

HAMPDEN STREET SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number: 3193

Principal: Donald McLean

School Address: 250 Hampden Street, Nelson, 7010

School Postal Address: 250 Hampden Street, Nelson, 7010

School Phone: 03 548 1825

School Email: principal@hampdenstreet.school.nz

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Belinda Miller	Chairperson	Elected	Oct/Nov 2023
Don McLean	Principal		
Maddie Gough	Staff Representative	Elected	Jun 2025
Emily Parker	Parent Representative	Elected	Oct/Nov 2023
Sam Best	Parent Representative	Elected	Sep 2025
Cheong Chye Soh	Parent Representative	Elected	Jul 2025
Richard McLaren	Parent Representative	Appointed	Oct 2025
Jade Royds	Staff Representative	Elected	Oct 2022

Accountant / Service Provider: Findex NZ Limited

HAMPDEN STREET SCHOOL

Annual Report - For the year ended 31 December 2022

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Hampden Street School

Statement of Responsibility

For the year ended 31 December 2022

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

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

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

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

Sam Best

Don McLean

Full Name of Presiding Member

Full Name of Principal

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Sam Best
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DocuSigned by:
DMZ
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Signature of Presiding Member

Signature of Principal

31 May 2023

31 May 2023

Date:

Date:

Hampden Street School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	3,786,854	3,730,542	3,753,434
Locally Raised Funds	3	136,989	40,600	155,843
Interest Income		7,283	500	1,640
Gain on Sale of Property, Plant and Equipment		-		378
Other Revenue		-	-	-
Total Revenue		3,931,126	3,771,642	3,911,295
Expenses				
Locally Raised Funds	3	136,270	31,000	154,003
Learning Resources	4	2,707,298	2,718,574	2,781,002
Administration	5	205,667	191,114	183,376
Finance		1,429	-	1,983
Property	6	675,031	727,418	656,062
Depreciation		104,034	100,000	113,005
Other Expenses	7	36	-	2,699
Loss on Disposal of Property, Plant and Equipment		11,765	-	2,199
		3,841,530	3,768,106	3,894,329
Net Surplus / (Deficit) for the year		89,596	3,536	16,966
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		89,596	3,536	16,966

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

Hampden Street School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		553,681	509,594	536,715
Total comprehensive revenue and expense for the year		89,596	3,536	16,966
Contribution - Furniture and Equipment Grant		13,339		
Equity at 31 December		656,616	513,130	553,681
Accumulated comprehensive revenue and expense		656,616	513,130	553,681
Reserves		-	-	-
Equity at 31 December		656,616	513,130	553,681

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.

Hampden Street School

Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	8	630,760	675,641	764,166
Accounts Receivable	9	215,449	155,000	206,979
GST Receivable		59,430	-	-
Prepayments		9,406	15,000	944
Inventories	10	2,178	2,000	2,080
Investments		-	-	-
Funds Receivable for Capital Works Projects		-	-	11,542
		917,223	847,641	985,711
Current Liabilities				
GST Payable			50,000	24,566
Accounts Payable	12	250,015	310,000	278,769
Revenue Received in Advance	13	3,643	3,000	3,059
Provision for Cyclical Maintenance	14	29,000	120,000	89,522
Painting Contract Liability	15	19,958	20,000	19,949
Finance Lease Liability	16	9,059	-	12,081
Funds held for Capital Works Projects	17	313,424	300,002	437,035
		625,099	803,002	864,981
Working Capital Surplus/(Deficit)		292,124	44,639	120,730
Non-current Assets				
Investments		-	-	-
Property, Plant and Equipment	11	452,431	554,277	503,476
Intangible Assets		-	-	-
		452,431	554,277	503,476
Non-current Liabilities				
Borrowings		-	-	-
Provision for Cyclical Maintenance	14	17,000	50,000	45,200
Painting Contract Liability	15	61,882	20,000	19,707
Finance Lease Liability	16	9,057	15,786	5,618
		87,939	85,786	70,525
Net Assets		656,616	513,130	553,681
Equity		656,616	513,130	553,681

