

Takapuna Normal Intermediate School

ANNUAL REPORT 2023



Takapuna Normal
Intermediate School

Te Kura Waenga
Whakangungu o Takapuna



International
Baccalaureate

Statement of variance: progress against targets

School Name	Takapuna Normal Intermediate School	School Number	1524
Strategic Aim	Empowering exceptional learner programmes through quality teaching and learning.		
Annual Aim	• Accelerate progress and achievement of all learners • Strengthen teaching pedagogy to ensure high-quality teaching and learning programmes school-wide		
Target	• That 75% of students are working within level 4 at the end of the year in Reading • That 70% of students are working within level 4 at the end of the year in Writing • That 75% of students are working within level 4 at the end of the year in Mathematics		
Baseline Data	At the beginning of the year: • 44% were in level 4 in Reading • 37% were in level 4 Writing • 51% were in Level 4 Mathematics		

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>
Reading			
Teachers identified target learners. The support given to these students included: • Specific ESOL support • Literacy support with Teacher Assistants • Reading Plus Comprehension programme • Education Perfect resources Teachers analysed student assessments and tracked the students using school-wide progressions. Teachers were also trained to collect data to make informed judgements in reading achievement.	81% of learners were working within level 4 by the end of the year.	• Using the PYP as a central structure, students have been explicitly taught skills, knowledge and understanding in Reading this year. This has been woven through our units of inquiry to make the learning relevant to the needs of our students. • Teachers are becoming familiar with the school progressions and how to track student progress in reading. • Relevant resources and connection between what we are teaching in reading and the units of inquiry.	• Continue to develop teachers' knowledge of the use of school progressions. • Continue to develop teaching resources that support the units of inquiry and are relevant to our students. • Investigate a structured approach to the teaching of reading comprehension. • Developing teacher capability in teaching ESOL learners.

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>
Writing			
Specific writing units were planned for learners directly related to the units of inquiry. A structured spelling programme was piloted by a teaching team. Specific sentence and paragraph structures were introduced to the students to support their writing.	72% of learners were working within level 4 by the end of the year.	• Explicit step-by-step guides to teaching various writing styles supported learners in structuring their writing. • Developing students' spelling understanding in piloted classes showed great improvement. 7% higher than the rest of the school.	• School-wide rollout of the structured spelling programme. • Continue to develop sentence and paragraph types to support students in effectively structuring their writing. • Continue to provide specific, detailed planning support for teachers relevant to current units of inquiry.
Mathematics			
The staff were led through professional development in mathematics. New progressions and assessments were created to support students in their understanding of mathematics. Teachers were observed using the progressions and given feedback on their performance. Strand assessments and resources were used to support judgements of progress and achievement.	81% of learners were working within level 4 by the end of the year.	• Dedicated Professional learning time. • Resourcing the lead teacher in mathematics with time and money to plan and organise the learning programme. • School-wide planning and assessment resources led to consistent teacher practice.	

Planning for next year:

Refer to the evaluation form above & [2024 Professional Learning Plan](#)

Evaluation and analysis of the school's students' progress and achievement

2023 Student Achievement Targets

To achieve the target of 75% of learners being within level 4 in Reading.
 To achieve the target of 70% of learners being within level 4 in Writing
 To achieve the target of 75% of learners being within level 4 in Mathematics.

