

ROYAL OAK SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

**Ministry Number:** 1475

**Principal:** Megan Clotworthy

**School Address:** Chandler Avenue, Royal Oak, Auckland 1023

**School Postal Address:** Chandler Avenue, Royal Oak, Auckland 1023

**School Phone:** (09) 624 2800

**School Email:** [admin@rops.school.nz](mailto:admin@rops.school.nz)

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Mrs Georgina Shanks	Presiding Member	Re-elected	November 2026
Mrs Megan Clotworthy	Principal ex Officio	Appointed	
Mr Alec Tang	Deputy Presiding Member	Elected	August 2025
Ms Jennifer Hoskin-Wyber	Parent Representative	Elected	November 2023
Ms Vasana Vanpraseuth	Parent Representative	Elected	Resigned, Dec 2023
Mr Greg Burne	Parent Representative	Elected	August 2025
Anna Jennings	Parent Representative	Elected	November 2026
Mrs Victoria Stewart	Staff Representative	Elected	September 2025

**Executive Officer / In-house Accountant:** Nemia Gariando

# ROYAL OAK SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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# Royal Oak 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.

Georgina Shanks

Full Name of Presiding Member

Signed by:  
  
5C55E7384AE44B6  
Signature of Presiding Member

28 November 2024

Date:

Megan Clotworthy

Full Name of Principal

Signed by:  
  
8FDF214759C14F2  
Signature of Principal

22 November 2024

Date:

# Royal Oak School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Revenue</b>				
Government Grants	2	5,136,466	4,731,244	4,994,291
Government Grants - Resource Teachers: Learning and Behaviour	4	3,658,451	3,483,938	3,612,215
Locally Raised Funds	3	313,450	415,989	306,288
Interest		41,507	17,500	14,944
<b>Total Revenue</b>		<b>9,149,874</b>	<b>8,648,671</b>	<b>8,927,738</b>
<b>Expense</b>				
Locally Raised Funds	3	3,978	3,500	1,998
Learning Resources	5	3,824,075	3,548,367	3,624,233
Administration	6	329,065	323,136	334,980
Resource Teachers: Learning and Behaviour	4	3,571,271	3,466,439	3,528,262
Interest		6,233	4,271	5,596
Property	7	1,535,440	1,385,129	1,418,976
Loss on Disposal of Property, Plant and Equipment		3,449	-	4,093
<b>Total Expense</b>		<b>9,273,511</b>	<b>8,730,842</b>	<b>8,918,138</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>(123,637)</b>	<b>(82,171)</b>	<b>9,600</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>(123,637)</b>	<b>(82,171)</b>	<b>9,600</b>

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

# Royal Oak School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Equity at 1 January</b>		1,191,260	1,191,261	1,181,660
Total comprehensive revenue and expense for the year		(123,637)	(82,171)	9,600
Contribution - Furniture and Equipment Grant		32,739	-	-
<b>Equity at 31 December</b>		1,100,362	1,109,090	1,191,260
Accumulated comprehensive revenue and expense		1,100,362	1,109,090	1,191,260
Reserves		-	-	-
<b>Equity at 31 December</b>		1,100,362	1,109,090	1,191,260

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.

# Royal Oak School

## Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	402,178	423,635	531,769
Accounts Receivable	9	597,007	532,000	523,378
GST Receivable		16,512	18,000	13,393
Prepayments		19,470	19,000	17,783
Investments	10	510,000	400,000	505,000
Funds Receivable for Capital Works Projects	18	603	-	16,267
		1,545,770	1,392,635	1,607,590
<b>Current Liabilities</b>				
Accounts Payable	12	613,759	660,478	663,212
Borrowings	13	4,598	15,000	7,814
Revenue Received in Advance	14	98,979	10,435	62,385
Provision for Cyclical Maintenance	15	10,800	17,100	-
Finance Lease Liability	16	32,250	37,753	28,992
Funds held for Capital Works Projects	18	133,570	-	159,062
		893,956	740,766	921,465
<b>Working Capital Surplus/(Deficit)</b>		651,814	651,869	686,125
<b>Non-current Assets</b>				
Investments	10	558	547	545
Property, Plant and Equipment	11	612,666	632,432	624,804
		613,224	632,979	625,349
<b>Non-current Liabilities</b>				
Borrowings	13	2,681	23,000	-
Provision for Cyclical Maintenance	15	129,891	120,663	105,392
Finance Lease Liability	16	31,586	31,588	14,317
Funds held in Trust	17	518	507	505
		164,676	175,758	120,214
<b>Net Assets</b>		1,100,362	1,109,090	1,191,260
<b>Equity</b>		1,100,362	1,109,090	1,191,260

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

# Royal Oak School

## Statement of Cash Flows

For the year ended 31 December 2023

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		1,587,352	1,585,733	1,589,996
Locally Raised Funds		284,111	382,137	358,658
International Students		36,687	11,987	21,091
Goods and Services Tax (net)		(3,119)	2,000	9,133
Payments to Employees		(1,071,699)	(988,180)	(1,004,133)
Payments to Suppliers		(915,100)	(757,148)	(706,616)
Interest Paid		(6,233)	(4,271)	(5,596)
Interest Received		39,196	16,500	14,014
Net cash from/(to) Operating Activities		(48,805)	248,758	276,547
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		1,052	-	-
Purchase of Property Plant & Equipment (and Intangibles)		(100,870)	(228,773)	(137,782)
Purchase of Investments		(5,013)	(40,002)	(185,003)
Net cash from/(to) Investing Activities		(104,831)	(268,775)	(322,785)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		32,739	-	-
Finance Lease Payments		(24,758)	39,887	(30,699)
Loans Received		2,681	30,489	-
Repayment of Loans		(11,213)	-	(15,471)
Funds Administered on Behalf of Other Parties		24,597	2	27,449
Net cash from/(to) Financing Activities		24,046	70,378	(18,721)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(129,591)</b>	<b>50,361</b>	<b>(64,960)</b>
Cash and cash equivalents at the beginning of the year	8	531,769	373,274	596,729
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>402,178</b>	<b>423,635</b>	<b>531,769</b>

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

# Royal Oak School

## Notes to the Financial Statements

### For the year ended 31 December 2023

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Royal Oak 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.