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

Hampden Street School

Statement of Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash flows from Operating Activities				
Government Grants		944,787	620,949	1,007,389
Locally Raised Funds		140,942	141,006	160,465
Goods and Services Tax (net)		(83,993)	50,000	29,292
Payments to Employees		(453,790)	(107,294)	(473,767)
Payments to Suppliers		(505,876)	(179,562)	(526,733)
Cyclical Maintenance Payments in the year		54,780	150,042	(8,216)
Interest Paid		(1,429)	-	(1,983)
Interest Received		7,283	500	1,640
Net cash from/(to) Operating Activities		102,704	675,641	188,087
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		1,109		1,930
Purchase of Property Plant & Equipment (and Intangibles)		(47,605)		(96,198)
Purchase of Investments		-	-	-
Proceeds from Sale of Investments		-	-	-
Net cash from/(to) Investing Activities		(46,496)	-	(94,268)
Cash flows from Financing Activities				
Furniture and Equipment Grant		13,339	-	-
Finance Lease Payments		(13,319)		(13,408)
Painting contract payments		(77,564)		(14,369)
Funds Held for Capital Works Projects		(112,070)		215,285
Net cash from/(to) Financing Activities		(189,614)	-	187,508
Net increase/(decrease) in cash and cash equivalents		(133,406)	675,641	281,327
Cash and cash equivalents at the beginning of the year	8	764,166	-	482,839
Cash and cash equivalents at the end of the year	8	630,760	675,641	764,166

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

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

Hampden Street School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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



Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 16. Future operating lease commitments are disclosed in note 20b.

Recognition of grants

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

c) Revenue Recognition**Government Grants**

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be

material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

h) Inventories

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

h) Investments

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

i) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements	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) Intangible Assets

Software costs

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

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

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

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

Non cash generating assets

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

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

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information. The valuation is based on [details of the valuer's approach to determining market value (i.e. what valuation techniques have been employed, comparison to recent market transaction etc.)].

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

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

l) Accounts Payable

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

m) Employee Entitlements*Short-term employee entitlements*

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

n) Revenue Received in Advance

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

o) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense.

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

p) Funds held for Capital works

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

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

q) Provision for Cyclical Maintenance

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

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

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

r) 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.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

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.

s) 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.

t) Budget Figures

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

u) Services received in-kind

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

2. Government Grants

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Government Grants - Ministry of Education	944,787	900,098	977,018
Teachers' Salaries Grants	2,332,559	2,330,444	2,318,303
Use of Land and Buildings Grants	509,508	500,000	458,113
	<u>3,786,854</u>	<u>3,730,542</u>	<u>3,753,434</u>

The school has opted in to the donations scheme for this year. Total amount received was \$69,300.

3. Locally Raised Funds

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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Revenue			
Donations & Bequests	3,918	21,000	30,381
Curriculum related Activities - Purchase of goods and services	97,142	7,000	81,975
Trading	284	-	4,027
Fundraising & Community Grants	35,645	12,600	35,638
Other Revenue	-	-	3,822
	<u>136,989</u>	<u>40,600</u>	<u>155,843</u>
Expenses			
Extra Curricular Activities Costs	113,021	31,000	125,300
Trading	316	-	8,358
Fundraising and Community Grant Costs	22,933	-	20,345
Other Locally Raised Funds Expenditure	-	-	-
	<u>136,270</u>	<u>31,000</u>	<u>154,003</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>719</u>	<u>9,600</u>	<u>1,840</u>

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	-	-	-
Equipment Repairs	3,553	3,600	4,399
Library Resources	1,255	1,500	2,525
Employee Benefits - Salaries	2,591,733	2,584,974	2,633,475
Resource/Attached Teacher Costs	56,872	70,000	92,880
Staff Development	53,885	58,500	47,723
Depreciation	104,034	100,000	113,005
	2,811,332	2,818,574	2,894,007

