (Local Curriculum Goals). This has meant the focus for staff and the undertaking of Professional Learning has been crucial in the understanding of integration and planning. This will be ongoing as staff upskill with the NZC Refresh and Literacy/ Mathematics focus in mind. Staff has surveyed and held parent information to inform stakeholders with the feedback highlighting an appetite for greater involvement and participation. Work continues to be undertaken when considering how we plan, evaluate and reflect on these local opportunities and how we can best demonstrate the active learning conversations being held regularly. An awareness of 9 Cultures and meeting diversity needs.</p>	<p>Feedback and engagement from community members. - Community Data Base. - Survey - Formal / Informal  Curriculum Framework Review and Implementation - Student and Parent Voice. - Feedback from consultation  Iwi Consultation - Lions Corner</p>	<p>Parent Information Night 2023 Student Night 2023 - Sheets Student - Kids - Collation Integrated Curriculum 2023 - Reserve. Literacy Educa Integrated Curriculum 2023 Educa Integrated Curriculum 2023 - Reserve. The DOT - Educa Lake Tekapo School Curriculum Mothership Term 2, 2023 Term 3 Navigating the Page Skiing Information Night 2023 Skiing 2023 Parent Information Living Springs Camp 2023 Wisk 2023</p>	<p>To continue to develop our understanding of the LTS Growth Cycle and how this best fits Lake Tekapo School. To promote autonomy and engagement through personal and professional goals and liaise with the Board of Trustees.  To work on Transition Action Plan and Coherent Pathways with the Lake Tekapo Kindergarten. To work with the Te Manahuna Kahui Ako on Cluster wide progressions and assessment tools. Ideal Professional Development.  Allow for opportunities to share personal and professional goals outside of the immediate staff (Wellbeing Focus) and with the Te Manahuna Kahui Ako. Ideal - Professional Development  To continue to track progress through Staff meeting minutes, teacher only days and co teaching strategies (stretching collaboration).</p>
Output (see)	Rich, Purposeful learning Local Environment employed Local Experts employed				Community School - Local Dark Sky Project / Regional Park/ Roundhill/ Lions/ Binns Property Works/ Matariki - Ngai Tahu / Lions / Good Shepherd Church.
Success	Learners will know themselves as learners through engagement and participation in their unique learning process.				Children's sense of Place and Sense of Self is tracking well.

# Evaluation and Analysis of Student Progress

Goal / Whaingā:

- People Our Relationships - (Sense of Self)
- Nurture Hauora for staff, students and whānau to help build active learning relationships. (Identity).