###### **Change in Accounting Treatment of Resource Teachers of Learning and Behaviour (RTLB) Cluster Funds**

Resource Teachers of Learning and Behaviour (RTLB) clusters are groups of itinerant fully registered specialist teachers who hold a current practicing certificate and have the training and skills to provide the RTLB service.

RTLB lead schools are appointed by the Ministry of Education to provide the cluster's RTLB service through a funding and service agreement with the Ministry. They are therefore responsible for the RTLB shared funds which is detailed in note (n) below.

During 2021 a technical review was completed on the accounting treatment of RTLB funds in the financial statements of lead schools (approximately 40 nationwide). This review resulted in a change in the accounting treatment of the RTLB funds for lead schools.

Historically, RTLB funding has been operated separately to the finances of the lead school. However, the review has found that the RTLB programme is not a separate operation to the lead school, but rather it is an operation component of the lead school and should be treated as such in the lead schools financial reporting.

RTLB funding received is therefore now considered to be revenue. The funding has a right of return or transfer clause included in the funding agreement. As such, the funding received is recognised as a liability (revenue in advance) initially, which is then released to revenue as the RTLB services are provided. Unspent funding at the end of the financial year remains as a liability - revenue received in advance on the lead school's Statement of Financial Position.

RTLB expenditure incurred in relation to the provision of the RTLB service is recognised as an expense in the Statement of Comprehensive Income and Expenditure when incurred. That is unless the expenditure is incurred on assets expected to be used for more than one accounting period, in which case it is recognised as an asset by the lead school and then depreciated over the asset's useful life.

Assets acquired for the RTLB programme are recognised in lead schools fixed asset register.

The RTLB Services Revenue and Expense summary is disclosed in Note 4.

###### **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 in 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) 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.

**h) 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	10–40 years
Board Owned Buildings	10–40 years
Furniture and equipment	10–15 years
Information and communication technology	3-10 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

**i) 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.

**j) Employee Entitlements***Short-term employee entitlements*

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

*Long-term employee entitlements*

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

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

**k) Revenue Received in Advance**

Revenue received in advance relates to fees received from international students and grant received from a government organisation, COMET Auckland, and MoE grants for Resource Teacher: Learning and Behaviour 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.

**l) 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 Comprehensive Revenue and Expense.

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

**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) Shared Funds**

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts 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.

**o) Provision for Cyclical Maintenance**

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

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

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

**p) Financial Instruments**

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

The School's financial liabilities comprise accounts payable, borrowings, 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.

**q) 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.

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

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

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

Commitments and contingencies are disclosed exclusive of GST.

**s) Budget Figures**

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

**t) Services received in-kind**

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

## 2. Government Grants

Government Grants - Ministry of Education  
Teachers' Salaries Grants  
Use of Land and Buildings Grants  
Other Government Grants

2023 Actual	2023 Budget (Unaudited)	2022 Actual
\$	\$	\$
1,154,307	981,244	1,059,360
2,851,446	2,650,000	2,776,097
1,118,200	1,100,000	1,158,834
12,513	-	-
<b>5,136,466</b>	<b>4,731,244</b>	<b>4,994,291</b>

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

Government Grants do not include RTLB grants which are disclosed in note 4.

## 3. Locally Raised Funds

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

### Revenue

Donations & Bequests  
Curriculum related Activities - Purchase of goods and services  
Fees for Extra Curricular Activities  
Fundraising & Community Grants  
Other Revenue  
International Student Fees

2023 Actual	2023 Budget (Unaudited)	2022 Actual
\$	\$	\$
162,075	188,900	185,612
39,721	49,850	45,109
-	-	693
17,268	27,600	23,468
60,008	116,787	40,971
34,378	32,852	10,435
<b>313,450</b>	<b>415,989</b>	<b>306,288</b>

### Expense

Extra Curricular Activities Costs  
Fundraising and Community Grant Costs  
Other Locally Raised Funds Expenditure  
International Student - Student Recruitment  
International Student - Other Expenses

2023 Actual	2023 Budget (Unaudited)	2022 Actual
\$	\$	\$
-	-	650
570	2,300	-
2,468	200	910
282	-	-
658	1,000	438
<b>3,978</b>	<b>3,500</b>	<b>1,998</b>

*Surplus for the year Locally Raised Funds*

<b>309,472</b>	<b>412,489</b>	<b>304,290</b>
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Donations include a Parent Group donation of \$55,000 (2022: \$65,000).

During the year, the School hosted 1 full-time and 19 part-time International students (2022:1 full-time)

## 4. Resource Teachers: Learning and Behaviour Services Revenue and Expense

The School is the lead school funded by the Ministry of Education to provide the services of Resource Teachers for Learning Behaviour to its group of schools.