5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	3,750	5,500	4,941
Board Fees	2,890	4,400	3,225
Board Expenses	11,768	14,422	11,076
Communication	9,283	10,200	9,594
Consumables	4,623	4,800	5,167
Operating Lease	22,979	29,000	21,613
Other	13,834	17,640	24,179
Employee Benefits - Salaries	117,179	84,252	82,878
Insurance	10,685	12,000	11,649
Service Providers, Contractors and Consultancy	8,676	8,900	9,054
	205,667	191,114	183,376

6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	70,269	65,000	80,286
Cyclical Maintenance Provision	(26,580)	19,958	(13,107)
Grounds	1,580	3,100	2,083
Heat, Light and Water	33,463	32,500	33,698
Rates	7,009	8,500	9,403
Repairs and Maintenance	20,867	31,500	23,682
Use of Land and Buildings	509,508	500,000	458,113
Security	2,440	5,500	5,640
Employee Benefits - Salaries	56,475	61,360	56,264
	675,031	727,418	656,062

In 2021, the Ministry of Education revised the notional rent rate from 8% to 5% to align it with the Government Capital Charge rate. This is considered to be a reasonable proxy for the market rental yield on the value of land and buildings used by schools. Accordingly in 2021, 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. Other Expenses

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
Loss on Uncollectable Accounts Receivable	-	-	-
Amortisation of Intangible Assets	-	-	-
Impairment of Property, Plant and Equipment	-	-	-
Schools Share of Reception and Server Project	400	-	2,699
Schools Share of Swimming Pool Project	(364)	-	-
	<u>36</u>	<u>-</u>	<u>2,699</u>

8. Cash and Cash Equivalents

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Bank Accounts	324,950	375,541	462,402
Cash on Hand	100	100	100
Short-term Bank Deposits	305,710	300,000	301,664
Bank Overdraft	-	-	-
	<u>630,760</u>	<u>675,641</u>	<u>764,166</u>

Cash and cash equivalents for Statement of Cash Flows

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

Of the \$630,760 Cash and Cash Equivalents, \$313,424 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 2023 on Crown owned school buildings.

9. Accounts Receivable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Receivables	1,376	5,000	4,745
Teacher Salaries Grant Receivable	214,073	150,000	202,234
	<u>215,449</u>	<u>155,000</u>	<u>206,979</u>
Receivables from Exchange Transactions	1,376	5,000	4,745
Receivables from Non-Exchange Transactions	214,073	150,000	202,234
	<u>215,449</u>	<u>155,000</u>	<u>206,979</u>

10. Inventories

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Stationery	2,178	2,000	2,080
	<u>2,178</u>	<u>2,000</u>	<u>2,080</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Buildings	254,085		(12,007)		(27,758)	214,320
Furniture and Equipment	133,344	35,155	(867)		(30,864)	136,767
Information and Communication Technology	39,705	16,451			(25,366)	30,791
Motor Vehicles	3,287				(986)	2,301
Outdoor Learning Space Project	38,009				(3,801)	34,208
Leased Assets	16,669	13,735			(12,897)	17,507
Library Resources	18,377	523			(2,362)	16,537
Balance at 31 December 2022	503,476	65,864	(12,874)	-	(104,034)	452,431

The net carrying value of information technology held under a finance lease is \$17,507 (2021: \$16,669)

	2022	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	804,405	(590,085)	214,320	848,581	(594,496)	254,085
Furniture and Equipment	641,018	(504,251)	136,767	627,433	(494,089)	133,344
Information and Communication Technology	342,316	(311,525)	30,791	325,864	(286,159)	39,705
Motor Vehicles	33,904	(31,603)	2,301	33,904	(30,617)	3,287
Outdoor Learning Space Project	51,650	(17,442)	34,208	51,650	(13,641)	38,009
Leased Assets	58,540	(41,033)	17,507	44,805	(28,136)	16,669
Library Resources	77,040	(60,503)	16,537	76,517	(58,140)	18,377
Balance at 31 December	2,008,873	(1,556,442)	452,431	2,008,754	(1,505,278)	503,476

12. Accounts Payable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	30,707	60,000	50,339
Employee Entitlements - Salaries	214,073	250,000	196,632
Banked Staffing Overuse	5,235	-	31,798
	250,015	310,000	278,769
Payables for Exchange Transactions	250,015	310,000	278,769
	250,015	310,000	278,769