Initiative	Current State	Measure	Review	Action 2024
<p>2.2 Review and develop a Lake Tekapo Student Progression Profile and Real Time Reporting Platform that puts the child to the centre.</p>	<p>As above, Staff are continuing to work toward reporting achievement through the platform of Educa. Staff are continuing to find the balance between the status quo and changing how we collate and report data. LTS are continuing to use Summative (Comparative) assessments at the beginning and end of the year and/or term, but we are making measured steps towards using "real time" evidence to annotate learning as it happens. The Educa platform has school wide progressions and Wellbeing / key competency progressions which have been trialled in 2022-23. With the changes to both NZC Refresh and Kahui Ako alignment, these progressions will be replaced in future. Staff are moving closer to reporting individual student progress using Educa and this will be a focus for 2024. With changes in staff for 2024, work and consistency of school wide systems has also meant refining how we as a staff monitor and track achievement for reporting. This opens up an opportunity to refine and review school wide expectations.</p>	<p>Lake Tekapo School Mothership - Creation of the documentation and plan Ongoing for 2024.</p> <p>Survey of students about the impact of the Local curriculum - Data Collected - Roving Reporter Initiative with student voice. - Collect data</p> <p>Parent Information Night 2024</p>	<p>The DOT - Educa Literacy Educa Integrated Curriculum 2023 - Reser... Educa Integrated Curriculum 2023 - Reser... Term 2, 2023 Newsletters</p> 	<p>Posters to be Printed and Values to be taught Term One, 2024 for consolidation - Set up school and align Values, K.C. Collie Approve, Flag, Certificates etc.</p> <p>Advance the "big ideas" (Pou Understandings) and link these back to the NZC Refresh and schoolwide local contexts. (Daily Planning / Units of Work) - Facilitate the Project Brief and Lions corner regarding our Creation Story.</p> <p>To work with Cunningham School around the concepts of Sprout - Hauora, Sustainability and Kaitiakitanga.</p> <p>Continue to use the LTS learning progressions/ Wellbeing indicators to report to individual Parents through Educa. - To set up greater classroom autonomy to assist with individualising annotated posts in real time. To set up expectations of these posts across the Term. - Assessment for Learning / Kahui Pathway / PLD Term.</p> <p>To work on Transition Action Plan and Coherent Pathways with the Lake Tekapo Kindergarten.</p> <p>To implement a student friendly platform for students to reflect and feedback their learning. Generate opportunities to allow student voice and survey the children and parents early in 2024.</p>
<p>Output (see)</p>	<p>Teacher Effectiveness that supports individual pathways Child at the Centre of their Learning Graduate Profile</p>			<p>As per 2023: Staff are working hard to move towards systems that are putting students at the centre of their learning. Progress through the Educa platform, although slow, has created good robust discussions around what is important and what we value as quality teaching and learning. Work this year will focus on teacher autonomy and bringing the progressions on line platform to the classrooms. (Visual Poster)</p>
<p>Success</p>	<p>Our Community and School Whānau have a strong sense of connection, participation and engagement in their child's learning.</p>			



# Evaluation and Analysis of Student Progress

Goal / Whaingā:				
<ul style="list-style-type: none"> <li>• People Our Relationships - (Sense of Self)</li> <li>• Nurture Hauora for staff, students and whānau to help build active learning relationships. (Identity).</li> </ul>				
Initiative	Current State	Measure	Review	Action 2024
2.3 Prioritise a sense of identity, Manaakitanga, Whanaugatanga and sense of self for all students and whānau.	Values established and aligned to Key Competencies. Strong staff and Board understanding with developing understanding with Parent stakeholders. Refinement of Vision and Values as part of the 3 Year Strategy to make clearer. Draft Models for consultation.	Real time Reporting. - Educa Feedback Lake Tekapo School Mothership - Creation of the documentation and plan Ongoing for 2024 in line with Refresh, One Hour a Day.  Survey of students about the impact of the Local curriculum - Data Collected - Roving Reporter Initiative with student voice. - Collect data  Parent Information Night 2024	Te Whare Tapa Wha / Hikaio Schema Educa Post Traditional Games Culturally Responsive Practice - Hikaio Sc.- Project Brief - Multisensory Garden Transition Action Plan 2023.docx The DOT - Educa	As per 2023: Update BOT Purpose and Measurement Tracker along with Vision and Values School Posters. Align N.E.L.P.S in consultation with the BOT. Student and Parent Survey to work to be revisited and informed to community. Continue to value the liaison with Local providers and experts.
Output (see)	Fostering Sense of Self - Transition Lifelong Learning Skills Child at the Centre			Refinement of school wide systems and ownership of Vision and Values  Child at Centre and understanding their sense of place.
Success	Our Community and School Whānau have a strong sense of connection, participation and engagement in their child's learning.			

# Lake Tekapo School Roadmap 2022-2024 - Plan on a Page Analysis of Variance 2023.

- Please refer to the 3 Year Strategy Measurement Review: [2024 3 Year Plan](#)
- Please refer to the 3 Year Strategy Summary of Initiatives: [Summary 3 Year Plan 2023 -24](#)
- [AOV Strategic 3 Year 2024 Plan on a Page](#)

## Strategic Goal:

### Curriculum:

- 1.1 Review and implement a responsive localised curriculum using this to guide teaching and learning and community engagement.
- 1.2: To build Teacher capability for monitoring, tracking and reporting achievement that reflects our localised curriculum.

