

fraser



crescent school

# Fraser Crescent School

*Connecting today's children with tomorrow's learning.*

## 2023 Annual Report

School Number: 2844

## **Principal's Report – Taken from the final newsletter of 2023**

Another very busy year is rapidly coming to a close. As always, I like to use the final newsletter as an opportunity to reflect on a few notable things which occurred over the year.

On the downside, there were a couple of staffing matters in 2023. Losing Benzi Rodrigues next year as he is taking on a teaching contract in Dubai for the year will be a big loss for the school. We are hoping that the great couple of years he has had at FCS will entice him back in 2025! Another sad moment in 2023 was Room 1 teacher Lana Parton recently getting a concussion. This accident has taken its toll on Lana, and we wish her a speedy recovery and hope to see her back with us for the start of the 2024 school year. We are also farewelling Danielle Tairoa, who has worked at the school in various capacities including a teacher aide, as well as running and supporting many of our Māori language, culture, leadership and arts programmes. Danielle was an amazing asset to the school and I am really hopeful to have her rejoin the team in the future!

2023 was full of plenty of positives at Fraser Crescent School. On the whole, we have had a great bunch of kids this year. We have seen lots of them develop over the past 12 months and experience a range of success, both within the classroom and beyond. The school has offered more extra-curricular opportunities than ever before, and it has been great to see the kids getting so involved in these. I also want to acknowledge the staff at FCS for their commitment to the children, and a willingness to go the extra mile, often giving up countless extra hours of time for all the extras.

It was a positive year on the fundraising front, and I want to thank the Home and School Association for their awesome efforts in also providing a number of fun opportunities for our kids throughout the year. We were also successful in receiving a number of grants this year, led by the amazing Sarah Adgo. Lots of work has also been done in order to secure some funding to run a number of before school activities next year. Be sure to keep an eye out for the early newsletters in 2024, as they will let you know what is happening in this exciting space. Our goal is to try and provide a before school activity almost every day in 2024! This will hopefully be a mix of various sports and arts programmes. We will also be running a number of lunchtime and after school extra curricular programmes as well.

They say 'It takes a village to raise a child' and I want to thank everyone who is part of our Fraser Village. There are so many people who help and do lots of things to support our kids and make the school a great place for all. We have had lots of trips, camps and excursions over the year, all of which couldn't have happened without parent support. Our kids have had the chance to take part and play lots of sports this year, much of which is supported by parent coaches and staff. Our support staff and teacher aides are vital members of our Fraser Village. They strive to make sure everyone is included, supported, and that there is an added awesome factor in much of what we do. Finally, I want to acknowledge our Board of Trustees, the custodians of our village. The Board give up their time to support the direction of the school, providing insightful guidance and ensuring we have the resourcing to do the job.

## Funding

Kiwisport is a government funding initiative to support students' participation in organised sport. In 2023 the school received total Kiwisport funding of \$3,721.00 (GST excl). We spent this funding on the following items (GST incl):

156.51	Tennis Racket x 2, Frisbees, Basketball net
86.50	Playground balls
43.48	Bike tubes
149.30	House teams – captain hoodies
110.64	Walk Play snacks
365.22	Hoodies
135.65	Sports bibs and Baton set
135.61	Koha for new sports trophy
10.43	Wheat for corn-hole bags
1029.37	Netballs/ footballs/rugby balls/ basketballs
17.71	Air horn
279.93	Football gloves/Sports engraving/Wristband playbook(NFL)
217.39	UV Primary School Sports Assn subs
179.09	Koha for Active Adventurers tutor
2182.00	Relievers for Year 4, Year 5, Year 6 camps
<b>5098.83</b>	
	Additional to this our school also funds a part-time sports coordinator.

# Fraser Crescent School Analysis of Variance – 2023 School Year

## 2023 Student Achievement Targets – Academic, Competency Goal and Engagement

The student achievement targets for 2023 comprises of three areas of data. There is a priority on literacy and numeracy. One area of our data focusses on end of year achievement in Reading, Writing and Mathematics, in relation to curriculum levels. In 2023 we set student achievement targets in Mathematics.

We continued our approach in setting, monitoring and assessing competency based goals for every student in 2023. This meant that students were given a Fraser/competency (life-skill/social) based goal, aimed at supporting the children's wider achievement in school (and beyond). We believe that the achievement of the competency based goal, will support academic progress, as well as impacting on other areas of learning. We set a target of at least 60% of students reaching their goal (Green).

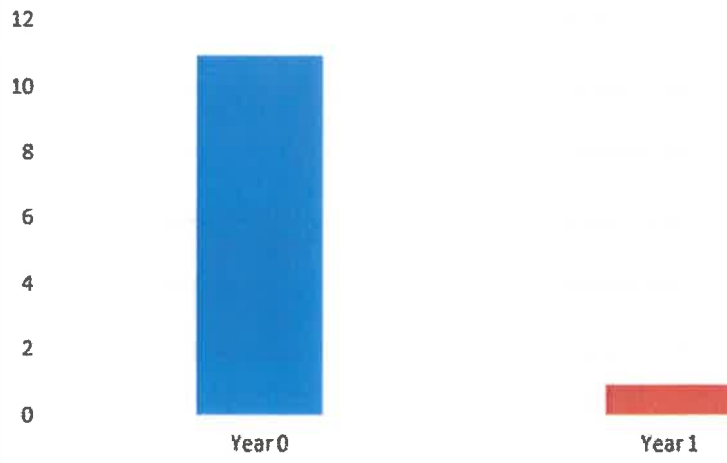
Our third area of student target setting was based on children's engagement, attendance and equity (access to opportunities). We began our focus on this area of achievement in 2021. The 2023 targets were based on the information in our Engagement, Attendance and Equity (EAE Register). 59 children throughout the school were targeted for significant improvement from their beginning of the year EAE scores. We set a target of at least 90% of students reaching their goal.

### 2023 Mathematics Targets

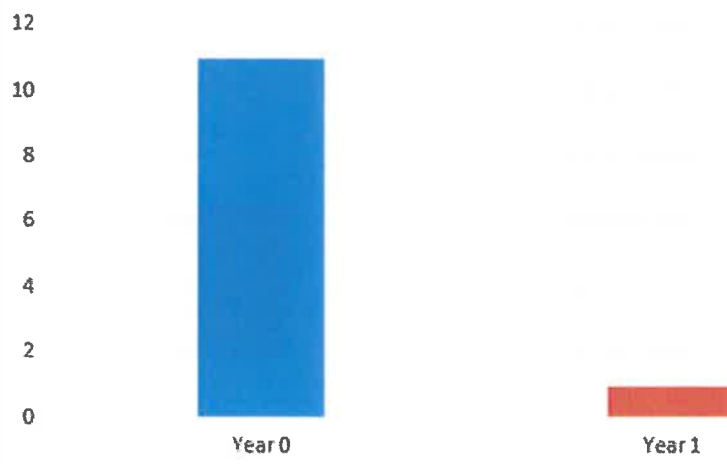
Year 3	Year 4	Year 5	Year 6
There are 11 students identified at Early 1 in Year 3. Our Goal in Year 3 is that 7 students will make at least one year's progress and 4 students will make at least two year's progress by the end of the year.	There are 7 students identified At 1 in Year 4. Our Goal in Year 4 is that 4 students will make at least one year's progress and 3 students will make at least two year's progress by the end of the year.	There are 9 students identified at Early 2 in Year 4. Our Goal in Year 5 is that 3 students will make at least one year's progress and 6 students will make at least two year's progress by the end of the year.	There are 10 students identified At 2 in Year 6. Our Goal in Year 6 is that 6 students will make at least one year's progress and 4 students will make at least two year's progress by the end of the year.
4 Students have made 2 years progress	2 students have made 2 years progress	2 students have made 2 years progress	4 students have made 2 years progress
7 students have made 1 years progress	5 students have made 1 years progress	5 students have made 1 years progress	5 students have made 1 years progress
We have reached our goal	Did not quite reach our goal	1 student has left the school and 1 made no progress (behaviour) Did not reach our goal	1 student made no progress Did not quite reach our goal