13. Revenue Received in Advance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Other revenue in Advance	3,643	3,000	3,059
	3,643	3,000	3,059

14. Provision for Cyclical Maintenance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Provision at the Start of the Year	134,722	134,722	156,045
Increase/ (Decrease) to the Provision During the Year	19,958	19,958	20,889
Use of the Provision During the Year	(108,680)	-	-
Other Adjustments	-	(4,680)	(42,212)
Provision at the End of the Year	<u>46,000</u>	<u>150,000</u>	<u>134,722</u>
Cyclical Maintenance - Current	29,000	120,000	89,522
Cyclical Maintenance - Non current	17,000	50,000	45,200
	<u>46,000</u>	<u>170,000</u>	<u>134,722</u>

The School's cyclical maintenance schedule details annual painting & other significant cyclical maintenance work to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year.

15. Painting Contract Liability

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Due within one year	19,958	20,000	19,949
Due after one year	61,882	20,000	19,707
	<u>81,840</u>	<u>40,000</u>	<u>39,656</u>

In 2021 the Board signed an agreement with Programmed Maintenance Services (N.Z.) Ltd (the contractor) for an agreed programme of work covering a 7-year period. In 2022, the programme provides for an interior and exterior repaint of the Ministry owned buildings, with regular maintenance in subsequent years. The agreement has an annual commitment of \$19,958. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of time value of money.

16. Finance Lease Liability

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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
No Later than One Year	10,236		13,160
Later than One Year and no Later than Five Years	9,782		5,899
Later than Five Years			
Future Finance Charges	(1,902)		(1,079)
	<u>18,116</u>	<u>-</u>	<u>17,980</u>
Represented by			
Finance lease liability - Current	9,059		12,081
Finance lease liability - Non current	9,057		5,618
	<u>18,116</u>	<u>-</u>	<u>17,699</u>

17. 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.

	2022	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Junior Block Upgrade	<i>in progress</i>	160,202	1,913,411	(1,775,798)	-	297,815
Swimming Pool Heating Project	<i>complete</i>	(100)		100		-
Swimming Pool Facilities Upgrade	<i>complete</i>	464		(464)		-
LSC - Library Upgrade	<i>in progress</i>	274,070	156,162	(426,482)	-	3,750
Reception and Server Upgrade	<i>complete</i>	(9,143)	9,143			-
Community Room (LSC) Building Project	<i>in progress</i>	-	57,134	(45,275)		11,859
						-
Totals		425,493	2,135,850	(2,247,919)	-	313,424

Represented by:

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

313,424
-

	2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Junior Block Upgrade	<i>in progress</i>	45,726	130,915	(16,439)	-	160,202
Swimming Pool Heating Project	<i>complete</i>	(565)	465		-	(100)
Swimming Pool Facilities Upgrade	<i>complete</i>	464			-	464
Staffroom Upgrade	<i>complete</i>	29,566	(1,675)	(27,891)		-
Playground Upgrade	<i>complete</i>	80,603	5,124	(85,727)		-
LSC - Library Upgrade	<i>in progress</i>	54,414	250,000	(30,344)		274,070
Reception and Server Upgrade	<i>in progress</i>	-	47,397	(56,540)		(9,143)
Totals		210,208	432,226	(216,941)	-	425,493

Represented by:

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

437,035
(11,542)

18. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	2,835	-
<i>Leadership Team</i>		
Remuneration	219,572	279,435
Full-time equivalent members	2	2
Total key management personnel remuneration	222,407	279,435

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 Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	80 - 90	150 - 160
Benefits and Other Emoluments	0 - 5	0 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
120 - 130	1.00	2.00
100 - 110	3.00	-
	4.00	2.00

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

19. Contingencies

Teacher Aide & Support Staff Settlement

In 2022 the Ministry of Education provided additional funding for both the Support Staff in School's Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The Ministry is in the process of determining wash up payments for the year ended 31 December 2022, however as at the reporting date this amount had not been calculated and therefore is not recorded in these financial statements.