### People:

- 2.1 Establish and Foster collaboration with community, whanau and children as active partners in learning conversations.
- 2.2 Review and develop a Lake Tekapo Student Progression Profile and Real Time Reporting Platform that puts the child to the centre.

## Annual Target/Goal: (Why)

With the current changes happening with the implementation of the NZC, The One hour a Day Policy and Te Manahuna Kahui Ako Professional Development, Lake Tekapo School is aiming to collaborate and develop learning progressions that are consistent across the Te Manahuna rohe, while giving clarity and consistency to the monitoring and tracking of our local curriculum. The curriculum refresh is a large piece of work that represents significant change for the teaching profession. This work is still underway with erratic support and time for implementation. Lake Tekapo School understands the need to work through these changes and to focus on what is required of us. In line with the strategy consulted upon through our strategic plan, we are focused on collaborating and understanding what we know, so that our expectations are well documented and the achievement expectations across reading, writing and mathematics, across all year levels are consistent, clear and valid. We have decided to place our strategic effort into the Literacy learning area in line with the evaluation of data (particularly writing).

Actions	What did we achieve? 2023	Evidence to help meet Target for 2024	Reasons for any differences (variances) between the target and the outcomes	Planning for next year (Where to next?) 2024
<p><b>Writing</b></p>	<p><b>End of 2023 Data</b></p> <p>Whole School working at or above the expected level 69% (22/32) Refer AOV and Data Evaluation</p>	<ul style="list-style-type: none"> <li>• Assessment for Learning PLD</li> <li>• Kahui Ako Pathways</li> <li>• Educa Reporting</li> <li>• Staff Moderation</li> <li>• Ideal Platform</li> <li>• MOE Documentation &amp; Support</li> <li>• Assessment Data</li> </ul>	<p>As per 2023 Analysis of Variance - Staff are working hard to move towards systems that are putting students at the centre of their learning. Progress through the Educa platform, although slow, has created good robust discussions around what is important and what we value as quality teaching and learning. Work this year will focus on teacher autonomy and bringing the progressions on line platform to the classrooms. (Visual Poster)</p>	<p>To produce progress indicators for all year levels. Reference check the indicators with new progressions, current school progressions, Ideal Platform and A4L Understandings.</p>