Colour Codes:

More than 5% below target

Within 5% of target

At or above the target

→ **Note: 1% equals six learners**

Reading			Writing			Mathematics		
Target	Mid	End	Target	Mid	End	Target	Mid	End
75%	63%	81%	70%	51%	72%	75%	64%	81%

Achievement Expectations @ TNIS								
	Below L3	Early L3	At L3	End L3	Early L4	At L4	End L4	Above L4
Mid Year 7								
End Year 7								
Mid Year 8								
End Year 8								

Commentary

	Comments	Actions
Reading	Having 81% of our learners working within level 4 is a very pleasing result. Teachers have been using the Kāhui Ako progressions and focusing on assessing reading and collecting evidence on achievement levels effectively. Resources and planning ideas have helped engage learners in meaningful tasks that connect to the units of Inquiry.	• Investigation of current emerging practices in the teaching of reading comprehension. • Continue to resource the school with relevant texts that engage and reflect our learners. • Continue to explore the use of Education Perfect within our reading programmes.
Writing	Having 72% of our learners working within level 4 is pleasing, as it has significantly improved since the beginning of the year. Resourcing teachers with relevant resources has led to them providing meaningful lessons. Teachers are explicitly teaching sentences and paragraphs using appropriate frameworks. Also of note is the Rātā, who has been trialling a structured spelling programme, had writing results 7% higher than the rest of the school.	• Roll out the structure spelling programme school-wide. • Continue to engage with WBHS/WGHS on how they are teaching English and how our students are progressing. • Adapt to the changes in education policy that will come into effect in 2024.
Mathematics	Having 81% of our learners working within level 4 is a very pleasing result. School-wide professional learning led by our Maths lead has been outstanding. Consistent teacher practice is very evident in each classroom, and moderation has helped teachers make sound judgments about learners' progress and achievement. Teachers' use of the mathematics progressions and Education Perfect has now been embedded.	• Continue to resource and support the programme throughout the next few years. • Identify a teacher who could take over the role of lead teacher of mathematics. • Adapt to the changes in education policy that will come into effect in 2024. • Update assessments and programmes to meet new student needs. • Continue to develop teacher-aid knowledge in using numicom. • Induct new teachers in the progressions pedagogy.

Data Breakdowns: Year Levels & Gender

% currently working within Level 4

	Reading			Writing			Mathematics		
	Target	Mid	End	Target	Mid	End	Target	Mid	End
Whole school	75% within level 4	63%	81%	70% within Level 4	51%	72%	75% within level 4	64%	81%
Year 7		40%	72%		23%	58%		43%	70%
Year 8		87%	91%		79%	88%		85%	93%
Male		62%	80%		46%	68%		71%	86%
Female		66%	82%		56%	77%		57%	76%

Comments	Actions
It is wonderful to see the improvement across our year levels and genders. Knowing that so many of our Year 8 learners are entering high school within level 4 should mean they can access the mainstream learning programmes. Our Year 7s have also shown amazing improvement in all subject areas. The gap between the genders in Mathematics and Writing continues to be a focus.	- Continue to explore ways to narrow the gap between males and females in Writing and Mathematics - Focus on moving the Early Level 4s to At Level 4 in Year 8 to align with report expectations - Connect with local high schools to track ex-students and their academic progress

Data Breakdowns: Ethnicity

% currently working within level 4

	Reading		Writing		Mathematics	
	Mid	End	Mid	End	Mid	End
Whole school	63%	81%	51%	72%	64%	81%
Māori (19 Learners)	61%	79%	63%	79%	68%	74%
Pasifika (14 learners)	42%	50%	35%	50%	35%	43%
All Asian	62%	79%	50%	70%	74%	87%
All European	66%	88%	49%	77%	55%	78%
MELAA (28 learners)	60%	64%	54%	60%	53%	64%

Comments	Actions
The tracking of the various ethnic groups is very similar except for Pasifika and MELAA learners. Lower numbers in these groups affect the results. However, deeper data analysis has identified many students already in support programmes. It is very pleasing to see our Māori learners performing at or above the whole school level.	• Meet with caregivers of Pasifika learners and ask them how we can best support their children. • Explore outside tutoring support for selected learners • Continue to work with Karl on the Tapasā framework that supports teachers in working with Pasifika learners • Continue to support our teachers in developing their cultural capabilities through MAC support and the Hikairo Schema

How we have given effect to Te Tiriti o Waitangi (required)

Here are some ways Takapuna Normal Intermediate School has given effect to Te Tiriti o Waitangi:

Whakatau/Karakia: The school welcomes new arrivals with whakatau. We also have a school, Karakia, which is said daily by our staff and students. This inclusion of Te Reo Māori and Māori customs demonstrates recognition of Te Tiriti o Waitangi's principles of partnership.