Holidays Act Compliance – schools payroll

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

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

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

20. Commitments

(a) Capital Commitments

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

- (a) \$446,819 contract to have the Library Weathertightness upgraded as agent for the Ministry of Education. The project is fully funded by the Ministry and \$463,296 has been received of which \$459,546 has been spent on the project to balance date. This project has been approved by the Ministry; and
- (b) \$2,471,865 contract to have the Junior Block replaced as agent for the Ministry of Education. This project is fully funded by the Ministry and \$2,097,425 has been received of which \$1,799,610 has been spent on the project to balance date. This project has been approved by the Ministry; and
- (c) \$57,134 contract to have the Community Room upgraded as agent for the Ministry of Education. This project is fully funded by the Ministry and \$57,134 has been received of which \$39,700 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments at 31 December 2021: \$434,936)

(b) Operating Commitments

As at 31 December 2022 the Board has entered into the following contracts:

- (a) operating lease of a EFTPOS Machine;

	2022 Actual \$	2021 Actual \$
No later than One Year	17,907	17,040
Later than One Year and No Later than Five Years	5,969	
Later than Five Years		
	<u>23,876</u>	<u>17,040</u>

The total lease payments incurred during the period were \$17,607 (2021: \$17,040).

21. Financial Instruments

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

Financial assets measured at amortised cost

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	630,760	675,641	764,166
Receivables	215,449	155,000	206,979
Total Financial assets measured at amortised cost	<u>846,209</u>	<u>830,641</u>	<u>971,145</u>

Financial liabilities measured at amortised cost

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Payables	250,015	310,000	278,769
Finance Leases	18,116	15,786	17,699
Painting Contract Liability	81,840	40,000	39,656
Total Financial Liabilities Measured at Amortised Cost	<u>349,971</u>	<u>365,786</u>	<u>336,124</u>

22. Events After Balance Date

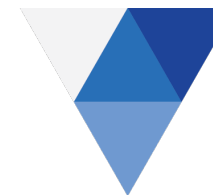
There were no significant events after the balance date that impact these financial statements.

Statement of Variance Reporting



School Name:	Hampden Street School	School Number:	3193
Strategic Aim:	Ākonga experience a localised curriculum that is relevant to their world and has a connected pathway which follows through their learning journey		
Annual Aim:	Develop a culturally responsive literacy pathway from Years 1-6, with learners at the centre		
Target:	In 2022, all Y4 students working at or beyond the expected curriculum level range in reading		
Baseline Data:	In 2021, our Year 3 cohort had 19% working below the expected curriculum level range in reading. As a leadership team we discussed issues around the transition from juniors to seniors, and the effect of a play-based focus in the juniors affecting achievement		

Statement of Variance Reporting



Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Investigate/gather baseline picture of quality and consistency of practice</p> <p>Identify and form focus groups based on 2021 evaluation (including whānau)</p> <p>Seek examples of quality practices from schools and kura who have been on a literacy journey, and a culturally responsive philosophy</p> <p>Determine capacity building actions</p> <p>Monitor change using progress markers and indicators of quality practice; evaluate and respond to what's working/not working</p>	<p>Created a school 'Quality Practice Guideline' for kaiako</p> <p>Professional Learning Communities created and sustained for most of the year</p> <p>Small groups visited two different schools in our region, various PLD ongoing (.e.g. The Code, BSLA), and connected with Kāhui āko around quality practices/trajectory for literacy</p> <p>We have identified strong practitioners of structured literacy and used these kaiako to support delivery of 'The Code' in the Senior Syndicate</p> <p>Three tiered target reader support document produced Mandy and Michelle have spent 1:1 time with individual members of the LSA team in a coaching role with a specific focus on upskilling and building</p>	<ul style="list-style-type: none"> • Whole school literacy focus • PLD for kaiako (The Code, BSLA) • Literacy lead role with .1 release component to monitor our progress • ERO evaluation partner helped us regularly monitor this annual aim and provided feedback • Documents created that clearly articulate expectations for teaching and assessment practice • Target tracking document to monitor ākonga 	<p>While the target for these learners in 2022 was that all Year 4 learners would be achieving at, or above, it is pleasing that considerable progress was made.</p> <p>With the expectation for these learners to now achieve at least mastery of Level 2 of the NZ curriculum as Year 5s, it will be interesting to see how further progress can be made to support shifts towards Level 3.</p> <p>A key identified next step is to build greater whānau involvement in reading. The Reading Together programme could provide us with an ideal opportunity to facilitate a structured process of guidance for how whānau can support at home. This would also create opportunities to strengthen our connections with parents and whānau in the post COVID world.</p>