### Revenue

Teachers' Salary Grant  
Administration Grant  
Learning Support Funding  
Travel Grant  
Other Revenue

2023 Actual	2023 Budget (Unaudited)	2022 Actual
\$	\$	\$
3,141,750	3,000,000	3,090,042
108,450	108,450	105,547
198,759	198,759	199,101
110,042	110,042	107,097
169,618	66,687	146,185
<b>3,728,619</b>	<b>3,483,938</b>	<b>3,647,972</b>
(70,168)	-	(35,757)
<b>3,658,451</b>	<b>3,483,938</b>	<b>3,612,215</b>

Revenue received in advance

Revenue recognised

**Expense**

Employee Benefit - Salaries	3,141,750	3,000,000	3,090,042
Administration	96,913	126,605	104,701
Learning Support	215,051	200,572	251,789
Travel	108,665	133,589	73,507
Other Expenses	8,892	5,673	8,223
<b>Total Expense</b>	<b>3,571,271</b>	<b>3,466,439</b>	<b>3,528,262</b>
<i>Surplus for the year - RTLB Service</i>	<b>87,180</b>	<b>17,499</b>	<b>83,953</b>

**5. Learning Resources**

	<b>2023 Actual</b>	<b>2023 Budget (Unaudited)</b>	<b>2022 Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Curricular	113,074	115,420	109,007
Equipment Repairs	991	1,000	1,371
Information and Communication Technology	24,708	24,000	25,353
Library Resources	2,449	2,200	2,213
Employee Benefits - Salaries	3,490,020	3,208,050	3,297,143
Staff Development	13,723	15,500	11,232
Depreciation	179,110	182,197	177,914
	<b>3,824,075</b>	<b>3,548,367</b>	<b>3,624,233</b>

**6. Administration**

	<b>2023 Actual</b>	<b>2023 Budget (Unaudited)</b>	<b>2022 Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Audit Fees	9,550	9,550	9,270
Board Fees	3,240	3,240	3,570
Board Expenses	11,762	7,800	9,744
Communication	3,758	4,300	4,369
Consumables	5,486	5,450	5,801
Other	6,044	1,850	2,628
Employee Benefits - Salaries	258,754	255,560	264,611
Insurance	11,923	11,900	11,450
Service Providers, Contractors and Consultancy	18,548	23,486	23,537
	<b>329,065</b>	<b>323,136</b>	<b>334,980</b>

**7. Property**

	<b>2023 Actual</b>	<b>2023 Budget (Unaudited)</b>	<b>2022 Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Caretaking and Cleaning Consumables	8,542	8,000	8,326
Consultancy and Contract Services	60,991	60,250	55,459
Cyclical Maintenance	35,299	32,371	13,901
Grounds	16,631	9,000	9,595
Heat, Light and Water	39,030	31,000	32,292
Repairs and Maintenance	54,744	53,000	49,297
Use of Land and Buildings	1,118,200	1,100,000	1,158,834
Security	17,776	18,008	20,306
MoE Flood Damage Related Expenses/Repairs	109,752	-	-
Employee Benefits - Salaries	74,475	73,500	70,966
	<b>1,535,440</b>	<b>1,385,129</b>	<b>1,418,976</b>

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.

**8. Cash and Cash Equivalents**

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget (Unaudited)</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Bank Accounts	402,178	303,635	411,769
Short-term Bank Deposits	-	120,000	120,000
Cash and cash equivalents for Statement of Cash Flows	<u>402,178</u>	<u>423,635</u>	<u>531,769</u>

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

Of the \$402,178 Cash and Cash Equivalents, \$133,570 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 \$402,178 Cash and Cash Equivalents, \$3,073 of unspent grant funding from COMET Auckland 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.

Of the \$402,178 Cash and Cash Equivalents, \$70,168 is held by the School on behalf of the RTLB Service. See note 4 for details of how the funding received for the service has been spent in the year.

**9. Accounts Receivable**

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget (Unaudited)</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Receivables	-	4,000	1,966
Receivables from the Ministry of Education	122,279	35,000	46,630
Interest Receivable	4,376	3,000	2,065
Teacher Salaries Grant Receivable	470,352	490,000	472,717
	<u>597,007</u>	<u>532,000</u>	<u>523,378</u>
Receivables from Exchange Transactions	4,376	7,000	4,031
Receivables from Non-Exchange Transactions	592,631	525,000	519,347
	<u>597,007</u>	<u>532,000</u>	<u>523,378</u>

**10. Investments**

The School's investment activities are classified as follows:

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget (Unaudited)</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Current Asset			
Short-term Bank Deposits	510,000	400,000	505,000
Non-current Asset			
Long-term Bank Deposits	558	547	545
Total Investments	<u>510,558</u>	<u>400,547</u>	<u>505,545</u>

**11. Property, Plant and Equipment**

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Buildings	180,503	-	-	-	(13,516)	<b>166,987</b>
Furniture and Equipment	180,639	47,566	-	-	(53,884)	<b>174,321</b>
Information and Communication Technology	41,828	10,094	-	-	(25,331)	<b>26,591</b>
Leased Assets (excluding RTL leased assets)	16,435	48,653	(3)	-	(24,019)	<b>41,066</b>
Library Resources	129,824	13,341	(3,188)	-	(16,461)	<b>123,516</b>
RTLB Assets (including leased assets)	75,575	51,819	(1,310)	-	(45,899)	<b>80,185</b>
<b>Balance at 31 December 2023</b>	<b>624,804</b>	<b>171,473</b>	<b>(4,501)</b>	<b>-</b>	<b>(179,110)</b>	<b>612,666</b>

The net carrying value of equipment held under a finance lease is \$61,211 including RTLB equipment (2022: \$39,734).  
Leased assets held under finance lease includes RTLB equipment with carrying value of \$20,145 (2022: \$23,300)