Te Reo Māori classes: Takapuna Normal Intermediate teachers include Te Reo Māori and Mautauranga Māori principles within daily classroom programmes. The school also offers Te Reo Māori Extension classes that allow students to learn and develop their understanding of Te Reo Māori, an essential aspect of upholding Te Tiriti o Waitangi.

Curriculum: Te Tiriti o Waitangi and Māori history are integrated into the units of Inquiry.

School leadership/ resources: The school has dedicated staff members focused on Māori culture and language development and engaging with local iwi.

Relationships with iwi: The school has established relationships with Māori families through hui. It has been valuable to learn from and collaborate with these adults.

2023 Strategic Goals Outcomes Initiative and outcomes (per Strategic Plan)

(Action) WellBeing- Safe, diverse, inclusive learning and teaching environment

Initiatives and outcomes:

1. Enhanced learners and teachers focus on healthy minds, bodies, and relationships. *Resilience Project taught weekly.. Learners can articulate what it means to have a healthy mind, body and relationships.*
2. Embed the 'TNIS WAY' to beat the centre of what we do as a school- *All staff clearly understand the TNIS WAY. Learners can articulate the TNIS WAY clearly.*
3. Promote a sense of belonging, connectedness and relationships for the whole community—*greater engagement from the school community at events. Positive survey results.*

(Connection) Partnerships-Highly effective connections with key stakeholders.

1. Deepen staff social and cultural competencies. *Te reo Māori and other languages are highly visible in the classroom.*
2. Enhanced partnerships with the wider community, strong working relationships with Kahui Ako schools, and a high level of collaboration among *all stakeholders.*

(Excellence) PYP curriculum framework- Empowering exceptional learner programmes through quality teaching and learning.

1. Embed PYP language throughout the school community. *PYP language is evident throughout the school and community, and high level of engagement at community events.*
2. Accelerate the progress and achievement of all learners. *Evidenced through end-of-year data outcomes with successes and next steps.*
3. Strengthen teaching pedagogy to ensure high-quality teaching and learning programmes school-wide. Professional growth cycle with clear critical reflections, and targeted professional development to improve teacher practice.

Statement of compliance with employment policy (required)

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<i>Yes, by implementing workplace health and safety policies, conducting risk assessments, providing appropriate training, ensuring compliance with relevant regulations, and fostering a culture of safety among employees.</i>
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<i>It includes policies and practices aimed at promoting diversity, preventing discrimination, and ensuring fair treatment of all employees regardless of race, gender, age, disability, or other characteristics.</i> <i>This involves regularly reviewing and updating policies, providing training on diversity and inclusion, monitoring recruitment and promotion processes for fairness, and addressing any instances of discrimination or harassment.</i>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>We practice impartial selection by using objective criteria for evaluating candidates, conducting structured interviews, avoiding biases in decision-making, and providing equal opportunities for all qualified applicants. All staff members involved in appointments disclose any conflicts of interest.</i>
How are you recognising, • The aims and aspirations of Māori • The employment requirements of Māori • Greater involvement of Māori in the Education service?	<i>Recognising the aims and aspirations of Māori: This involves consulting with Māori stakeholders, incorporating Māori perspectives and cultural practices into organisational policies and practices, and actively supporting initiatives aimed at advancing Māori interests and participation.</i> <i>We respond individually to our Māori kaiako to understand their needs and ensure they are being met.</i> <i>By actively recognising and promoting greater involvement of Māori in the education service through strategies and practices, targeting leadership, representation, engagement, and culturally responsive practice we are working towards creating a more inclusive, culturally responsive, and equitable learning environment for all staff and students.</i>