### 2023 End of Year - Curriculum Level Best Fit. By Classroom

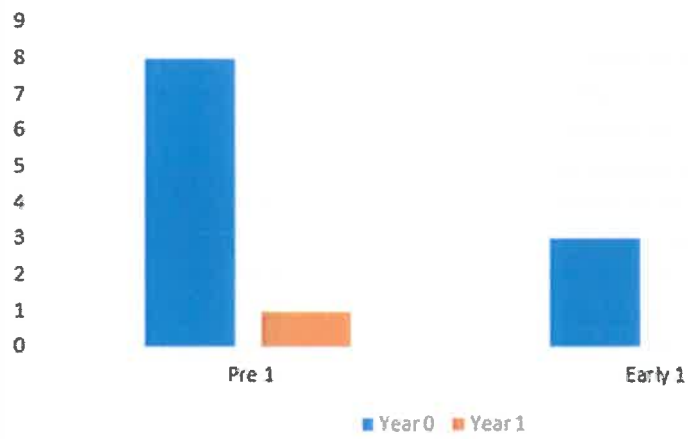
Room 2 Reading - Pre 1



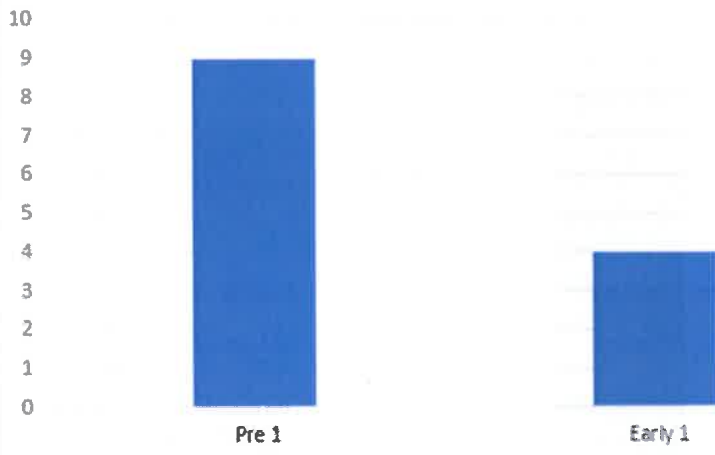
Room 2 Writing - Pre 1



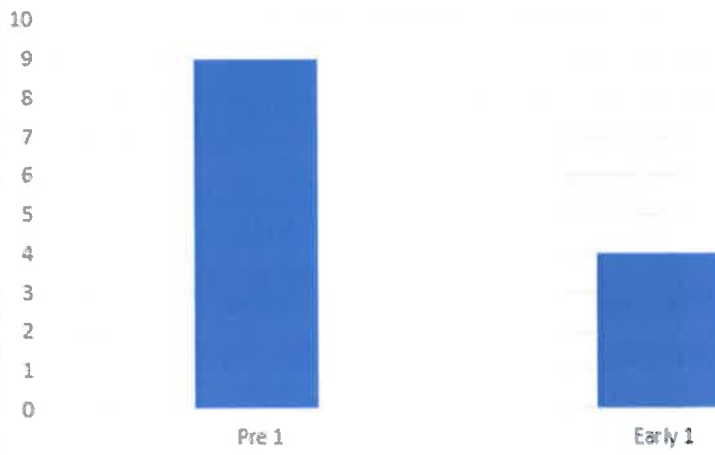
Room 2 Mathematics



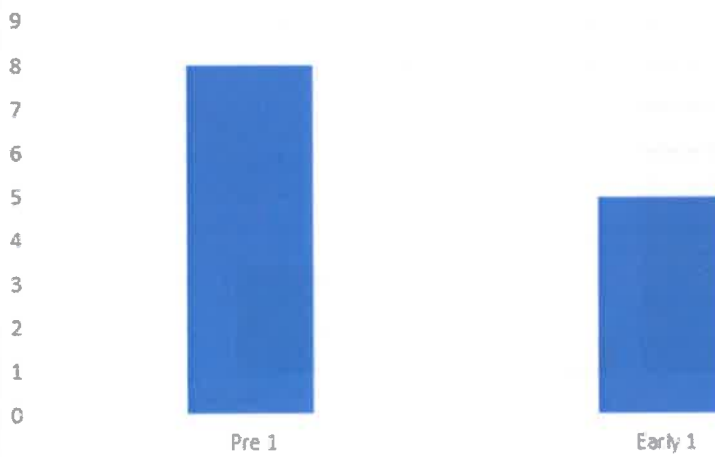
Room 3 Reading



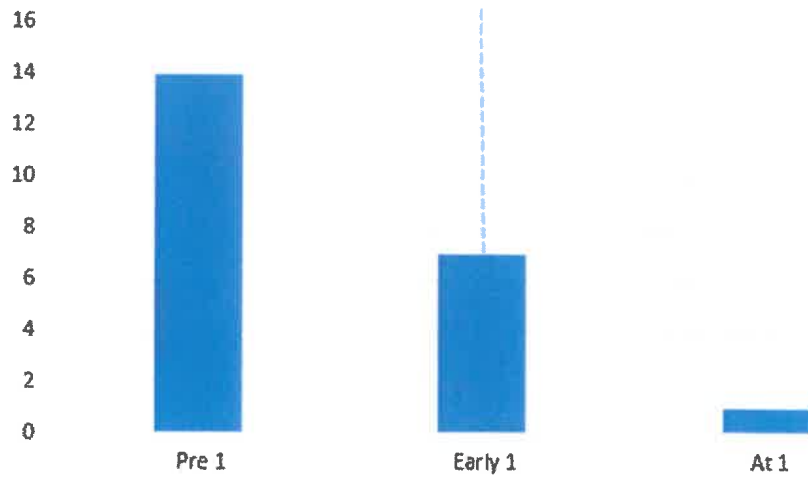
Room 3 Writing



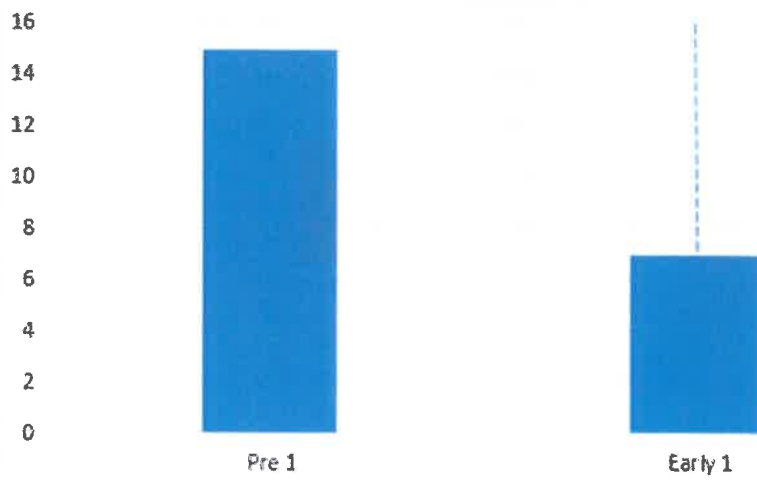
Room 3 Mathematics



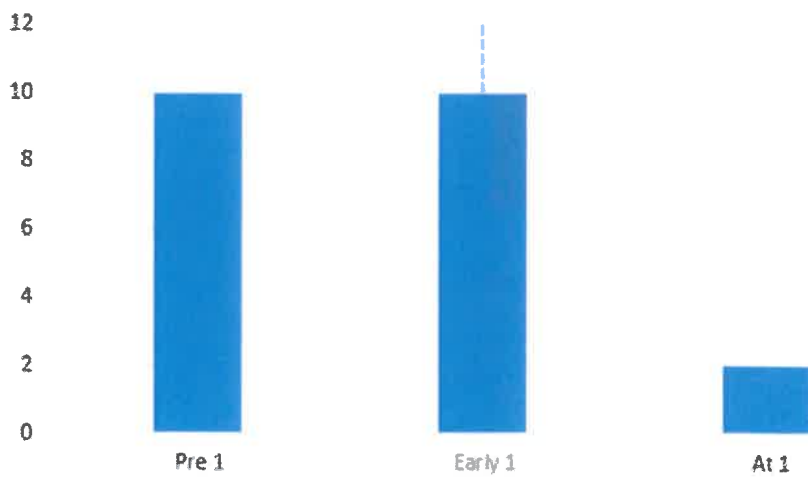
Room 4 Reading - Year 1



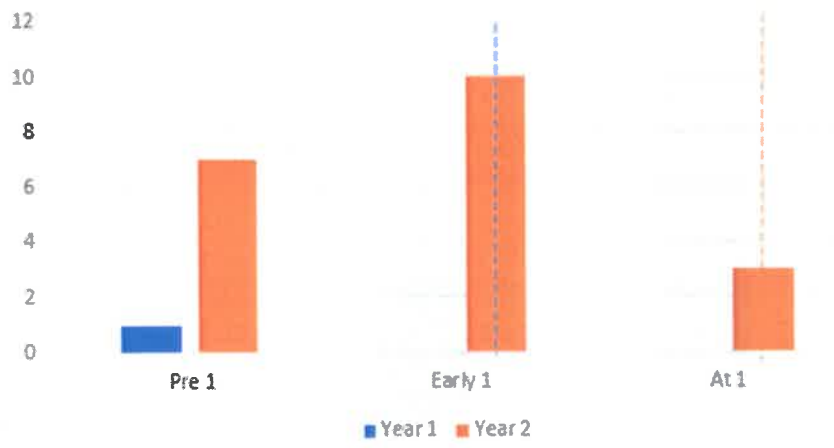
Room 4 Writing Year 1



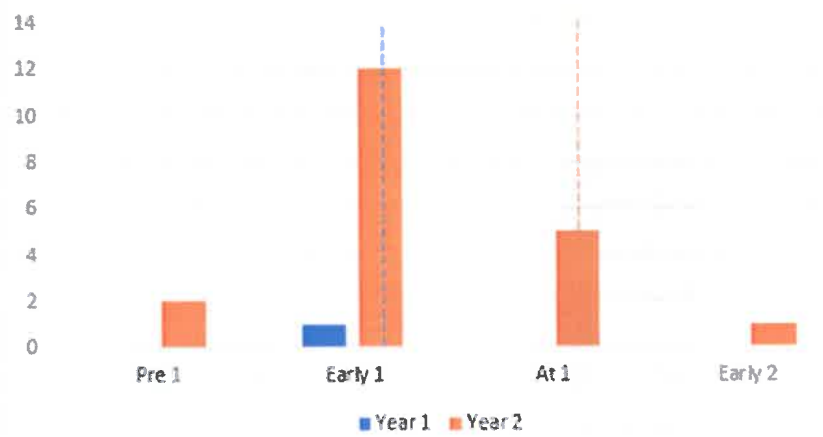
Room 4 Mathematics - Year 1



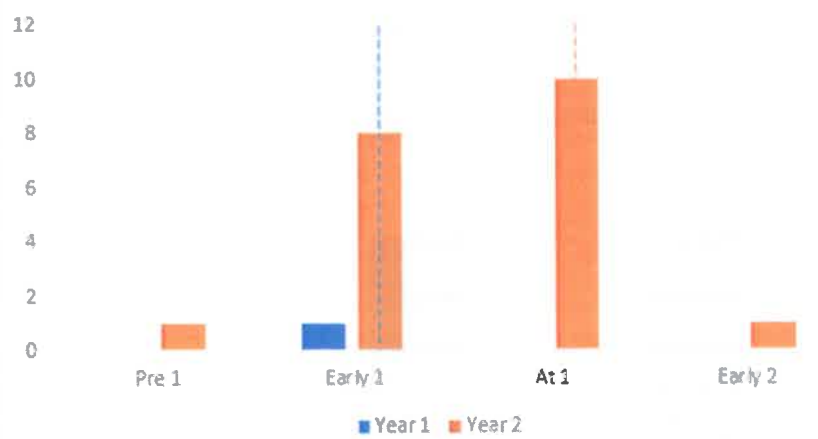