capabilities and confidence in the area of literacy

In 2022, we had 91% of Year 4 children reading at or above the expected curriculum level (within level 2). This was up on the previous year where this cohort was at 81% at or above the expected level as Year 3s.

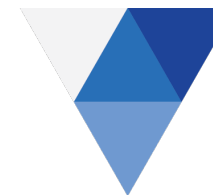
Planning for next year:

2023 Target: All Year 5 learners are achieving at or above the expected curriculum level in reading

- Increase whānau participation and input into literacy development
- PLD support and further implementation of structured literacy programmes at middle and senior level
- Make connections at KA level to gain insights of best practice and successes occurring at other schools
- Continue to embed the target reader support framework
- Commence investigation into culturally responsive explicit sentence level teaching in writing
- Explore how handwriting is being delivered through the school and how to make this engaging and explicit for learners
- Tracking engagement of ākonga in literacy. Finding out what is working and not working within our literacy programmes.

School Name:	Hampden Street School	School Number:	3193
Strategic Aim:	Ākonga at Hampden Street School are engaged, agentic, bi-cultural citizens of Aotearoa New Zealand		
Annual Aim:	2.1 Continue to consolidate and strengthen Ako: Critical Contexts for Change across our school systems and pedagogy		
Target:	<p>In our 2020 Rongohia te Hau survey, 40% of Māori ākonga responded that they either 'never' or 'sometimes' felt good to be...(their ethnicity). 20% of non-Māori responded 'never', 'hardly ever' or 'sometimes'. Only 10% of teachers responded that their students 'sometimes' would feel that way, 31% of Māori whānau responded that their child 'never', 'hardly ever', or 'sometimes' felt good to be Māori, while only 3% of non-Māori whānau responded that their child 'never' or 'sometimes' felt good to be their identified ethnicity.</p> <p>It is not acceptable to have any students or whānau indicate that they or their child do not feel good in their ethnicity. It is also concerning that teacher perceptions of how their students feel about their ethnicities is disjointed from how their students actually feel.</p>		
Baseline Data:	In 2022 we want all ākonga and whānau to feel that they or their child feel good about 'being' their ethnicity at Hampden Street School.		

Statement of Variance Reporting



Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Consolidate and build upon kaiako understanding of cultural relationships for responsive pedagogy, adaptive expertise driving deliberate professional acts, and strengthening home/school/community collaborations</p>	<p>Each kaiako completed two Observation to Shadow Coaching Co-Inquiry cycles over the year (based on cultural relationships for responsive pedagogy)</p> <p>Two kaiako participated in the Poutama Pounamu blended e-learning, including leading ākonga groups</p> <p>Local issues and NZ histories were considered and included in planning/teaching</p> <p>In our 2022 Rongohia te Hau data, 10% of Māori ākonga responded that they ‘sometimes’ felt good to be Māori, with 30% answering ‘mostly’ and 60% ‘always. This is in contrast to Māori whānau responses to the same questions, with 14% answering ‘never’ and 14% ‘sometimes’.</p>	<ul style="list-style-type: none"> • Regular PLD around cultural relationships for responsive pedagogies and te tiriti responsibilities • A growing awareness and dedication to our te tiriti responsibilities • The discrepancies between our kaiako perceptions of how Māori ākonga and whānau feel in our kura and how ākonga and whanau actually reported to feel tell us that there is still work to do in this area. 	<p>Although there is a significant improvement from our 2020 data (where 40% of Māori ākonga responded that they either ‘never’ or ‘sometimes’ felt good to be Māori), we still want this as a focus in our 2023 Annual Plan (though not a target as we won’t do another Rongohia te Hau survey in 2023). This data is an indicator of a lot of the wider work we are doing around Māori ora and cultural capability, and will hopefully also address the discrepancy between kaiako, ākonga and whānau responses.</p>