<p>Commentary / Evaluation 2023 - Refer AOV and Data Evaluation</p>	<p>2023 has seen the completion of the work undertaken with the Localised Curriculum PLD. This work focused on ensuring that the Vision and Values. Plan on a Page were underpinning the curriculum framework. This work included the integration of Learning areas, while aligning our values through curriculum, people and purpose. This work has also aligned to the use of Educa for reporting achievement. This has taken time, the informing of our parent community, the frustration of negotiated changes and government uncertainties, and the creation of resources to enable this integration with a localised lens. The school is hugely conscious that for this to happen, the foundation skills need to be taught explicitly and therefore had made plans to introduce the ideal platform in 2023. This was held back in 2023, with staffing uncertainty, the decision to hold this was made for 2024. Writing (Literacy) is the area that the school is focused on, specifically Phonology and Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension, and Syntax. This decision has also been made in line with the changing composition of school, with our growing ESOL cohort of students. Literacy will be a target for 2024.</p>	<p><b>End of 2023 Data</b> Whole School working at or above the expected level (26/32) 81% Refer AOV and Data Evaluation</p>	<ul style="list-style-type: none"> <li>• Assessment for Learning PLD</li> <li>• Kaihū Ako Pathways</li> <li>• Educa Reporting</li> <li>• Staff Moderation</li> <li>• Ideal Platform</li> <li>• MOE Documentation &amp; Support</li> <li>• Assessment Data</li> </ul>	<p>As per 2023 Analysis of Variance - Staff are working hard to move towards systems that are putting students at the centre of their learning. Progress through the Educa platform, although slow, has created good robust discussions around what is important and what we value as quality teaching and learning. Work this year will focus on teacher autonomy and bringing the progressions on line platform to the classrooms. (Visual Poster)</p>	<p>To produce progress indicators for all year levels. Reference check the indicators with new progressions, current school progressions, iDeal Platform and A4L Understandings.</p>
<p>Commentary / Evaluation 2023 - Refer AOV and Data Evaluation</p>	<p>2023 has seen the completion of the work undertaken with the Localised Curriculum PLD. This work focused on ensuring that the Vision and Values. Plan on a Page were underpinning the curriculum framework. This work included the integration of Learning areas, while aligning our values through curriculum, people and purpose. This work has also aligned to the use of Educa for reporting achievement. This has taken time, the informing of our parent community, the frustration of negotiated changes and government uncertainties, and the creation of resources to enable this integration with a localised lens. The school is hugely conscious that for this to happen, the foundation skills need to be taught explicitly and therefore had made plans to introduce the ideal platform in 2023. This was held back in 2023, with staffing uncertainty, the decision to hold this was made for 2024. Writing (Literacy) is the area that the school is focused on, specifically Phonology and Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension, and Syntax. This decision has also been made in line with the changing composition of school, with our growing ESOL cohort of students. Literacy will be a target for 2024.</p>	<p><b>End 2023 Data</b> Whole School working at or above the expected level (27/32) 84.3% Refer AOV and Data Evaluation</p>	<ul style="list-style-type: none"> <li>• Assessment for Learning PLD</li> <li>• Kaihū Ako Pathways</li> <li>• Educa Reporting</li> <li>• Staff Moderation</li> <li>• Ideal Platform</li> <li>• MOE Documentation &amp; Support</li> <li>• Assessment Data</li> </ul>	<p>As per 2023 Analysis of Variance - Staff are working hard to move towards systems that are putting students at the centre of their learning. Progress through the Educa platform, although slow, has created good robust discussions around what is important and what we value as quality teaching and learning. Work this year will focus on teacher autonomy and bringing the progressions on line platform to the classrooms. (Visual Poster)</p>	<p>To produce progress indicators for all year levels. - a. Reference check the indicators with new progressions, current school progressions, numeracy framework.</p>
<p>Commentary / Evaluation 2023 - Refer AOV and Data Evaluation</p>	<p>2023 has seen the completion of the work undertaken with the Localised Curriculum PLD. This work focused on ensuring that the Vision and Values. Plan on a Page were underpinning the curriculum framework. This work included the integration of Learning areas, while aligning our values through curriculum, people and purpose. This work has also aligned to the use of Educa for reporting achievement. This has taken time, the informing of our parent community, the frustration of negotiated changes and government uncertainties, and the creation of resources to enable this integration with a localised lens. The school is hugely conscious that for this to happen, the foundation skills need to be taught explicitly and therefore had made plans to introduce the ideal platform in 2023. This was held back in 2023, with staffing uncertainty, the decision to hold this was made for 2024. Writing (Literacy) is the area that the school is focused on, specifically Phonology and Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension, and Syntax. This decision has also been made in line with the changing composition of school, with our growing ESOL cohort of students. Literacy will be a target for 2024.</p>	<p><b>End 2023 Data</b> Whole School working at or above the expected level (27/32) 84.3% Refer AOV and Data Evaluation</p>	<ul style="list-style-type: none"> <li>• Assessment for Learning PLD</li> <li>• Kaihū Ako Pathways</li> <li>• Educa Reporting</li> <li>• Staff Moderation</li> <li>• Ideal Platform</li> <li>• MOE Documentation &amp; Support</li> <li>• Assessment Data</li> </ul>	<p>As per 2023 Analysis of Variance - Staff are working hard to move towards systems that are putting students at the centre of their learning. Progress through the Educa platform, although slow, has created good robust discussions around what is important and what we value as quality teaching and learning. Work this year will focus on teacher autonomy and bringing the progressions on line platform to the classrooms. (Visual Poster)</p>	<p>To produce progress indicators for all year levels. - a. Reference check the indicators with new progressions, current school progressions, numeracy framework.</p>
<p>Commentary / Evaluation 2023 - Refer AOV and Data Evaluation</p>	<p>As staff and BOT work through the literacy target, the same process will be used to ensure mathematics is being reviewed and refreshed.</p>				

## Strategic Goal 1

- 1.2 To build Teacher capability for monitoring, tracking and reporting achievement that reflects our localised curriculum.
- 2.2 Review and develop a Lake Tekapo Student Progression Profile and Real Time Reporting Platform that puts the child to the centre.