### Room 1 Reading



### Room 1 Writing

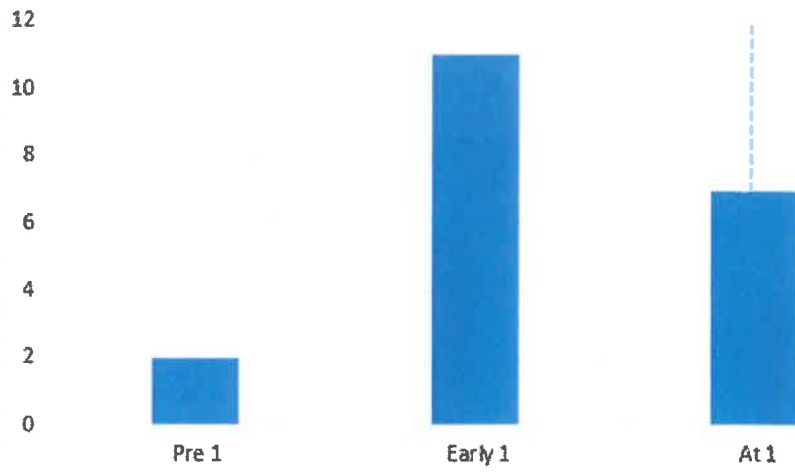


### Room 1 Mathematics

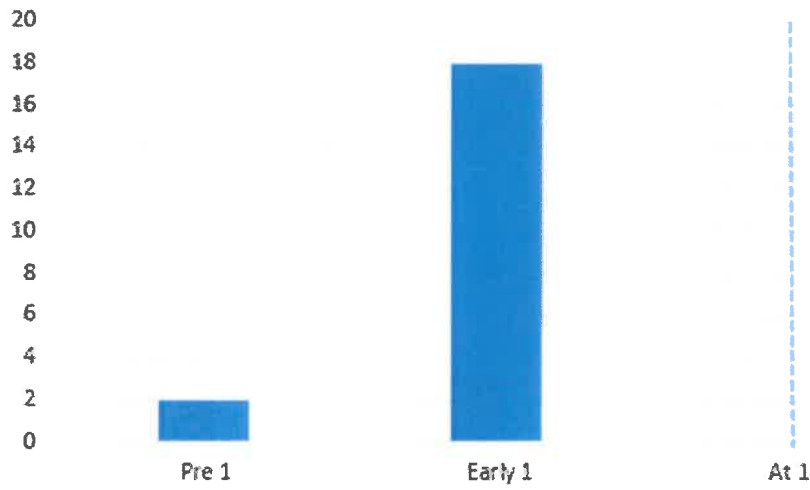




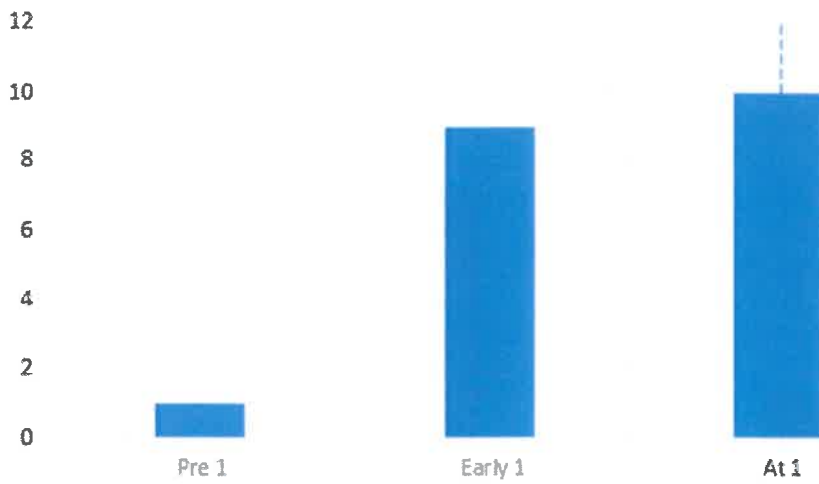
Room 8 Reading - Year 2



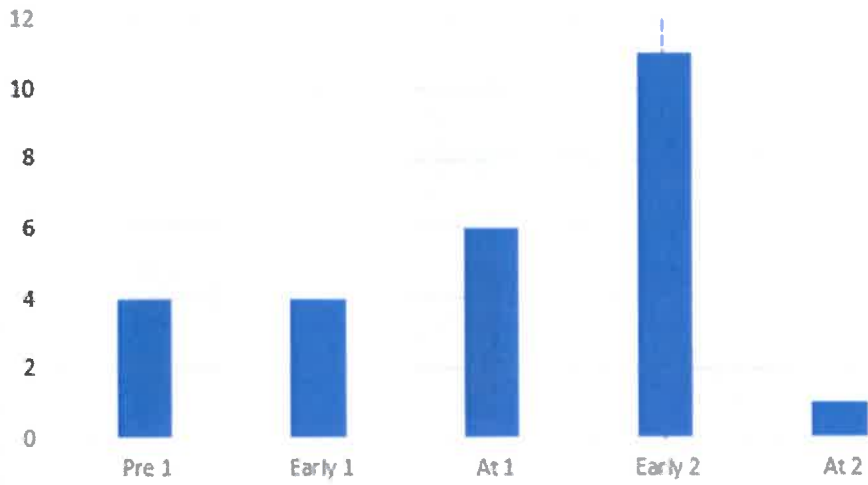
Room 8 Writing - Year 2



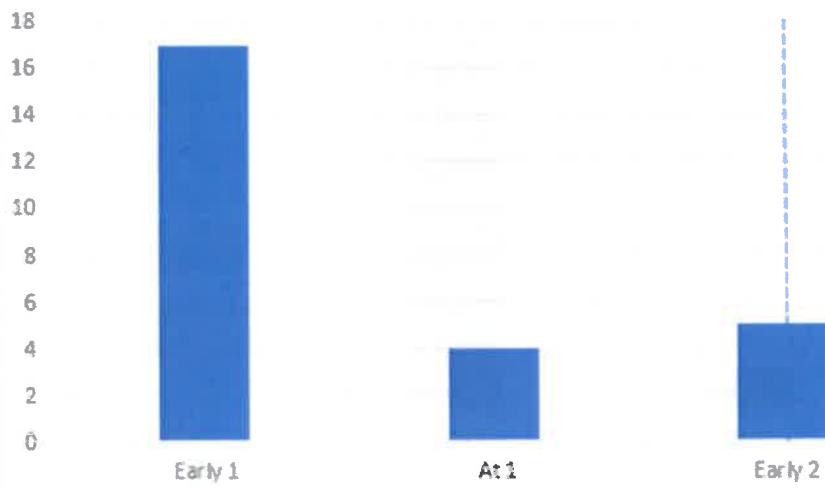
Room 8 Mathematics - Year 2



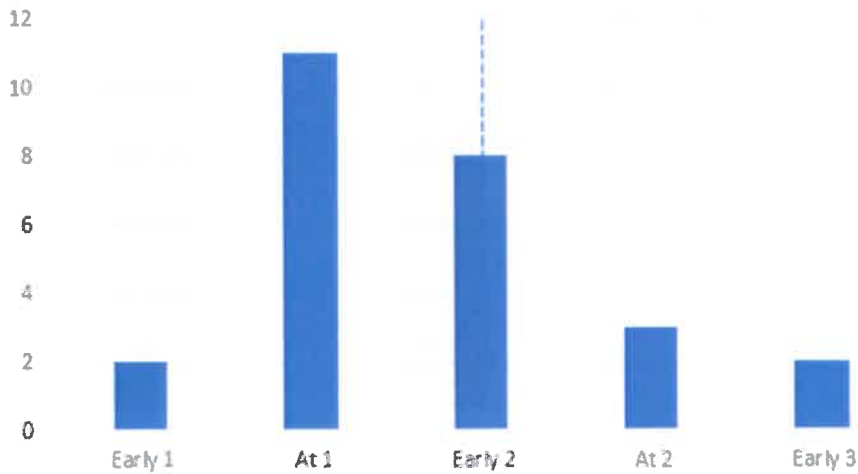
Room 5 Reading - Year 3



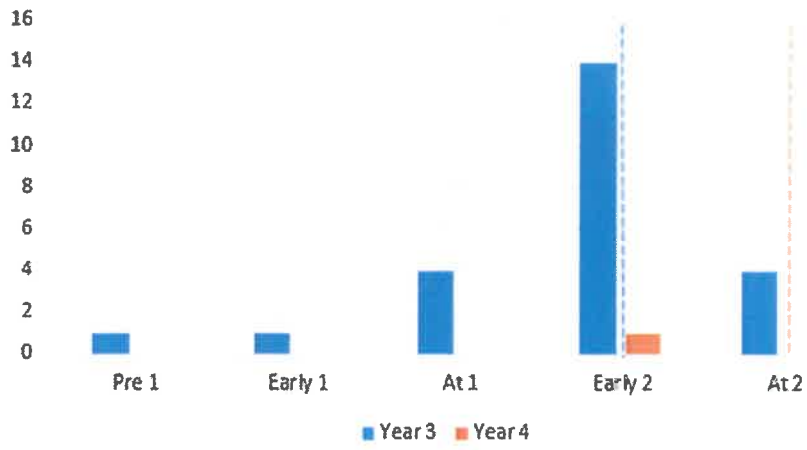
Room 5 Writing - Year 3



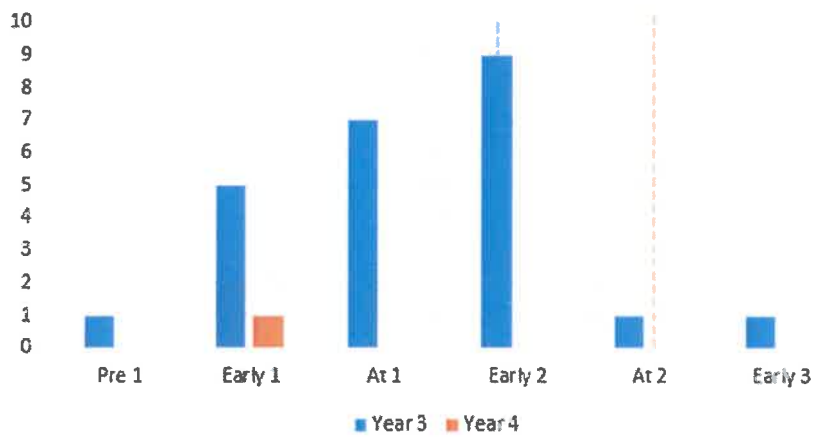
Room 5 Mathematics - Year 3



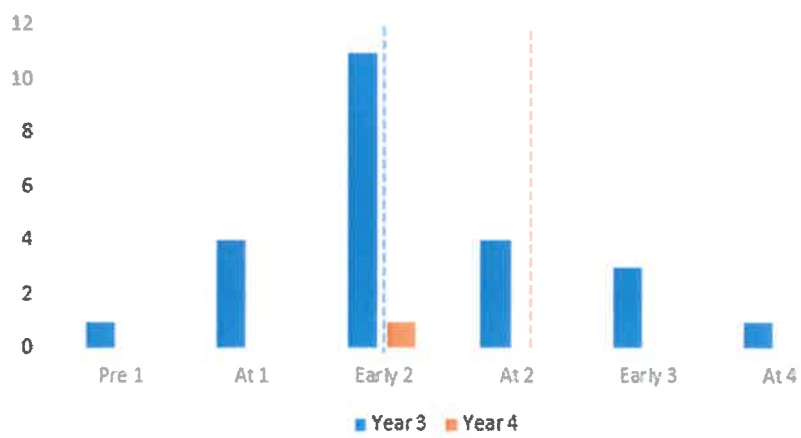
### Room 6 Reading



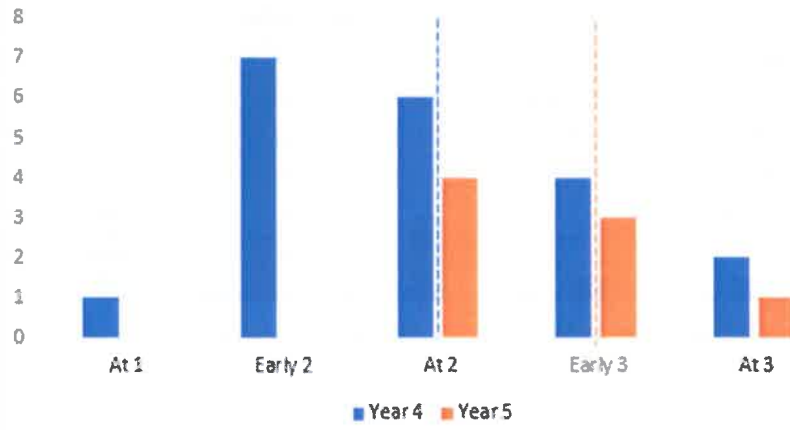
### Room 6 Writing



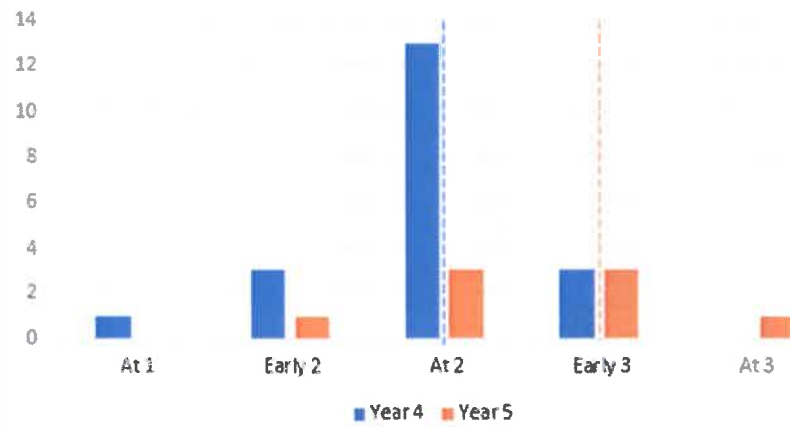