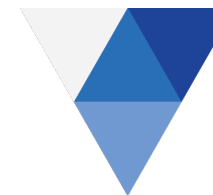
Amongst HSS staff, on the other hand, only 4% answered that Māori ākonga in their classes would only 'sometimes' feel good to be Māori, 46% answered 'mostly' and 50% answered 'always'. This shows that our kaiako perceptions of how Māori ākonga and whānau feel in our kura aren't in alignment with their actual experiences. This discrepancy was also noted in our whānau, BOT and kaiako hui around this and other aspects of our RTH data.

Planning for next year:

- Continue with co-inquiry cycles and build in time to discuss goals/classroom actions related to CR4RP
- Provide PLD in regards to ANZH
- Increase our shared understanding of te ao and tikanga Māori
- Improve use of te reo Māori within classrooms and schoolwide

School Name:	Hampden Street School	School Number:	3193
Strategic Aim:	3. Ākonga and kaimahi at Hampden Street School will experience mauri ora and a sense of belonging		
Annual Aim:	3.1 To consolidate Tier 1 PB4L practices and develop knowledge of Tier 2 framework.		
Target:	For 2022 we would like to see a 50% reduction in lunchtime behaviour incidents with an ongoing aspirational goal to eliminate poor behaviour in break times completely.		
Baseline Data:	The largest number of behavioural incidents in 2021 overall occurred during the lunch playtime (34% of all PB4L behaviour entries) with a further 16% occurring in the block directly after lunch, which often is an outcome of incidents that happened at Lunchtime.		

Statement of Variance Reporting



Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Closely monitor number of PB4L incidents as a result of change in break times structure</p> <p>Continue to create and implement weekly lesson focuses associated with the STARS Matrix in different settings across the school.</p> <p>Develop permanent signage to promote our PB4L message using the PB4L funding that includes Te reo kupu.</p> <p>Professional learning community (PLC) established who work alongside PB4L team to start looking into implementation of PB4L Tier 2</p>	<p>We changed the structure of the day from 3 blocks to 4, as we thought the longer lunch break could be contributing to lunchtime incidents.</p> <p>Because of the change of day structure from 3 blocks to 4, it is a little hard to make direct comparisons between certain times of the day as our learning blocks and breaks lengths are slightly different. Last year 30% of incidents took part in the lunchtime play break (this increases to 34% with the additional eating time adding on). This year only 20% of incidents took place in the lunchtime play break, however this is now only 30 mins compared to 45 min last year. If we add the other eating/lunch break, the incidents increase to 32% of the daily total. Still a reduction, but not a huge difference.</p> <p>One thing that has improved markedly is a drop in incidents occurring in the afternoon block (from 16% to 11%). This block is</p>	<p>One reason we didn't see a reduction in lunchtime behaviours could be that we need to focus our actions to a more targeted group (see evaluation)</p>	<p>In 2022, 85% of behaviour incidents at school were caused by boys, which is similar to the previous two years. A large majority of these incidents are of a physical nature (300 incidents or 33%). The current Y5 cohort of students (previously Y4) had significantly more behavioural incidents than any other cohort (168 incidents or 28%). In summary, last year we had a total of 101 physical incidents involving boys from the Year 5 cohort.</p>

now shorter by 20 mins so is not an entirely accurate comparison however.

We didn't see a reduction of 50% in playtime incidents in 2022, but it has slightly decreased. The reduction in after lunch incidents is also a positive and makes the change in day structure worthwhile.