### Annual Target/Goal:

With the current changes happening with the implementation of the NZC, The One hour a Day Policy and Te Manahuna Kahui Ako Professional Development, Lake Tekapo School is aiming to collaborate and develop learning progressions that are consistent across the Te Manahuna rohe, while giving clarity and consistency to the monitoring and tracking of our local curriculum. The curriculum refresh is a large piece of work that represents significant change for the teaching profession. This work is still underway with erratic support and time for implementation. Lake Tekapo School understands the need to work through these changes and to focus on what is required of us. In line with the strategy consulted upon through our strategic plan, we are focused on collaborating and understanding what we know, so that our expectations are well documented and the achievement expectations across reading, writing and mathematics, across all year levels are consistent, clear and valid. We have decided to place our strategic effort into the Literacy learning area in line with the evaluation of data (particularly writing).

### What do we expect to see by the end of the year?

What expectations do you have for this target for this year?

- The Staff and Board of Trustees will have a clear understanding of how the progressions will support and give evidence to the tracking of achievement.
- Literacy and Mathematics will be taught one hour a day through the day, with a clear understanding of what this means and looks like.
- A structured literacy programme that works beside a multisensory approach to learning.
- Staff will have confidence that they are working off a set of progressions that are uniform across the Kahui Ako cluster of Kura.
- On line, real time reporting will be annotated with consistent expectations across Kura for stakeholders.
- OTJ decisions will be supported through the moderation of teacher expectations across our small cluster of schools - Work with Cannington to start this process.
- The Curriculum Framework will have progression links to the planning to support the localised initiatives planned for curriculum - Integration of Learning areas.

### What evidence will you see?

- A Curriculum Framework that celebrates the integration of the different learning areas.
- A localised curriculum that celebrates the engagement and participation of local stakeholders expertise.
- Teachers confident to assess in real time with the knowledge judgements are being made in line with the NZ Curriculum, with understanding.
- Reading, Writing, Oral Language, Visual Language are seen as components of Literacy and not as siloed parts of Literacy.
- A Literacy programme that celebrates the science of words (Structured Literacy) beside the love of Literacy.

Actions	Who is Responsible	Resources Required - Actions to Complete	Timeframe	Progress Report / Future Focus
Curriculum Framework (Motherhip) document to be worked through in line with Literacy and Mathematics progressions.	LTS Staff BOT Kahui Ako	Progressions - Simplifying and aligning - Kahui Ako Assessment for Learning beliefs - Impacted PLD Curriculum Advisors - MOE Common Practice Model Understanding Cultural Practices and Understanding (8-9 Ethnicities) One Hour a Day Policy	Dependent on time and support	

Planning document to be negotiated and aligned to progressions and on-line platform.	LTS Staff BOT Kahui Ako	Progressions - Simplifying and aligning - Kahui Ako Assessment for Learning beliefs - Impacted PLD Curriculum Advisors - MOE Common Practice Model Understanding One Hour a Day Policy	Dependent on time and support	
One Hour a Day policy to be aligned to the LTS planning and timetable structure (Integration of learning areas)	LTS Staff BOT Kahui Ako	Progressions - Simplifying and aligning - Kahui Ako Assessment for Learning beliefs - Impacted PLD Curriculum Advisors - MOE Common Practice Model Understanding Cultural Practices and Understanding (8-9 Ethnicities)	Term 2 / 3	
Ideal Professional Learning and PLD - A deliberate and structured approach to Literacy knowledge.	Ideal LTS Staff Reference Schools	Ideal Platform with Support Reference School Visits Teacher Training - Staff Meetings allocated Scope and Sequence Understandings school wide The Code Termly Review	Termly Review	
School Wide Tracking of Progress (Educa) - Real Time Reporting - Assessment for Learning and Kahui Ako Pathway consultation. Mothership.	Kahui Ako Impacted PD Staff BOT Parent Stakeholders	Kahui Ako Workshops Impacted Professional Learning time Teacher Only Day (Fairlie) Curriculum Advisor facilitation	Termly	