### Room 6 Mathematics



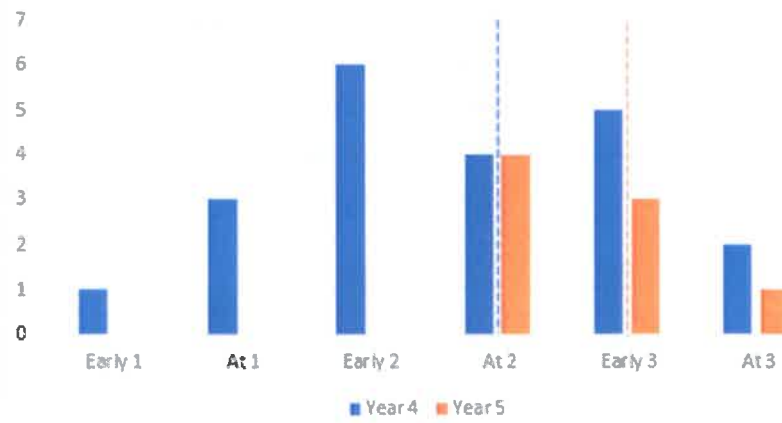
### Room 9 Reading



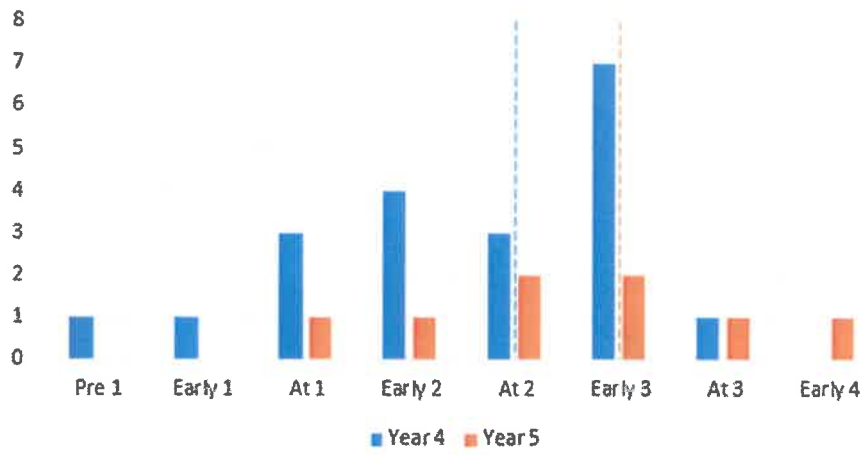
### Room 9 Writing



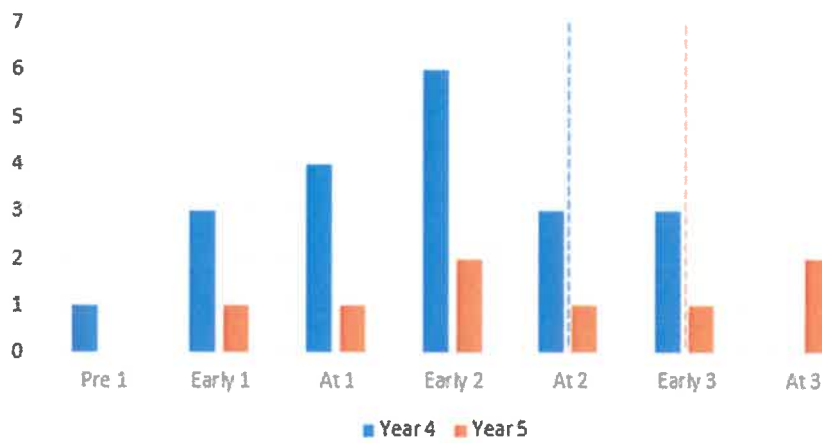
### Room 9 Mathematics



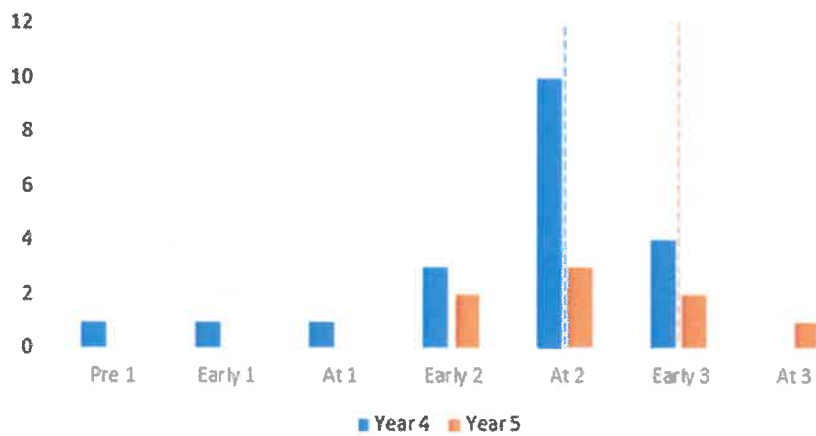
### Room 10 Reading



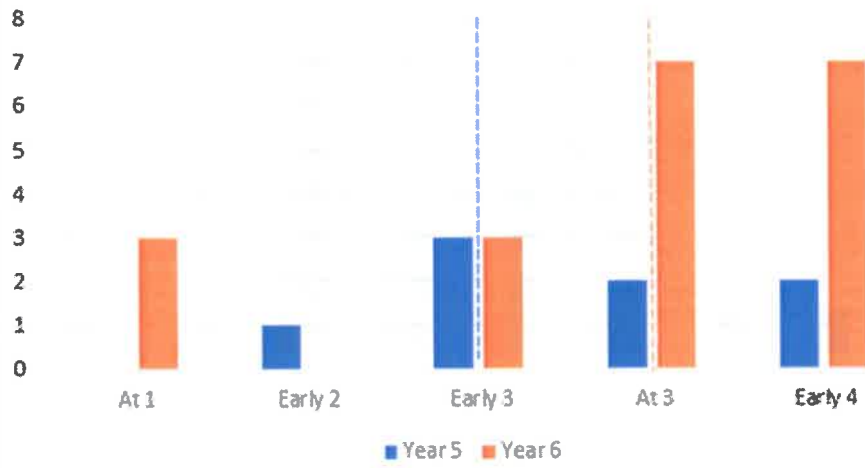
### Room 10 Writing



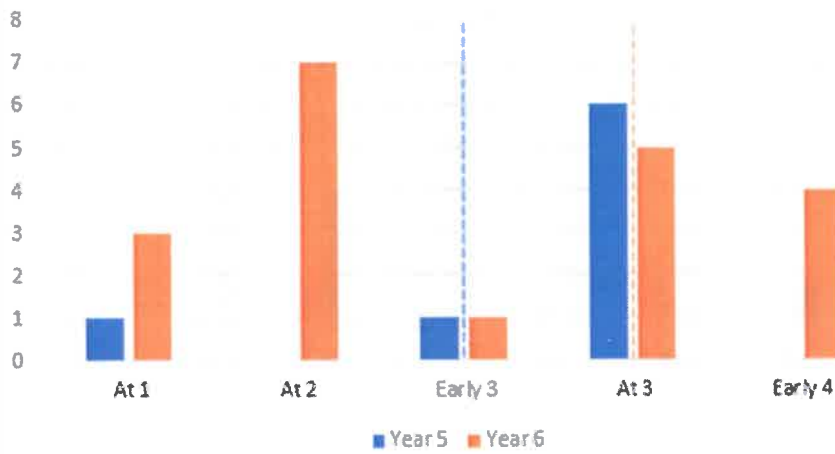
### Room 10 Mathematics



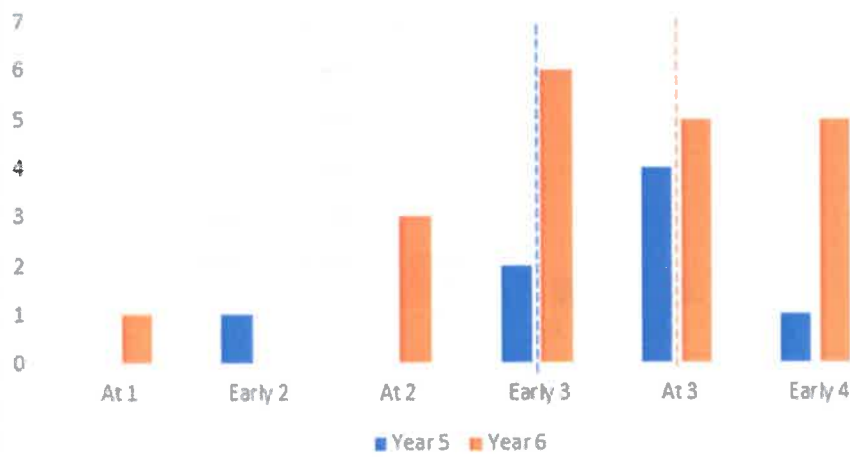
### Room 11 Reading



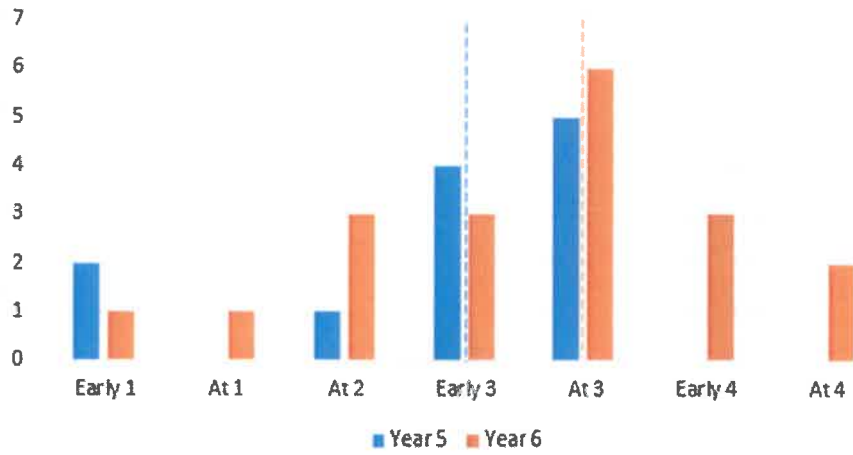
### Room 11 Writing



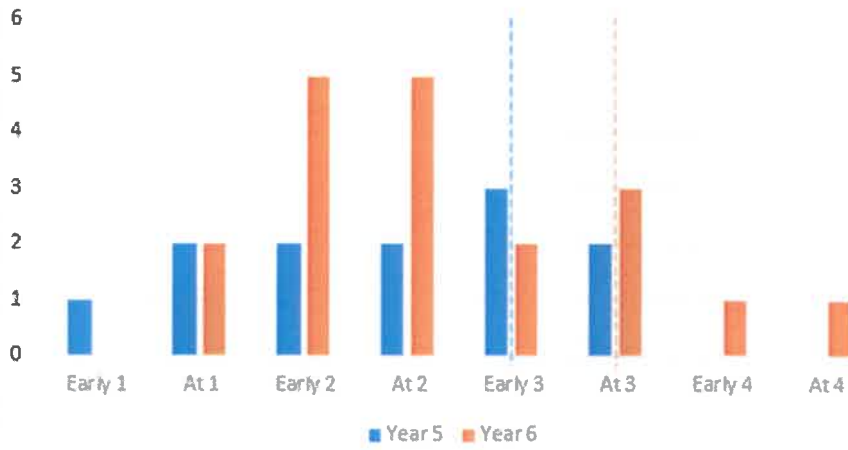
### Room 11 Mathematics



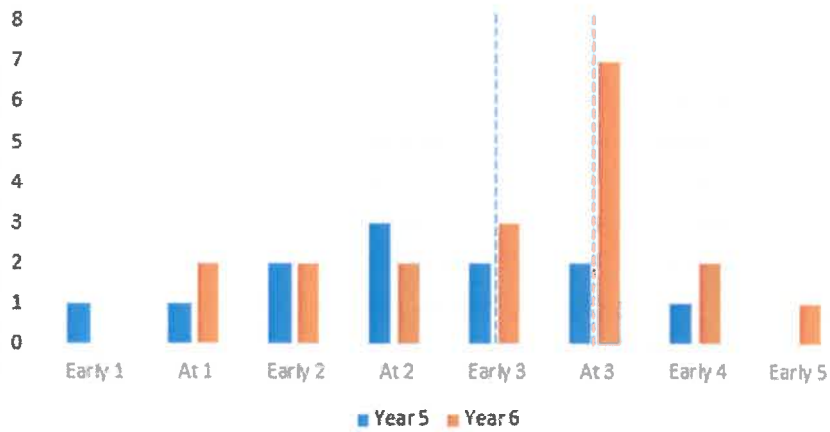
Room 12 Reading



Room 12 Writing

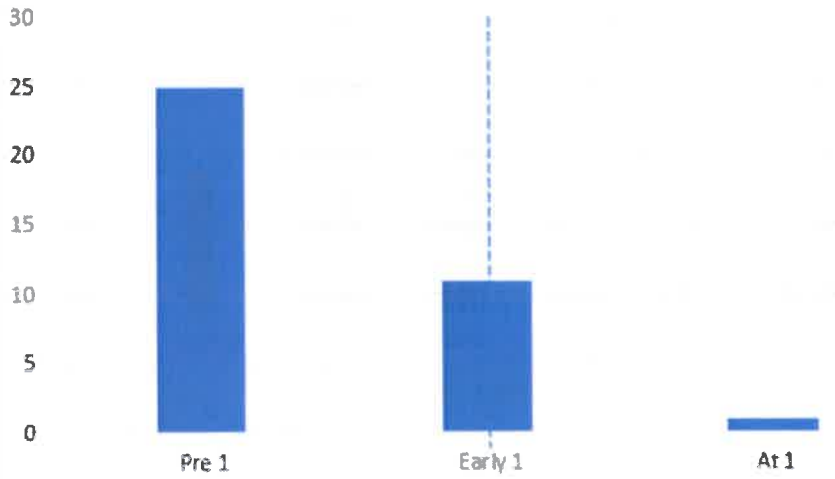