Planning for next year:

2023 Target: we will reduce the number of physical behaviour incidents involving boys in Year 5 by 50%:

- Continue to create, remake then implement weekly lesson focuses associated with the STARS Matrix in different settings across the school, including looking at our STARS through a kaupapa Māori lens
- Develop permanent signage to promote our PB4L message using the PB4L funding that includes Te reo kupu.
- Team established to begin implementation of PB4L Tier 2
- Embed trauma informed practice throughout the school
- Establish the counsellor role within the school



Kiwi Sport at Hampden Street School 2022

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received total Kiwisport funding of \$6631.30 (excluding GST).

Hampden Street School has appreciated the direct Kiwi Sport funding from the MOE in 2022. My understanding is the contestable Kiwi Sport funding has been re-branded and is now being targeted for certain groups in the community. Like the previous model this application is flawed as it is too complicated and time consuming.

This year we have had a hockey, basketball, cricket, netball, swimming, rugby, and football programmes working in our school who had received Kiwi Sport external funding. These programmes were generally well received by staff and students, although some were better organized and presented than others.

Hampden Street used the funding to assist with sports coordination. We employed a sports coordinator who organised our entire out of school's sports programme, assisted at inter-school and school-wide sports events and liaised with local sporting codes. We used all our \$6631.30 paying for our sports coordinator in 2022, however, our actual expenses for sports coordination was \$11 371 in 2022. The school paid this shortfall.

The result of our kiwi sports programme is student participation in sport continues and a greater variety of sporting activities on offer. In 2022 Hampden Street Student continued to excel in sport despite the limitations of COVID 19. The Hampden Street School Fundraising Committee also subsidised buses for several major sports events including the athletics sports and cross country. This support means all children don't miss out on this event. We also use our school van to transport teams to and from sports events or activities. Sport and physical activity are well supported in our school and participation rates are high. In 2020 as we joined the MOE opt-out donations scheme we will ensure there is no expenses for students for in-school sports.

Don McLean

Principal

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

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

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<i>We have complied with our schools EEO policy. As EEO officer I have ensure that any appointments and staff interactions adhere to our good employer policies and are fair and reasonable.</i>
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<p><i>Our policy puts a number of measures in place:</i></p> <ul style="list-style-type: none"> • appoints the principal to be the EEO officer . • shows commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development • selects the person most suited to the position in terms of skills, experience, qualifications, and aptitude • recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups • ensures that employment and personnel practices are fair and free of any bias.
How do you practise impartial selection of suitably qualified persons for appointment?	<p><i>We always include a Board member in all 12 month or more appointments.</i></p> <p>Staff or BOT members will conflicts of interests in the appointment procedures do not participate in the formal appointment process.</p> <p>We have created a matrix and scoring system for applicants that focuses on the qualities we require for the position.</p>
How are you recognising, <ul style="list-style-type: none"> – The aims and aspirations of Maori, – The employment requirements of Maori, and – Greater involvement of Maori in the Education service? 	<p><i>We ensure short listed applicants shave demonstrated a knowledge of the Tetiri o Waitangi and Te Au Māori.</i></p> <p>In the last employment process of the 29 applicants we had only one applicant who identified as Māori. This trend is similar in schools across the rohe.</p> <p>HSS is committed to our bicultural partnership with Māori.</p>
How have you enhanced the abilities of individual employees?	<i>Staff are supported with quality professional development based on their identified needs and our strategic direction. Our school has a staff wellbeing fund that</i>

	<i>supports staff and provides funds for events and activities that enhance staff culture and wellbeing.</i>
How are you recognising the employment requirements of women?	<i>Our staff currently employs 30 females and 11 males. We are very conscious of supporting the requirements of both our female and male staff.</i>
How are you recognising the employment requirements of persons with disabilities?	<i>Free Text Comment</i>

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

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF HAMPDEN STREET SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

The Auditor-General is the auditor Hampden Street School (the School). The Auditor-General has appointed me, Michael Rondel, using the staff and resources of BDO 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 2 to 18, that comprise the statement of financial position as at 31 December 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

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

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

Basis 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, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Statement of Responsibility, Members of the Board, Analysis of Variance, Kiwisport Statement of Compliance with Employment Policy, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



Michael Rondel,
BDO Christchurch
On behalf of the Auditor-General
Christchurch, New Zealand