## Links

- One Hour per Day - Essential Pedagogies links: [📖 Pedagogy - One Hour Reading and Writing Integration - Teacher](#)
- Reading and Writing Integration: [📖 One Hour Reading and Writing Integration - Teacher](#)



15 May 2024

The Board of Trustees  
Lake Tekapo School  
Aorangi Crescent  
Lake Tekapo 7999

Dear Trustees

**Report to the Board of Trustees for the year ended 31 December 2023**

Please find enclosed your Annual Financial Statements for the year ended 31 December 2023, together with an unqualified audit report.

You will need to send an electronic copy of the audited Annual Financial Statements to the Ministry of Education via the education portal. The Education and Training Act 2020 also requires you to publish your Annual Financial Statements online. Your Annual Financial Statements contain your audited financial statements including our audit opinion, analysis of variance, list of Board members, good employer disclosure and Kiwisport statement.

Should you require clarification on any matter in this report please do not hesitate to contact us.

**Auditor responsibilities**

The Auditor-General is required to audit the Financial Statements presented by the Board; to express an independent opinion on the Financial Statements, and to report that opinion to you. This responsibility arises from the Education Act 1989, and Section 15 of the Public Audit Act 2001. We have been appointed by the Auditor-General to undertake the Audit.

We conducted our audit in accordance with generally accepted auditing standards, including New Zealand auditing standards issued by the New Zealand Auditing and Assurance Standards Board and the Auditor-General's auditing standards. We planned and performed our audit so as to obtain all the information and explanations which we considered necessary in order to provide us with sufficient evidence to give reasonable assurance that the financial statements are free from material misstatements, whether caused by fraud or error. In forming our opinion, we also evaluated the overall adequacy of the presentation of information in the financial statements.

In forming the audit opinion, we conduct detailed tests of selected transactions and review the key controls in place to ensure the effective operation of the accounting systems and internal controls. As a service to ensure you receive maximum benefit from the audit, we note our evaluation of your systems and highlight areas of possible weakness or where we believe improvements can be made. Our motive is to offer objective and constructive advice so that the accounting function and related control issues can be improved in the future.

### Areas of focus and audit findings

The items detailed below are the higher risk or 'key' issues in relation to the audit of Lake Tekapo School for the year ended 31 December 2023. We have provided a summary of each focus area and our audit response/findings in respect of each matter.