*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
	\$	\$	\$	\$	\$	\$
Land	-	-	-	-	-	-
Buildings	449,404	(282,417)	<b>166,987</b>	449,404	(268,901)	<b>180,503</b>
Furniture and Equipment	1,279,757	(1,105,438)	<b>174,321</b>	1,322,496	(1,141,857)	<b>180,639</b>
Information and Communication Technology	281,082	(254,492)	<b>26,591</b>	276,476	(234,648)	<b>41,828</b>
Textbooks	-	-	-	-	-	-
Leased Assets (excluding RTL leased assets)	97,346	(56,280)	<b>41,066</b>	96,279	(79,844)	<b>16,435</b>
Library Resources	373,084	(249,568)	<b>123,516</b>	376,768	(246,944)	<b>129,824</b>
RTLB Assets (including leased assets)	214,610	(134,424)	<b>80,185</b>	202,784	(127,209)	<b>75,575</b>
<b>Balance at 31 December 2023</b>	<b>2,695,283</b>	<b>(2,082,619)</b>	<b>612,666</b>	<b>2,724,207</b>	<b>(2,099,403)</b>	<b>624,804</b>

**12. Accounts Payable**

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	29,144	30,000	22,396
Accruals	84,782	121,478	148,876
Employee Entitlements - Salaries	470,352	490,000	472,717
Employee Entitlements - Leave Accrual	29,481	19,000	19,223
	<b>613,759</b>	<b>660,478</b>	<b>663,212</b>
Payables for Exchange Transactions	613,759	660,478	663,212
	<b>613,759</b>	<b>660,478</b>	<b>663,212</b>

The carrying value of payables approximates their fair value.



**13. Borrowings**

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Loans due in one year	4,598	15,000	7,814
Loans due after one year	2,681	23,000	-
	<u>7,279</u>	<u>38,000</u>	<u>7,814</u>

The school recognises RTLB related borrowings at 31 December 2023 of \$7,279 (31 December 2022 \$7,814). The RTLB Cluster entered into an agreement with Two Degrees to purchase iPhones under a mobile repayment plan. The full price of the iPhones is repaid in 24 monthly instalment of \$383.14, with no interest charged.

**14. Revenue Received in Advance**

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Grants in Advance - Ministry of Education	2,338	-	5,537
Grants in Advance - RTLB Funds	70,168	-	35,757
International Student Fees in Advance	23,400	10,435	21,091
Other revenue in Advance	3,073	-	-
	<u>98,979</u>	<u>10,435</u>	<u>62,385</u>

**15. Provision for Cyclical Maintenance**

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	105,392	105,392	94,692
Increase to the Provision During the Year	35,299	32,371	13,901
Use of the Provision During the Year	-	-	(3,201)
Provision at the End of the Year	<u>140,691</u>	<u>137,763</u>	<u>105,392</u>
Cyclical Maintenance - Current	10,800	17,100	-
Cyclical Maintenance - Non current	129,891	120,663	105,392
	<u>140,691</u>	<u>137,763</u>	<u>105,392</u>

Per the cyclical maintenance schedule, the school is next expected to undertake interior painting works during 2024 and exterior painting works during 2030. This plan is based on the schools 10 Year Property plan prepared in June 2023.

**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	39,968	37,754	31,612
Later than One Year and no Later than Five Years	34,293	31,588	14,432
Future Finance Charges	(10,425)	-	(2,735)
	<u>63,836</u>	<u>69,342</u>	<u>43,309</u>
<b>Represented by</b>			
Finance lease liability - Current	32,250	37,754	28,992
Finance lease liability - Non current	31,586	31,588	14,317
	<u>63,836</u>	<u>69,342</u>	<u>43,309</u>

## 17. Funds held in Trust

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Funds Held in Trust on Behalf of Third Parties - Non-current	518	507	505
	<u>518</u>	<u>507</u>	<u>505</u>

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expense of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

## 18. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 8.

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Permanent Shade Structure (MoE SIP Project)	69,898	-	(23,850)	-	46,048
5YA - Block 2,3,10, D & Senior Partial Spouting Replacement	(2,763)	1,615	-	1,148	-
Administration Upgrade - MoE SIP & BOT Combined	(13,504)	13,504	-	-	-
5YA - Block 6 & 8 Roofing & Spouting Replacement	51,390	-	-	-	51,390
5YA - Senior Bitumen Roof Replacement	17,833	-	(17,833)	-	-
MoE SIP - New Playground Equipment	10,381	-	-	-	10,381
5YA - Toilet Refurbishment	1,685	-	(1,685)	-	-
5YA - Admin, 3 & 4 Replacement Flashings & Part Roof Replacement	7,875	-	-	-	7,875
5YA - Block 1: Convert Resource Area to New LSC Office	-	17,876	-	-	17,876
5YA - Retaining Wall Project	-	-	(603)	-	(603)
Totals	<u>142,795</u>	<u>32,995</u>	<u>(43,971)</u>	<u>1,148</u>	<u>132,967</u>

### Represented by:

Funds Held on Behalf of the Ministry of Education	133,570
Funds Receivable from the Ministry of Education	(603)

2022	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Permanent Shade Structure (MoE SIP Project)	149,500	-	(79,602)	-	69,898
5YA - Site Drainage	(900)	900	-	-	-
5YA - Block 6, 6a, & 8 Refurbishment	(12,781)	12,781	-	-	-
5YA - Block 2,3,10, D & Senior Partial Spouting Replacement	-	-	(2,763)	-	(2,763)
Administration Upgrade - MoE SIP & BOT Combined	(7,455)	135,000	(181,602)	40,553	(13,504)
5YA - Block 6 & 8 Roofing & Spouting Replacement	-	52,294	(904)	-	51,390
5YA - Senior Bitumen Roof Replacement	-	27,000	(9,167)	-	17,833
MoE SIP - New Playground Equipment	-	39,262	(28,881)	-	10,381
5YA - Toilet Refurbishment	-	126,000	(124,315)	-	1,685
5YA - Admin, 3 & 4 Replacement Flashings & Partial Roof Replacement	-	7,875	-	-	7,875
Totals	<u>128,364</u>	<u>401,112</u>	<u>(427,234)</u>	<u>40,553</u>	<u>142,795</u>