Reporting on the principles of being a Good Employer

	<i>By incorporating Māori perspectives and knowledge into the curriculum: Integrating Te Reo Māori (Māori language), Te Ao Māori (Māori worldviews), and Mātauranga Māori (Māori knowledge) into teaching and learning materials helps to validate and promote Māori culture and identity within the education system.</i>
How have you enhanced the abilities of individual employees?	<i>We have enhanced employees' abilities through training and development programs, providing opportunities for skill-building and career advancement, and offering support for personal and professional growth.</i>
How are you recognising the employment requirements of women?	<i>We have a very family-first approach to employment, recognizing women's roles within their family structures. We promote work addressing the gender pay gap (through the NZEI) and ensure equal opportunities for women in recruitment and promotion processes.</i>
How are you recognising the employment requirements of persons with disabilities?	<i>We recognise the employment requirements of persons with disabilities by providing reasonable accommodations, ensuring accessibility in the workplace, promoting inclusive hiring practices, and fostering a supportive and inclusive work environment. We work closely with outside agencies, e.g. ACC to ensure that we are supporting to the best of our ability.</i>

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

Financial statements



Takapuna Normal Intermediate School ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number: 1524

Principal: Zane Wilson

School Address: 26 Northcote Road, Takapuna, Auckland

School Postal Address: 26 Northcote Road, Takapuna, Auckland 0622

School Phone: 09 489 3940

School Email: admin@tnis.school.nz

Accountant / Service Provider: Canterbury Education Services (CES)



Takapuna Normal Intermediate School

Members of the Board

For the year ended 31 December 2023

Name	Position	How Position Gained	Term Expires
Irene Brodie	Presiding Member	Elected September 2022	June 2025
Zane Wilson	Principal	ex Officio May 2022	
Ant Ford	Parent Representative	Co-opted September 2022	June 2025
Tatum Crisp	Parent Representative	Elected September 2022	June 2025
Greg Rootman	Parent Representative	Elected September 2022	June 2025
Alauddin Khan	Parent Representative	Elected September 2022	June 2025
Rachel Wotten	Parent Representative	Elected September 2022	June 2025
Justin Smith	Parent Representative	Co-opted September 2022	June 2025
Mike Morgan	Staff Representative	Elected May 2023	June 2025
Courtney Sheehan	Staff Representative	Elected September 2022	Resigned May 2023

TAKAPUNA NORMAL INTERMEDIATE SCHOOL

Annual Financial Statements – For the year ended 31 December 2023

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Statement of responsibility signed and dated

Takapuna Normal Intermediate 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.

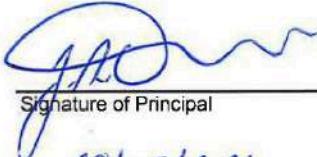
The management (including the Principal and others, as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

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.

IRENE BRODIE
Full Name of Presiding Member

Signature of Presiding Member
28/05/2024
Date:

Zane Wilson
Full Name of Principal

Signature of Principal
28/05/2024
Date:

Statement of comprehensive revenue and expense

Takapuna Normal Intermediate School Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue				
Government Grants	2	5,666,764	1,029,637	5,507,656
Locally Raised Funds	3	964,468	764,540	630,416
Interest		28,259	9,000	15,288
Total Revenue		6,659,491	1,803,177	6,153,360
Expense				
Locally Raised Funds	3	304,799	311,980	271,343
Learning Resources	4	4,219,642	902,123	3,708,903
Administration	5	407,919	353,669	380,550
Interest		4,869	6,000	5,769
Property	6	1,830,721	325,086	1,740,719
Loss on Disposal of Property, Plant and Equipment		1,701	-	1,664
Total Expense		6,769,651	1,898,858	6,108,948
Net Surplus / (Deficit) for the year		(110,160)	(95,681)	44,412
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(110,160)	(95,681)	44,412

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

Statement of changes in net assets/equity

Takapuna Normal Intermediate School Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		1,189,755	1,189,755	1,145,343
Total comprehensive revenue and expense for the year		(110,160)	(95,681)	44,412
Contribution - Furniture and Equipment Grant		42,335	-	-
Equity at 31 December		1,121,930	1,094,074	1,189,755
Accumulated comprehensive revenue and expense		1,121,930	1,094,074	1,189,755
Equity at 31 December		1,121,930	1,094,074	1,189,755

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.