Area of audit focus	Audit response/findings
<p><b>Management override of control</b></p> <p>The auditing standards require us to consider the risk of management override. Management is in a unique position to perpetrate fraud because of Management's ability to manipulate accounting records and prepare fraudulent financial statements by overriding controls that otherwise appear to be operating effectively.</p> <p>Although the level of risk of management override of controls varies from entity to entity, the risk is nevertheless present in all entities. Due to the unpredictable way in which such override could occur, management override of controls is a significant risk of material misstatement.</p>	<ul style="list-style-type: none"> <li>• We reviewed the journals posted during the reporting period and during the financial close process that may have exhibited risk characteristics. For any such journal we gained an understanding of the rationale from management and traced the journal to supporting documentation.</li> <li>• We reviewed significant accounting estimates for potential management-imposed biases that could result in material misstatement.</li> <li>• We evaluated any unusual or one-off transactions, including those with related parties.</li> </ul> <p>We did not identify any matters to report to the Board.</p>
<p><b>Completeness of locally raised funds revenue</b></p> <p>There is a risk that revenue, specifically cash received, from locally raised funds is not complete. This could result in an understatement of revenue in the general ledger and financial statements.</p> <p>Although schools may have a process to record cash receipts, the risk of misappropriation is higher if there are limited segregation of duties.</p>	<ul style="list-style-type: none"> <li>• We assessed the design and implementation of internal controls surrounding material revenue streams.</li> <li>• We performed substantive analytical procedures and tested locally raised funds to gain assurance that the amounts recorded are complete and accurate.</li> </ul> <p>We did not identify any matters to report to the Board.</p>
<p><b>Completeness and accuracy of the capital maintenance provision</b></p> <p>The capital maintenance provision is a significant accounting estimate contained within the financial statements. Whilst this estimate is not complex as there is a standard methodology for calculating the provision, there is uncertainty around the inputs into this calculation. This uncertainty creates a risk that provisions are understated in the general ledger and financial statements..</p>	<p>We reviewed management's assessment of the year-to-year changes. This included consideration of:</p> <ul style="list-style-type: none"> <li>• any changes since the last report was prepared; and</li> <li>• inflation or other price factors.</li> </ul> <p>We agreed the inputs to the provision to appropriate supporting documentation and checked the provision calculation for mathematical accuracy.</p> <p>We did not identify any matters to report to the Board.</p>



Area of audit focus	Audit response/findings
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<p><b>Unrecorded liabilities</b>            There is a risk that liabilities disclosed at 31 December 2023 are not complete resulting in an understatement of current and/or non-current liabilities in the general ledger and financial statements.</p>	<ul style="list-style-type: none"> <li>We performed substantive audit procedures, including focusing on transactions around balance date, to identify any potential omitted liabilities as at 31 December 2023.</li> </ul> <p>We did not identify any matters to report to the Board.</p>
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<p><b>Wider public sector considerations</b>            A public sector audit also examines whether:</p> <ul style="list-style-type: none"> <li>The School carries out its activities effectively and efficiently;</li> <li>Waste is occurring or likely to occur as a result of any act or failure to act by the School;</li> <li>There is any sign or appearance of a lack of probity as a result of any act or omission by the School; and</li> <li>There is any sign or appearance of a lack of financial prudence as a result of any act or omission by the School.</li> </ul>	<p>Our audit procedures considered these matters as relevant and in accordance with OAG expectations.</p> <p>We did not identify any matters to report to the Board.</p>
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**Audit adjustments**  
 Management believes that there are no unadjusted differences to the financial statements as a whole, we agree with this position.

**Accounting systems and controls**  
 Our audit approach requires us to obtain an understanding of an entity’s internal controls, sufficient to identify and assess the risks of material misstatement of the financial statements whether due to fraud or error, but is not designed to provide assurance as to the overall effectiveness of controls operating within the School.

We would like to remind the Board of Trustees that it is their responsibility to ensure that there are appropriate policies, procedures and segregation of duties in place with regard to internal controls. In performing our audit for the year ended 31 December 2023 we have identified the below deficiencies in internal controls.