### Represented by:

Funds Held on Behalf of the Ministry of Education	159,062
Funds Receivable from the Ministry of Education	(16,267)

## 19. Related Party Transactions

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

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

## 20. Remuneration

### Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	3,240	3,570
<i>Leadership Team</i>		
Remuneration	763,025	742,902
Full-time equivalent members	5.75	6.12
Total key management personnel remuneration	766,265	746,472

There are six members of the Board excluding the Principal. The Board has held eight full meetings of the Board in the year. The Board also has Finance (three members) that meet before the regular Board meeting. 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 personnel 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	170 - 180	160 - 170
Benefits and Other Emoluments	0 - 6	0 - 6

### 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	22.00	8.00
110 - 120	5.00	4.00
120 - 130	3.00	0.00
130 - 140	0.00	1.00
140 - 150	1.00	0.00
	31.00	13.00

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

## 21. Compensation and Other Benefits Upon Leaving

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

	2023 Actual	2022 Actual
Total	-	\$11,000
Number of People	-	1

## 22. 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.

## 23. Commitments

### (a) Capital Commitments

At 31 December 2023, the Board has capital commitments of \$65,898 (2022: \$64,768) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
Block 1: Convert Resource Area to New LSC Office	16,863	-	16,863
New Playground Equipment (SIP)	36,570	28,881	7,689
Block 6 & 8 Roofing & Spouting Replacement	42,250	904	41,346
<b>Total</b>	<b>95,683</b>	<b>29,785</b>	<b>65,898</b>

## 24. Financial Instruments

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

### Financial assets measured at amortised cost

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Cash and Cash Equivalents	402,178	423,635	531,769
Receivables	597,007	532,000	523,378
Investments - Term Deposits	510,558	400,547	505,545
Total financial assets measured at amortised cost	<u>1,509,743</u>	<u>1,356,182</u>	<u>1,560,692</u>

### Financial liabilities measured at amortised cost

Payables	613,759	660,478	663,212
Borrowings - Loans	7,279	38,000	7,814
Finance Leases	63,836	69,341	43,309
Total financial liabilities measured at amortised cost	<u>684,874</u>	<u>767,819</u>	<u>714,335</u>

## 25. Events After Balance Date

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

## 26. Comparatives

There have been a number of prior period comparatives which have been reclassified to make disclosure consistent with the current year.

## 27. RTLB Cluster Schools

The following schools are part of the RTLB cluster as detailed in Note 4.

Cornwall Park School	Baradene College	Bailey Road School
Ellerslie School	Glendowie College	Churchill Park School
Mangere Bridge School	Kohimarama School	Glen Innes School
Marcellin College	Meadowbank School	Glen Taylor School
Michael Park School	Mt Carmel School	Glenbrae Primary School
Michael Park HS	Orakei School	Glendowie School
Onehunga High School	Parnell School	Panmure Bridge School
Onehunga Primary School	Remuera Intermediate	Panmure District School
One Tree Hill College	Remuera Primary	Pt England School
Oranga School	Sacred Heart College	Ruapotaka School
Royal Oak Intermediate School	Selwyn College	Sommerville School
Royal Oak School	St Heliers School	St Patrick's School (Panmure)
St Joseph's School (Onehunga)	St Ignatius School (St Heliers)	St Pius X School (Glen Innes)
St Mary's Ellerslie	St Joseph's School (Orakei)	Stanhope Road School
Te Papapa School	St Michael's School (Remuera)	Sylvia Park School
Waterlea Public School	Tamaki Primary School	Tamaki College
St Thomas School	Te Kura Maori o Puau Te Moananui -a-Kiwa	
Stonefields School	Victoria Avenue School	

## 28. Failure to Comply with Section 87C of the Education Act 1989

The board of trustees were unable to comply with Section 87C of the Education Act 1989. The board were unable to provide their audited financial statements to the Ministry of Education by 31 May 2024 due to delays in the audit process.

## Independent Auditor's Report

### To the readers of Royal Oak School's Financial statements For the year ended 31 December 2023

RSM Hayes Audit

Level 13, 125 Queen Street,  
Auckland CBD, Auckland 1010

T +64 (9) 367 1656

[www.rsmnz.co.nz](http://www.rsmnz.co.nz)

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

### Opinion

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

In our opinion the financial statements of the School:

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

Our audit was completed on 29 November 2024. This is the date at which our opinion is expressed.

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

### Basis of opinion

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

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

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

## Responsibilities of the Board for the financial statements

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

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

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

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

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

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

## Other information

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

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

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

## Independence

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

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

A handwritten signature in blue ink that reads 'Colin Henderson'.

**Colin Henderson**  
RSM Hayes Audit  
On behalf of the Auditor-General  
Auckland, New Zealand





## Principal's report

Royal Oak Primary School is strongly focused on student achievement and wellbeing. Achievement levels are regularly monitored, and programmes provided to have as many students as possible reach or exceed expected curriculum levels. An increased emphasis on staff and student wellbeing, and high levels of positive parent participation support has increased engagement in learning from students and teachers. The school's strategic plan, including our school values, forms the basis of how all decisions are made throughout the year.