Room 12 Mathematics

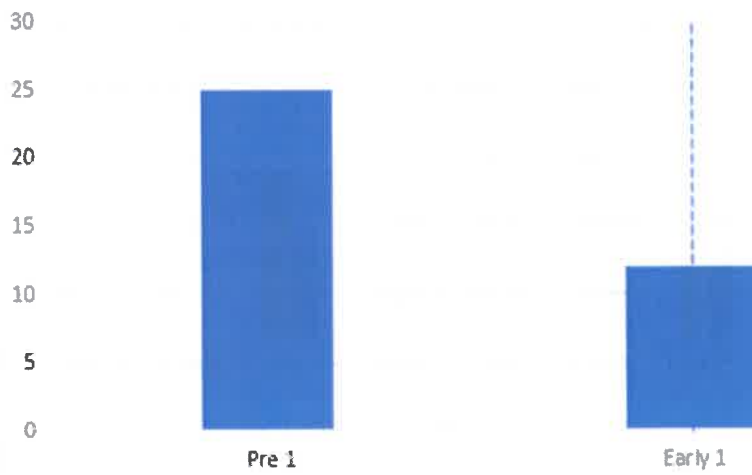


# Year 1

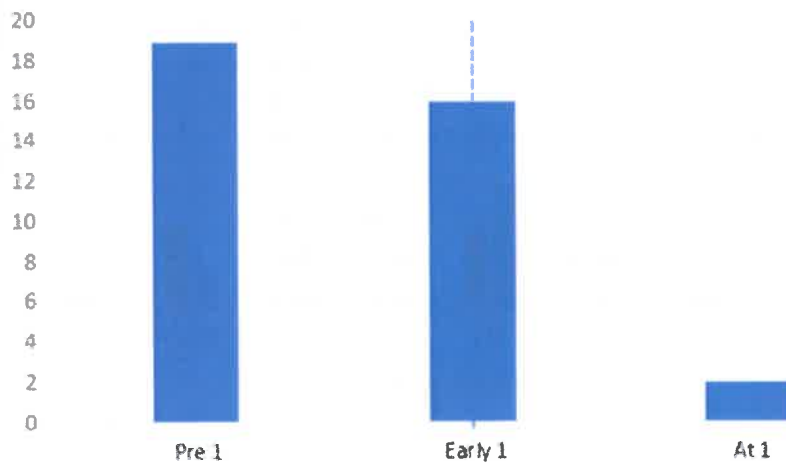
## Year 1 Reading



## Year 1 Writing



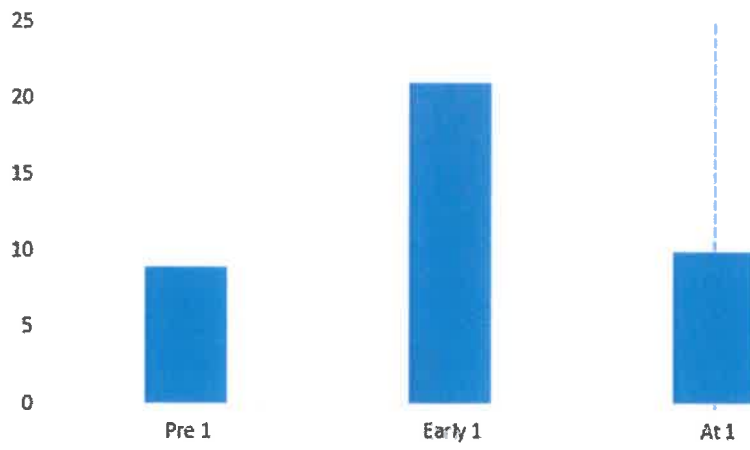
## Year 1 Mathematics



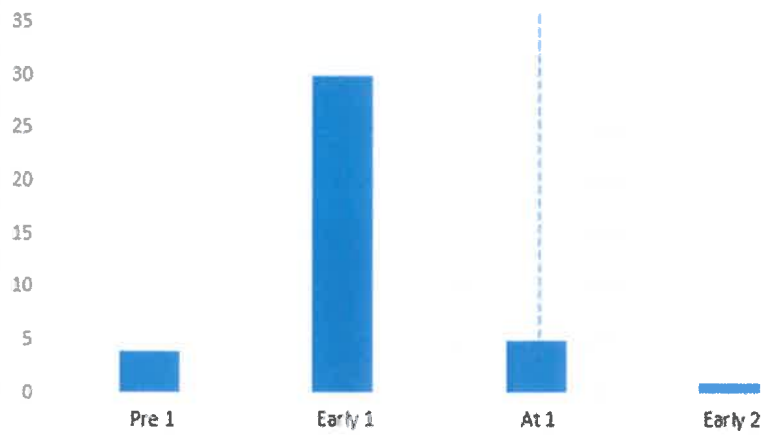
# Year 2



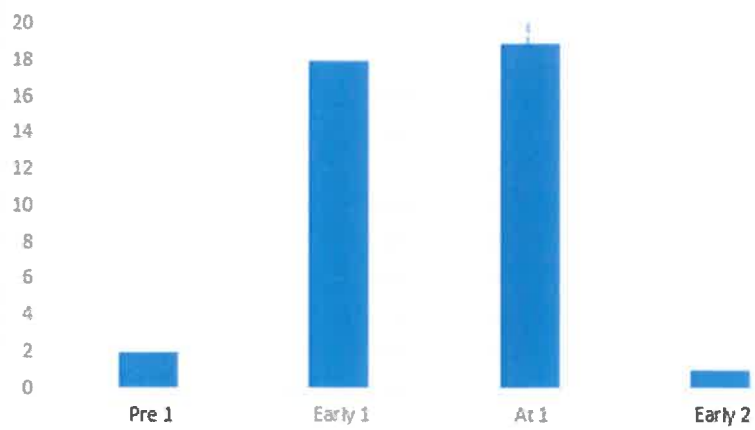
### Year 2 Reading



### Year 2 Writing

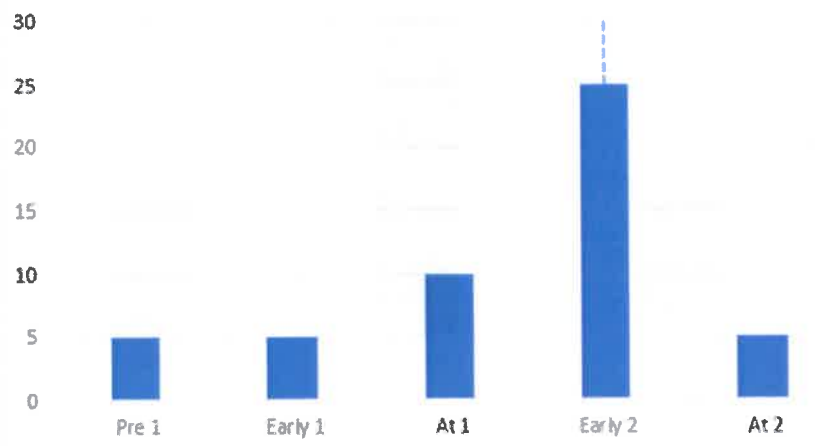


### Year 2 Mathematics

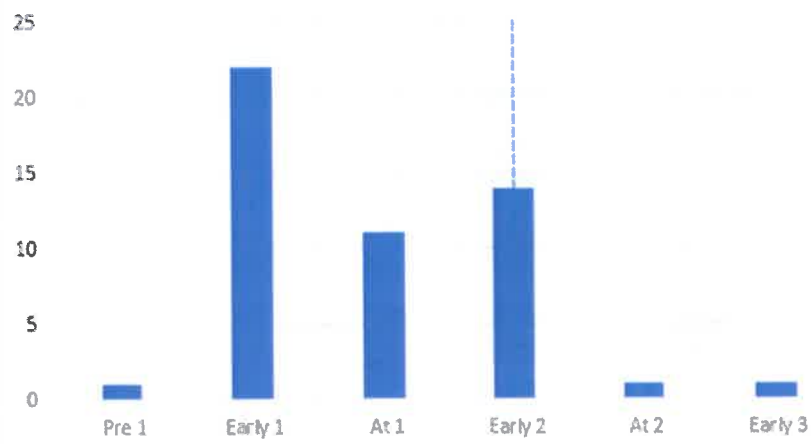


# Year 3

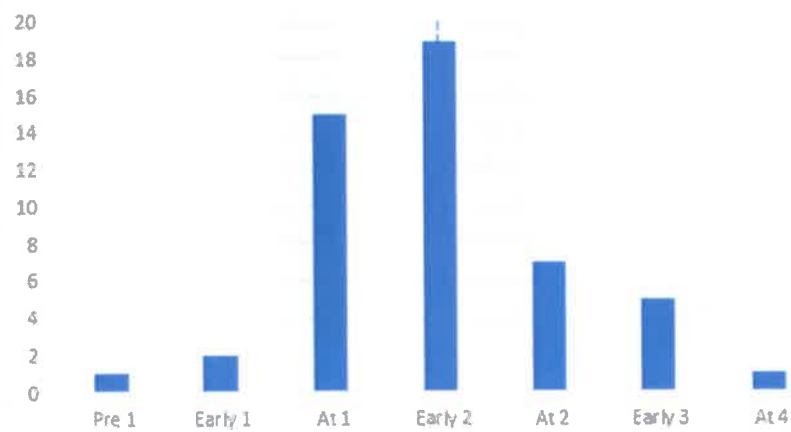
## Year 3 Reading



## Year 3 Writing

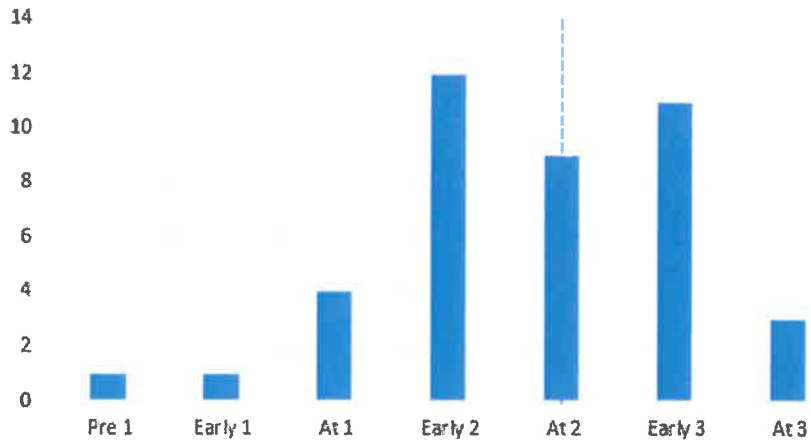


## Year 3 Mathematics

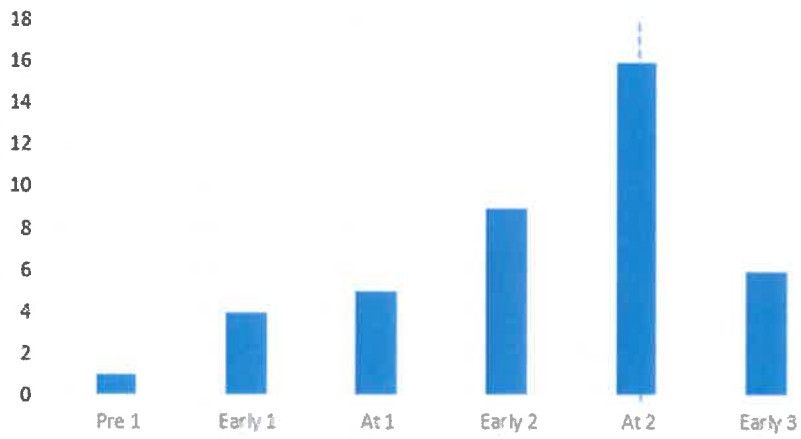