Statement of financial position

Takapuna Normal Intermediate School Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets				
Cash and Cash Equivalents	7	183,249	403,907	569,674
Accounts Receivable	8	310,813	319,350	326,153
GST Receivable		20,231	67,032	67,032
Prepayments		58,328	8,970	8,970
Inventories	9	1,937	2,284	2,284
Investments		522,509	89,512	89,512
Funds Receivable for Capital Works Projects	17	19,953	-	188,760
		1,117,020	891,055	1,252,385
Current Liabilities				
Accounts Payable	12	374,930	411,506	406,974
Borrowings	13	10,901	-	-
Revenue Received in Advance	14	334,247	132,262	132,262
Provision for Cyclical Maintenance	15	14,017	13,353	15,916
Finance Lease Liability	16	26,292	20,668	20,279
Funds held for Capital Works Projects	17	15,352	-	16,977
		775,739	577,789	592,408
Working Capital Surplus/(Deficit)		341,281	313,266	659,977
Non-current Assets				
Property, Plant and Equipment	11	1,081,538	961,135	690,658
		1,081,538	961,135	690,658
Non-current Liabilities				
Borrowings	13	38,154	-	-
Provision for Cyclical Maintenance	15	226,110	167,713	141,066
Finance Lease Liability	16	36,625	12,614	19,814
		300,889	180,327	160,880
Net Assets		1,121,930	1,094,074	1,189,755
Equity		1,121,930	1,094,074	1,189,755

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

Statement of cash flows

Takapuna Normal Intermediate School Statement of Cash Flows

For the year ended 31 December 2023

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash flows from Operating Activities				
Government Grants		1,066,906	1,034,367	1,096,945
Locally Raised Funds		690,705	523,400	541,274
International Students		435,712	229,607	158,739
Goods and Services Tax (net)		46,801	-	(99,301)
Payments to Employees		(759,776)	(760,472)	(663,636)
Payments to Suppliers		(1,121,603)	(934,164)	(765,171)
Interest Paid		(4,869)	(6,000)	(5,769)
Interest Received		29,614	9,000	14,341
Net cash from/(to) Operating Activities		383,490	95,738	277,422
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(570,415)	(426,477)	(173,056)
Purchase of Investments		(432,997)	-	-
Proceeds from Sale of Investments		-	-	426,562
Net cash from/(to) Investing Activities		(1,003,412)	(426,477)	253,506
Cash flows from Financing Activities				
Furniture and Equipment Grant		42,335	-	-
Finance Lease Payments		(25,075)	(6,811)	(1,561)
Loans Received		49,055	-	-
Funds Administered on Behalf of Other Parties		167,182	171,783	(352,980)
Net cash from/(to) Financing Activities		233,497	164,972	(354,541)
Net increase/(decrease) in cash and cash equivalents		(386,425)	(165,767)	176,387
Cash and cash equivalents at the beginning of the year	7	569,674	569,674	393,287
Cash and cash equivalents at the end of the year	7	183,249	403,907	569,674

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.

Notes to the financial statements

Takapuna Normal Intermediate School Notes to the Financial Statements For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

Takapuna Normal Intermediate 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 15.