We began the year severely impacted by the Auckland floods. Our entire Year 1 and 2 block was flooded and the carpet needed replacing. This meant that the classes needed to be rehoused across the school. Our Year 1 group moved into the Hall and our Year 2 group moved into the library. This proved to be rather disruptive, but they all managed well and we were lucky to have all classes back in their rooms for the start of Term 2.

Development in creating positive relationships, utilising the Ministry of Education's PB4L (Positive Behaviour for Learning) programme, has continued progress in this work. Restorative Practice is a key aspect of this mahi and this became more embedded in our practice in 2023. Gains continue to be made in students being better equipped to self-manage their behaviour using schoolwide behaviour expectations and strategies. All teachers are trained in IYT (Incredible Years Teaching). And new teachers who come on board are given the opportunity to train in IYT.

We provide a wide range of programmes to support our strategic plan. These programmes include STEM (a fully released teacher to lead this), environmental Science, Eco Warriors, extra-curricular music opportunities including choir and orchestra – hand chimes, violin, cello, ukelele, recorder, marimba. We continue to be strong contenders in both the EPRo8 and Tournament of Minds competitions – winning regionally in both and nationally in ToM.

Roseanne Gibson, manager of Cluster 8 RTLb (Ngā Manu āwhina), has continued to work closely with the principal to develop a strong and effective RTLb cluster. There are 30 RTLb employed and additional part time specialist support staff and the cluster is seen nation-wide as high performing.

School property is well maintained following the 10 Year Property Plan/5YA. Flexible Learning Environments provide a model for sharing strengths, guiding practice and supporting academic acceleration. Classrooms are bright and attractive, well-resourced and furnished and reflect inclusive learning programmes. All proposed projects that were to be funded by the SIP money have now been completed, with one still to be signed off. There is some money left over that we plan to use to enhance our play areas.

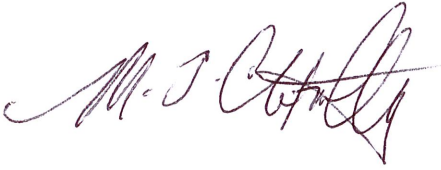
Excellent links exist between the Parent Group and the school and, as a result, the parent community is very active in supporting the school in significant fundraising. This is a key factor in the provision of additional school resources and in networking within our multicultural community. The committee has been through a transitional phase with new folk coming on board.

The Board of Trustees is a dedicated and committed group of parents. The Board is active in policy review and the meetings are heavily focused on raising student achievement and reporting in relation to the National Education and Learning Priorities (NELPs) and progress with the Strategic Plan. We are looking to co-opt Māori representation.

Staff recruitment, when needed, does not pose too much of a problem, although this is becoming more of a challenge with the difficulties with recruitment and retaining of quality teachers. As Royal Oak Primary School is a sought-after place to work, the school leaders generally recruit strong and capable staff.

Our roll has now stabilised following the departures of families through COVID.

Royal Oak Primary School has a strong and focused leadership team, which went through a re-structure in 2022. This saw the third DP finish in her role after Term 3 2023. The school is proactive in its desire for high student achievement, building positive and inclusive links with the diverse community and in supporting its staff. There continue to be high levels of trust and respect within the school community.

A handwritten signature in dark ink, appearing to read 'M. J. Clotworthy', with a stylized, flowing script.

Megan Clotworthy (Principal)

March 2023



### **KiwiSport 2023**

We are thrilled to report how KiwiSport funding of \$7,281 from our 2023 Operations Grant helped us increase physical education experiences for all our students.

- A learning support person was employed to supervise games during breaks, ensuring all children could participate in various sports activities. This was partially subsidised by the school.
- The learning support person also coached netball for students in Years 4 to 6.
- This year funding was used to provide and replace sporting equipment that had been used so much that it was literally falling apart.
- In addition, these funds helped us contribute to transportation costs for various sporting activities throughout the year.

We are grateful for the KiwiSport support in promoting student participation in sports at Royal Oak Primary School.

# Analysis of Variance Reporting

School Name:	Royal Oak Primary School (End of 2023)	School Number:	1475
Strategic Aim from 2023 Strategic Plan:  Denotes link to Kahui Ako goals	<ol style="list-style-type: none"> <li>To further develop an effective future-focused curriculum. (NELP Objective: 1/2/3/4)</li> <li>To build an inclusive and nurturing community embracing our bicultural heritage and culturally responsive practices. (NELP Objective: 1/2)</li> <li>To develop a school culture based on our values where all stakeholders are valued and empowered to learn. (NELP Objective: 1/2/3/4)</li> </ol>		
Annual Aim 2023:	<ol style="list-style-type: none"> <li>Create a culturally relevant local curriculum.</li> <li>Develop our school wide understanding of inclusive education.</li> <li>Provide opportunities to ensure that all ākonga experience success.</li> </ol>		
New Targets for 2024:	<p><b><u>1. Māori and Pasifika Writing:</u></b> To have 70% of ākonga achieving at or above the expected curriculum level.</p> <p><b><u>2. Year 3, 4 and 5 Writing:</u></b> To have 70% of ākonga achieving at or above the expected curriculum level.</p> <p><b><u>3. Māori and Pasifika Maths:</u></b> To have 70% of ākonga achieving at or above the expected curriculum level.</p> <p><b><u>4. Year 4 Maths:</u></b> To have 70% of ākonga achieving at or above the expected curriculum level.</p> <p><b><u>5. Māori Reading:</u></b> To have 70% of ākonga achieving at or above the expected curriculum level.</p>		
Baseline Data from 2023:	<p><b><u>Target 1:</u></b> 47.7% of Māori ākonga and 50% of Pasifika ākonga achieved at or above the expected curriculum level in Writing.</p> <p><b><u>Target 2:</u></b> 52.6% of Year 3 ākonga, 55.8% of Year 4 ākonga and 58.9% of Year 5 ākonga achieved at or above the expected curriculum level in Writing.</p> <p><b><u>Target 3:</u></b> 56.9% of Māori ākonga and 56.1% of Pasifika ākonga achieved at or above the expected curriculum level in Mathematics.</p> <p><b><u>Target 4:</u></b> 58.2% of Year 4 ākonga achieved at or above the expected curriculum level in Maths.</p> <p><b><u>Target 5:</u></b> 56.9% of Māori ākonga achieved at or above the expected curriculum level in Reading.</p>		