# Year 4

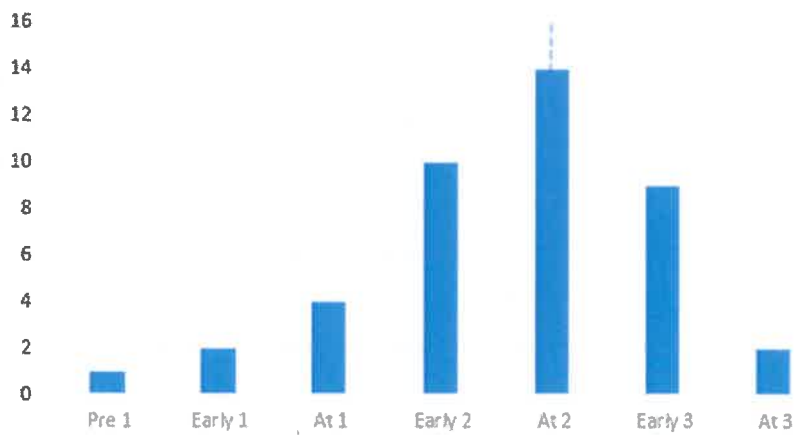
## Year 4 Reading



## Year 4 Writing

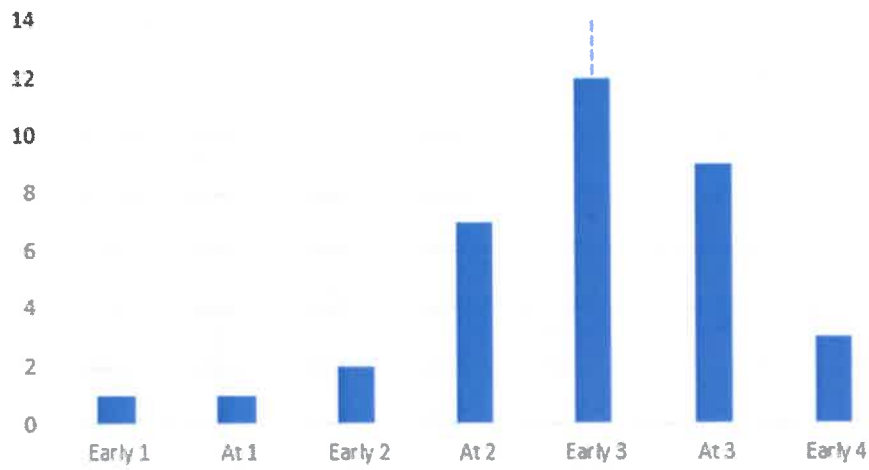


## Year 4 Mathematics

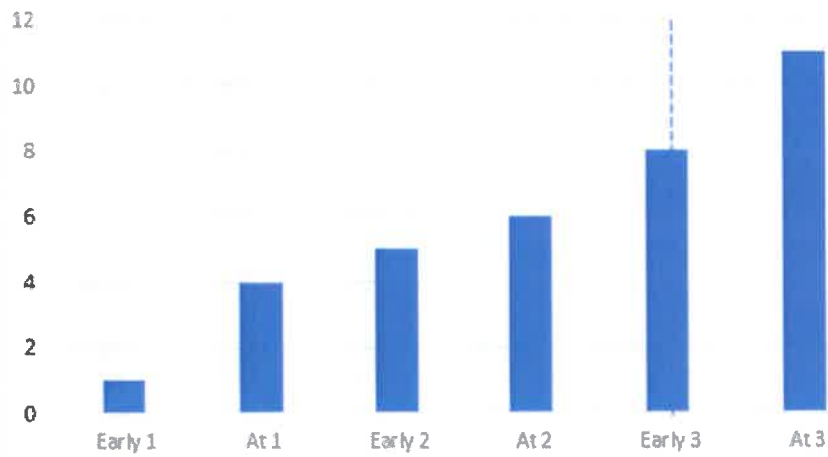


# Year 5

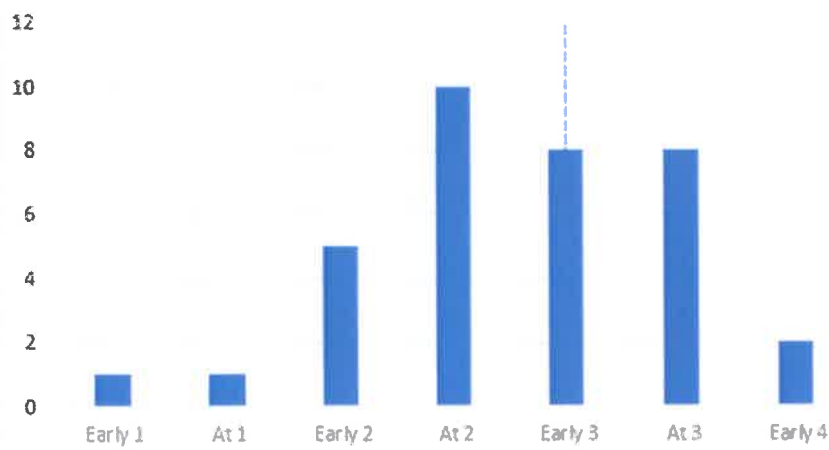
## Year 5 Reading



## Year 5 Writing

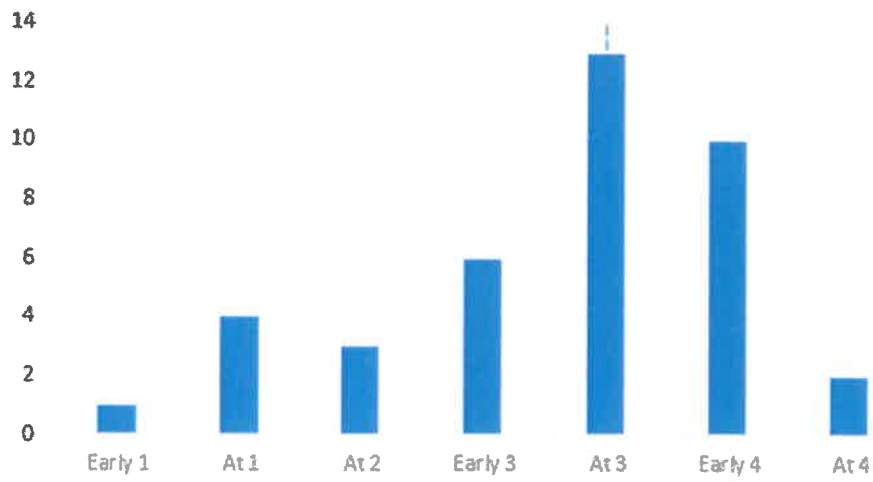


## Year 5 Mathematics

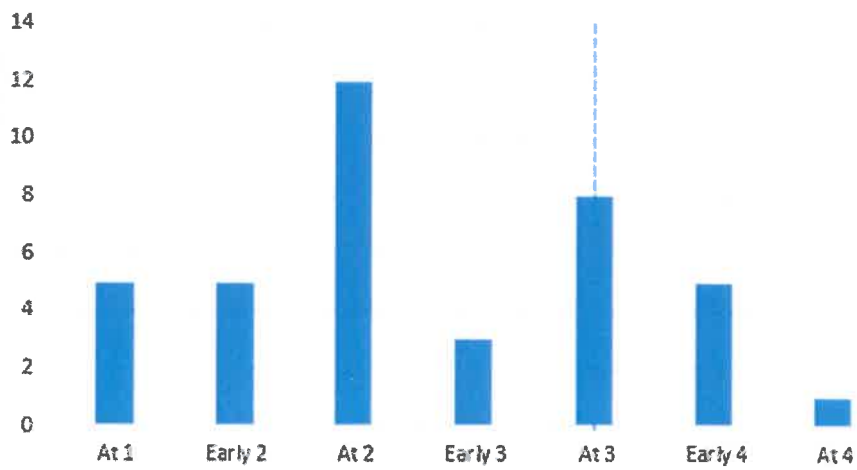


# Year 6

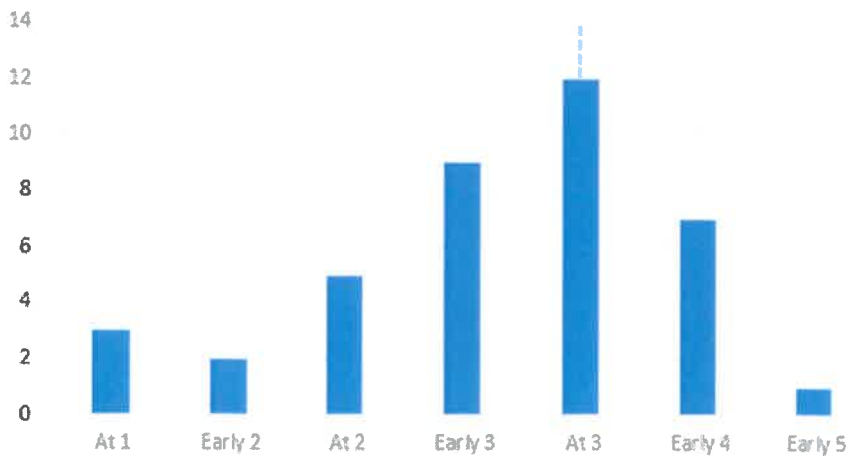
## Year 6 Reading



## Year 6 Writing



## Year 6 Mathematics



## Reading - Data Tables – Ethnicity and Gender – End of Year 2023

Term 4 2023

### Whole school - Reading

	Pre 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Total
Year 0	11									11
Year 1	25	11	1							37