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.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Finance Lease Payments

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

e) Cash and Cash Equivalents

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

f) Accounts Receivable

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

g) Inventories

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

h) Investments

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

i) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

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

j) Accounts Payable

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

k) Employee Entitlements

Short-term employee entitlements

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

l) Revenue Received in Advance

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

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

m) 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.

n) Provision for Cyclical Maintenance

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

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

The School carries out painting maintenance of the whole school over a 10 to 15 year period. The economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

o) Financial Instruments

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

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

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.

s) Services received in-kind

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

2. Government Grants

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	993,820	863,437	962,380
Teachers' Salaries Grants	3,260,269	-	2,983,926
Use of Land and Buildings Grants	1,353,041	-	1,444,149
Other Government Grants	59,634	166,200	117,201
	<u>5,666,764</u>	<u>1,029,637</u>	<u>5,507,656</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 \$
Revenue			
Donations & Bequests	157,627	159,990	152,780
Fees for Extra Curricular Activities	373,056	294,600	256,533
Trading	112,301	68,750	61,087
Fundraising & Community Grants	85,442	18,000	83,967
International Student Fees	236,042	223,200	76,049
	<u>964,468</u>	<u>764,540</u>	<u>630,416</u>
Expense			
Extra Curricular Activities Costs	236,852	252,000	231,336
Trading	46,679	26,500	29,199
International Student - Other Expenses	21,268	33,480	10,808
	<u>304,799</u>	<u>311,980</u>	<u>271,343</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>659,669</u>	<u>452,560</u>	<u>359,073</u>

During the year, the School hosted 26 International students (2022:16)

4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	212,551	222,288	154,184
Information and Communication Technology	32,644	31,386	28,016
Library Resources	13,056	6,100	7,336
Employee Benefits - Salaries	3,696,596	434,349	3,319,379
Staff Development	77,599	52,000	54,559
Depreciation	187,196	156,000	145,429
	<u>4,219,642</u>	<u>902,123</u>	<u>3,708,903</u>

5. Administration

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Audit Fees	9,987	9,500	9,512
Board Fees	4,852	3,680	4,014
Board Expenses	3,834	5,000	16,737
Communication	5,454	(2,000)	1,037
Consumables	10,907	8,000	9,075
Legal Fees	339	500	-
Other	99,431	83,900	69,877
Postage	320	500	252
Employee Benefits - Salaries	263,658	232,589	255,470
Insurance	-	3,000	5,731
Service Providers, Contractors and Consultancy	9,137	9,000	8,845
	407,919	353,669	380,550

6. Property

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Caretaking and Cleaning Consumables	82,925	78,000	77,583
Cyclical Maintenance	110,896	40,000	27,799
Grounds	7,851	-	3,446
Heat, Light and Water	62,902	41,000	43,327
Rates	305	650	616
Repairs and Maintenance	124,956	57,000	67,021
Use of Land and Buildings	1,353,041	-	1,444,149
Security	7,698	17,980	3,250
Employee Benefits - Salaries	80,147	90,456	73,528
	1,830,721	325,086	1,740,719

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	183,249	403,907	569,674
Cash and cash equivalents for Statement of Cash Flows	183,249	403,907	569,674

Of the \$183,249 Cash and Cash Equivalents, \$15,352 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.

Of the \$183,249 Cash and Cash Equivalents, \$8,722 of unspent grant funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

Other restrictions on cash and investments (note 10) include international students fees in advance as disclosed in note 14.

8. Accounts Receivable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	59,923	40,142	23,902
Receivables from the Ministry of Education	-	-	16,240
Interest Receivable	-	1,355	1,355
Banking Staffing Underuse	-	-	6,803
Teacher Salaries Grant Receivable	250,890	277,853	277,853
	<u>310,813</u>	<u>319,350</u>	<u>326,153</u>
Receivables from Exchange Transactions	59,923	41,497	25,257
Receivables from Non-Exchange Transactions	250,890	277,853	300,896
	<u>310,813</u>	<u>319,350</u>	<u>326,153</u>