<b>Actions</b> <i>What did we do in 2023?</i>	<b>Outcomes</b> <i>What happened in 2023?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next for 2024?</i>
<p>Teachers analysed assessment data and set next learning steps with students early in term one.</p> <p>Data shared at parent goal setting conferences and areas of concern and strength noted.</p> <p>A rigorous approach to school review expectations led by senior managers.</p> <p>Teachers created targeted programmes to support learning needs.</p> <p>Moderation of OTJ's- data was gathered each term with teachers making OTJ's and sharing the evidence used to make this.</p> <p>Teacher judgments were compared and discussed.</p> <p>Moderation practices continued.</p> <p>A number of small intervention groups for target students introduced where and when possible.</p> <p>Target students are regularly tracked by teachers and senior managers.</p>	<p><b>Target 1:</b>  <b>Māori and Pasifika Writing: To have 70% of students achieving at or above the expected curriculum level.</b>  <b>Result:</b>  <b>47.7% of Maori ākonga and 50% of Pasifika ākonga achieved at or above the expected curriculum level in Writing.</b></p> <p><b>Target 2:</b>  <b>Māori and Pasifika Maths: To have 75% of students achieving at or above the expected curriculum level.</b>  <b>Result:</b>  <b>56.9% of Maori ākonga and 56.1% of Pasifika ākonga achieved at or above the expected curriculum level in Mathematics.</b></p> <p><b>Target 3:</b>  <b>Year 6 Writing: To have 75% of students achieving at or above the expected curriculum level.</b>  <b>Result:</b>  <b>81.9% of Year 6 ākonga achieved at or above the expected curriculum level.</b></p> <p><b>Target 4:</b></p>	<p>Due to many reasons including anxiety regarding returning to school, total disengagement with kura, illness in families, time away from face to face learning etc. The impact of COVID continues, particularly with the 2023 Year 3 cohort who began their schooling as COVID hit.</p> <p>A variance for not achieving the targets may be attributed to transition to the next curriculum level. We have noticed this can occur at the transition from Level 2 to Level 3. This will be tracked closely. These will continue to be targets in 2024.</p> <p>We have a number of Māori and Pasifika learners who have been diagnosed with specific learning needs.</p> <p>We also had new ākonga arrive from other kura. A number of these ākonga arrived working well below expected levels.</p> <p>The number of English Language learners arriving at our kura also impacts the data – particularly the Year 3,4,5 Maths. As their English acquisition improves so does their achievement, however, evidence says that a non-English speaker takes 5 to 7 years to fully develop their cognitive academic language</p>	<p>New targets are set:</p> <p><b>1. Māori and Pasifika Writing: To have 70% of students achieving at or above the expected curriculum level.</b></p> <p><b>2. Year 3, 4 and 5 Writing: To have 70% of students achieving at or above the expected curriculum level.</b></p> <p><b>3. Māori and Pasifika Maths: To have 70% of students achieving at or above the expected curriculum level.</b></p> <p><b>4. Year 4 Maths: To have 70% of students achieving at or above the expected curriculum level.</b></p> <p><b>5. Māori Reading: To have 70% of students achieving at or above the expected curriculum level.</b></p> <p>PaCT will continue to be used to moderate writing across the school</p> <p>A strong focus will be made on the learning progressions – particularly in writing.</p>

<p>Collaborative spaces allowed more frequent one on one support situations where and when possible.</p> <p>Introduced and implemented the use of the PaCT tool for writing across the school. This involved regular PL sessions for teachers.</p>	<p><b>Year 3, 4 and 5 Maths: To have 75% of students achieving at or above the expected curriculum level</b>  <b>Result:</b>  <b>58.2% of Year 3 ākonga achieved at or above the expected curriculum level, 73.1% Year 4 ākonga achieved at or above the expected curriculum level, 74.7% Year 5 ākonga achieved at or above the expected curriculum level</b></p> <p>Senior Managers and teachers were increasingly focused on tracking the target groups.</p> <p>Effective, explicit teaching strategies were shared.</p> <p>Continued moderation of reading, writing and mathematics schoolwide.</p> <p>Increased targeted intervention.</p> <p>PaCT professional learning took place across the school and was a strong focus for development. PaCT informed judgements and moderation for writing. PaCT highlighted the learning progressions for kaiako planning.</p>	<p>proficiency... so this, too, could be impacting the data for some targets.</p>	<p>The writing progressions will also be developed in “child speak” in order for the ākonga to focus on their next learning steps. Small, target groups will be identified for all curriculum areas. These groups will be tracked closely by teachers and senior leaders.</p> <p>Kaiako to ensure that they are using explicit teaching pedagogy – a focus on using the common practice model will support this.</p> <p>Senior leaders will continue to regularly monitor data and work with teams on effective practices focusing on target students.</p> <p>Collaborative practices will have a planned component for one on one and small group teaching</p> <p>.6 (Board funded) Maths intervention teacher employed to support mathematics</p> <p>ESOL teacher employed and a focus on oral language, supported by ELAs – English Language Assistants, and learning support staff who work supporting small groups in class.</p> <p>Continue to develop the structured literacy programme.</p>
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			<p>Structured literacy to include small group intervention for target students .</p> <p>Stuctured Literacy Programme running in the Acorns team and develop this across the Oaks team supported by facilitator</p> <p>Continue to work on teacher recognition of unconscious bias and how this impacts on learning.</p> <p>Mahi Tahī evenings – to get to know whānau and ways in which you can connect with whānau to support the tamariki’s learning.</p> <p>Focus on teaching Māori as Māori.</p> <p>Run whānau information evenings to inform whānau of programmes and how they support their tamariki.</p>
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### Planning for 2024:

Mahi Tahī evenings to build relationships with whānau

Consult with our Pasifika and Māori communities

Structured Literacy approach continued and expanded across the Oaks team.