Finding	Recommendation
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<p><b>Retaining Invoices</b>            We would like to remind you of the importance of keeping all supplier invoices and receipts. It is also important to keep a full receipt for purchases made in person, and not just the EFTPOS receipt. We noted throughout our testing that the supporting documentation provided was only the EFTPOS receipt. This is also important when people are completing reimbursement forms. It’s key to ensure that they have obtained the full receipt for purchases if they are to be reimbursed.</p>	<p>In most circumstances, GST cannot be claimed without a tax invoice. It is also a legal requirement that invoices be kept for seven years. Obtaining and retaining invoices is also essential to ensure adequate control over the funds of the school.</p>
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Finding	Recommendation
<p><b>Annual Review of Fixed Assets</b>            Checking assets each year is a requirement of financial reporting standards. It is an important step in fixed asset management for the school because it identifies those assets that have decreased in value. This may be as a result of events other than normal wear and tear, such as significant damage, loss, technological obsolescence, or theft.</p>	<p>A school of your size should aim to perform a complete fixed asset stock-take each year. This review will ensure that your school is kept up to date of the state of its fixed assets, act as a check and/or deterrent to theft and also ensure that amounts presented in the financial statements are fair. We would like to remind the board of the importance of this review and ensure that there is a formal process in place to do so.</p>
<p><b>School not Producing Full Budget</b>            Section 11(i) of the Education (School Planning and Reporting) Regulations 2023 requires each school to disclose budgeted figures for the statement of its revenue and expenses, the statement of its assets and liabilities (balance sheet), and the statement of its cash flows.</p> <p>We note that your school's current year budget does not include all the statements required. It is important to consider its future cash flows to ensure that the Board can effectively manage its working capital and cash flows, as well as possible legislative requirements, such as borrowing limits. It is also required to disclose the budgeted amounts for these statements in your financial statements.</p>	<p>We recommend that the Board produce a budgeted Statement of Financial Position and full Statement of Cash flows at the start of each year as part of your budget setting routine, to enable this to easily be included in the annual financial statements. Not having these statements included in your budget and approved as part of your budget setting process is a breach of legislation. Our usual approach to breaches of legislation, related to a school's financial statements, is to ask the school to disclose the breach, otherwise we will report on the breach in our audit report.</p>

### Required communication

We are required by auditing standards to report specific matters to you as follows:

- We had no disagreements with management during our audit nor any serious difficulties in dealing with management;
- We have not identified any instances of fraud involving senior management, or any other frauds that caused a material misstatement of the financial statements;
- There were no changes in accounting policies during the year ended 31 December 2023. We have not noted any significant risks or exposures that are required to be separately disclosed in the financial statements;
- No significant related party matters other than those reflected in the financial statements came to our attention that, in our professional judgement, need to be communicated to the Board;
- We have read the other information contained within the annual report to consider whether there are material inconsistencies with the financial statements. No issues were identified;
- A copy of the representation letter to be signed on behalf of the Board of Trustees has been provided separately; and
- We reaffirm we are independent of your Board, and that we have no relationship with your School that impairs our independence.

All the points made in this report have been discussed with the School and we have taken account of their comments in drafting the report. These points arose during the course of our audit which is designed primarily to enable us to form an opinion on the financial statements taken as a whole. Our report cannot, therefore, be expected to include all possible comments and recommendations which a more extensive special examination might indicate.

Yours sincerely



**Sam Naylor**  
Appointed Auditor  
Nexia Audit Christchurch  
On behalf of the Office of the Auditor-General



**INDEPENDENT AUDITOR'S REPORT****TO THE READERS OF LAKE TEKAPO SCHOOL'S FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2023**

The Auditor-General is the auditor of Lake Tekapo School (the School). The Auditor-General has appointed me, Sam Naylor, using the staff and resources of Nexia Audit Christchurch, to carry out the audit of the financial statements of the School on his behalf.

**Opinion**

We have audited the financial statements of the School on pages 3 to 18, that comprise the statement of financial position as at 31 December 2023, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 15 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 for our opinion**

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

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

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

**Responsibilities of the Board for the financial statements**

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

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

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

The Board's responsibilities arise from section 134 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 arises from the Public Audit Act 2001.

### **Other information**

The Board is responsible for the other information. The other information comprises the Statement of Responsibility, Members of the Board, Annual Improvement Plan, Evaluation and Analysis of Student Progress, Analysis of Variance Report, Good Employer Statement and Kiwisport Statement, but does not include the financial statements, and our auditor's report thereon.

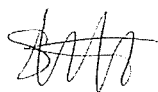
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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 (including International Independence Standards) (New Zealand) (PES 1)* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with, or interests in, the School.



### **Sam Naylor**

Nexia Audit Christchurch  
On behalf of the Auditor-General  
Christchurch, New Zealand