9. Inventories

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
School Uniforms	1,202	1,398	1,398
Canteen	735	886	886
	<u>1,937</u>	<u>2,284</u>	<u>2,284</u>

10. Investments

The School's investment activities are classified as follows:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Asset			
Short-term Bank Deposits	522,509	89,512	89,512
	<u>522,509</u>	<u>89,512</u>	<u>89,512</u>
Total Investments			

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Building Improvements	241,293	82,289	-	-	(18,031)	305,551
Furniture and Equipment	338,523	329,089	(100)	-	(101,010)	566,502
Information and Communication Technology	53,551	117,265	-	-	(38,476)	132,340
Leased Assets	38,452	48,324	-	-	(27,173)	59,603
Library Resources	18,839	2,811	(1,602)	-	(2,506)	17,542
Balance at 31 December 2023	690,658	579,778	(1,702)	-	(187,196)	1,081,538

The net carrying value of information & communication technology equipment held under a finance lease is \$59,604 (2022: \$38,452)

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	514,644	(209,093)	305,551	432,355	(191,062)	241,293
Furniture and Equipment	1,299,444	(732,942)	566,502	994,205	(655,682)	338,523
Information and Communication Technology	249,312	(116,972)	132,340	157,844	(104,293)	53,551
Leased Assets	94,864	(35,261)	59,603	85,502	(47,050)	38,452
Library Resources	87,153	(69,611)	17,542	92,178	(73,339)	18,839
Balance at 31 December 2023	2,245,417	(1,163,879)	1,081,538	1,762,084	(1,071,426)	690,658

12. Accounts Payable

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	96,074	129,121	121,511
Banking Staffing Overuse	8,901	-	-
Employee Entitlements - Salaries	250,890	277,853	277,853
Employee Entitlements - Leave Accrual	19,065	4,532	7,610
	374,930	411,506	406,974
Payables for Exchange Transactions	374,930	411,506	406,974
	374,930	411,506	406,974

The carrying value of payables approximates their fair value.

13. Borrowings

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Loans due in one year	10,901	-	-
Loans due after one year	38,154	-	-
	49,055	-	-

The school has borrowings at 31 December 2023 of \$49,055 (31 December 2022 Nil). This loan is from EECA (Energy Efficiency and Conservation Authority) for the purpose of providing LED lighting. The loan is unsecured, interest free and the loan is payable in equal quarterly instalments of \$2,725.25.

14. Revenue Received in Advance

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	8,722	-	4,707
International Student Fees in Advance	325,525	132,262	125,855
Other revenue in Advance	-	-	1,700
	334,247	132,262	132,262

15. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	156,982	156,982	152,244
Increase to the Provision During the Year	110,896	40,000	27,799
Use of the Provision During the Year	(15,916)	(15,916)	(23,061)
Provision at the End of the Year	240,127	181,066	156,982
Cyclical Maintenance - Current	14,017	13,353	15,916
Cyclical Maintenance - Non current	226,110	167,713	141,066
	240,127	181,066	156,982

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

16. Finance Lease Liability

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	31,640	23,321	21,578
Later than One Year and no Later than Five Years	42,152	14,012	19,898
Future Finance Charges	(10,875)	(4,051)	(1,383)
	62,917	33,282	40,093
Represented by			
Finance lease liability - Current	26,292	20,668	20,279
Finance lease liability - Non current	36,625	12,614	19,814
	62,917	33,282	40,093

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 7.