Professional Learning provided across the school for Structured Literacy – MoE funded.

Support provided by Sandra Powell for small maths group targeted intervention (Board funded position .6)

Emphasis on Teacher Inquiry through the Professional Growth Cycle – all teachers to have personal teaching inquiry focused on improving achievement of target students.

Intervention programmes for target students in literacy within classes with learning support.

Termly tracking of target students by Kaiako and DPs

PaCT tool use across the school to be used to moderate and track writing progress

Twice yearly reporting to the Board on achievement

Continued development of culturally responsive practice across the school - Tapasā PI to take place in Term 3.

Continued opportunities made available to ensure all students have a chance to excel or enjoy interest-based learning through inquiry.

A number of kaiako enrolled to take part in MoE funded Te Reo language learning 25-week programme

Started Creative in Schools initiative (MOE) using local artist to upskill tamariki and kaiako in creating artworks for our school community focussed on celebrating our Centennial.



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

- In 2023 we employed a Te Reo kaiako who took half hour weekly sessions across the school from Year 2 through to Year 6
- The Te Reo Kaiako led our Rōpū Rangatahi and Kapa Pasifika rōpū – weekly sessions
- The Treaty of Waitangi is being recognised, honoured and embedded through the N.Z histories and local curriculum.
- Staff have been encouraged to increase their knowledge and regular use of Te Reo, especially in the classroom.
- Whole school PL took place regarding Te Tiriti and the history of Māori (Staff only Day) with Poutama Pounamu (Mere Berryman)
- 10 staff PLD attended MoE funded PLD in their own time over two terms supporting their increased knowledge of Te Reo, Te Tiriti O Waitangi, Te Ao Māori and tikanga.
- School systems and routines have been adapted to include the increased use of Whakatauki, Karakia and waiata where appropriate for our school and context – i.e for meetings, beginning of the school day in classes and gatherings, including all staff meetings.
- We have an annual Hui where we consult with whānau.
- In 2023 we did our inaugural Matariki hīkoi up Maungakiekie (at 5.45am) – this will now be an annual event.
- We are in the process of co-opting a Māori Board member.
- We have signage in Te Reo across the school.
- Termly pōwhiri to welcome new staff and students
- Staff who identify as female are addressed as Whaea and their first name, staff who identify as male are addressed a Matua followed by their first name.

## Statement of compliance with employment policy

As a school, we operate an employment policy that complies with the principle of being a good employer. (Including our equal employment opportunities programme).

Under s597 of the Act, we operate a personnel policy containing procedures generally accepted as necessary for the fair and proper treatment of employees in all aspects of their employment.

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<p>Risk analyses are completed</p> <p>Near misses recorded</p> <p>Electrics tested annually</p> <p>Complaints procedure shared and made clear</p> <p>Principal is the EEO officer</p> <p>Provide 3 free counselling sessions with EAP</p> <p>Continue to provide hand sanitiser and masks if desired</p> <p>We wrap around and check in on people</p> <p>Provide support when people have trauma and check on wellbeing</p> <p>All staff sign Code of Conduct</p> <p>We follow all health and safety procedures</p>
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<p>Providing equality opportunity in employment irrespective of a person's sex, gender, gender identity, marital status, religious belief, ethical belief, colour, race, ethnic or national origins, disability, age, political opinion, employment status, family status or sexual orientation. Yes we have been fulfilling this.</p>
How do you practise impartial selection of suitably qualified persons for appointment?	<p>If employees are in the same role and completing the same tasks, their pay will be equal and not assigned due to discriminatory reasons such as age, sex, or gender.</p> <p>An employment process is followed including interviews, completing a matrix and then selecting the best person for the job irrespective of age, gender ID, religion, race etc.</p>
How are you recognising, <ul style="list-style-type: none"> <li>– The aims and aspirations of Māori,</li> <li>– The employment requirements of Māori, and</li> <li>– Greater involvement of Māori in the Education service?</li> </ul>	<p>Provide equal opportunities for all including our Māori staff</p> <p>We focus on educating our Māori students as Māori</p> <p>Connecting with whānau</p> <p>Consultation hui</p> <p>Have a plan to co-opt a Māori Board member in 2024</p> <p>Honour Te Tiriti and Te Ao at all times</p>
How have you enhanced the abilities of individual employees?	<p>Provide a wide range of PL and opportunities for all staff</p> <p>Provide distributed leadership opportunities and remunerate for these (where possible) and provide release (where possible).</p> <p>Professional Growth Cycles</p>
How are you recognising the employment requirements of women?	<p>Parental leave, family leave where necessary, leadership promotional possibilities</p>
How are you recognising the employment requirements of persons with disabilities?	<p>By recognising their disability and catering for this in the job description/requirements.</p> <p>Where physical disabilities are involved, we will make property adjustments accordingly.</p>

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

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	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 – reviewed annually	