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
ILE Rm 1/2, 3/4 & Hall/Music/Toilets	(188,760)	136,639	(35,031)	67,199	(19,953)
Heatpumps/AC Units	16,977	-	(16,977)	-	-
Cyclone & Flooding Repairs	-	255,058	(239,706)	-	15,352
Totals	(171,783)	391,697	(291,714)	67,199	(4,601)

Represented by:

Funds Held on Behalf of the Ministry of Education	15,352
Funds Receivable from the Ministry of Education	(19,953)

2022	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
ILE Rm 1/2, 3/4 & Hall/Music/Toilets	253,703	938,441	(1,380,904)	-	(188,760)
Heatpumps/AC Units	-	74,488	(57,511)	-	16,977
Totals	253,703	1,012,929	(1,438,415)	-	(171,783)

Represented by:

Funds Held on Behalf of the Ministry of Education	16,977
Funds Receivable from the Ministry of Education	(188,760)

18. 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.

19. 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	4,852	4,014
<i>Leadership Team</i>		
Remuneration	529,322	380,899
Full-time equivalent members	4	3
Total key management personnel remuneration	534,174	384,913

There are 8 members of the Board excluding the Principal. The Board has 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

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	160-170	160-170
Benefits and Other Emoluments	0-10	0-10
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100-110	5.00	5.00
110-120	8.00	0.00
120-130	1.00	0
	12.00	5.00

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

20. Compensation and Other Benefits Upon Leaving

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

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

21. 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.

Pay equity settlement wash-up amounts

In 2023 the Ministry of Education provided additional funding for non-teaching collective and pay equity agreements. The school is yet to receive a final wash-up that adjusts the estimated quarterly instalments for the actual eligible staff members employed in 2023. The Ministry is in the process of determining wash-up payments or receipts for the year ended 31 December 2023. However, as at the reporting date, this amount had not been calculated and therefore is not recorded in these financial statements.

22. Capital Commitments

(a) Capital Commitments

At 31 December 2023, the Board had capital commitments of \$15,532 (2022:\$171,783) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
Cyclone & Flooding Repairs	255,058	239,706	15,352
Total	255,058	239,706	15,352

22. Financial Instruments

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

Financial assets measured at amortised cost

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	183,249	403,907	569,674
Receivables	310,813	319,350	326,153
Investments - Term Deposits	522,509	89,512	89,512
Total financial assets measured at amortised cost	<u>1,016,571</u>	<u>812,769</u>	<u>985,339</u>

Financial liabilities measured at amortised cost

Payables	374,930	411,506	406,974
Borrowings - Loans	49,055	-	-
Finance Leases	62,917	33,282	40,093
Total financial liabilities measured at amortised cost	<u>486,902</u>	<u>444,788</u>	<u>447,067</u>

23. Events After Balance Date

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

Independent auditor's report signed and dated.



BDO Auckland

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF TAKAPUNA NORMAL INTERMEDIATE SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

The Auditor-General is the auditor of Takapuna Normal Intermediate School (the School). The Auditor-General has appointed me, Matthew Coulter, using the staff and resources of BDO Auckland, 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 20, 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 as applicable to entities that qualify as Tier 2.

Our audit was completed on 28 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 arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included in the annual report, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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



Matthew Coulter
BDO Auckland
On behalf of the Auditor-General
Auckland, New Zealand

**Report on other special and contestable funding
(N/A)**

Kiwisport funding (required)

WM 8/5

TAKAPUNA NORMAL INTERMEDIATE SCHOOL

26 Northcote Road
Takapuna
Auckland

Phone 09 489 3940
Email office@tnis.school.nz
Website tnis.school.nz



International
Baccalaureate

December 2023

Kiwisport Report

Kiwisport is a Government Funding Initiative to support and promote the participation of learners into sport.

Takapuna Normal Intermediate School received total Kiwisport funding of \$8,819.32 (excluding G.S.T.) for 2023. The funding was allocated to promoting the following sporting codes: Football, Table Tennis, Athletics and Volleyball with in-school programmes for learners. We also employed a Sports Coordinator to encourage participation and enjoyment for all learners.

All of our teaching staff promoted getting active as part of our learning programmes and 98% of learners were involved during the in school taster sessions.

Zane Wilson
PRINCIPAL

To develop compassionate, global, **connected** learners who strive for **excellence** through **action**.