Year 2	9	21	10							40
Year 3	5	5	10	25	5					50
Year 4	1	1	4	12	9	11	3			41
Year 5		1	1	2	7	12	9	3		35
Year 6		1	4		3	6	13	10	2	39
<b>Total</b>	<b>51</b>	<b>40</b>	<b>30</b>	<b>39</b>	<b>24</b>	<b>29</b>	<b>25</b>	<b>13</b>	<b>2</b>	<b>253</b>

Term 4 2023

### Whole school - Reading Māori

	Pre 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Total
Year 0 Māori	4									4
Year 1 Māori	11	2								13
Year 2 Māori	4	2								6
Year 3 Māori	2	1	4	8	1					16
Year 4 Māori	1			6	4	3	1			15
Year 5 Māori				1	1	5	3	1		11
Year 6 Māori					2	4	4	1	2	13
<b>Total</b>	<b>22</b>	<b>5</b>	<b>4</b>	<b>15</b>	<b>8</b>	<b>12</b>	<b>8</b>	<b>2</b>	<b>2</b>	<b>78</b>

Term 4 2023

### Whole school - Reading NZ European/Pākehā/Other European

	Pre 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	Total
Year 0 NZ European/Pākehā/O	3								3
Year 1 NZ European/Pākehā/O	10	6	1						17
Year 2 NZ European/Pākehā/O	5	14	7						26
Year 3 NZ European/Pākehā/O	2	4	6	12	4				28
Year 4 NZ European/Pākehā/O			2	3	3	7	2		17
Year 5 NZ European/Pākehā/O			1		5	6	3	1	16
Year 6 NZ European/Pākehā/O		1	1		1	2	4	7	16
<b>Total</b>	<b>20</b>	<b>25</b>	<b>18</b>	<b>15</b>	<b>13</b>	<b>15</b>	<b>9</b>	<b>8</b>	<b>123</b>

Term 4 2023

### Whole school - Reading Female

	Pre 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Total
Year 0 Female	5									5
Year 1 Female	13	6								19
Year 2 Female	5	11	3							19
Year 3 Female	3	3	4	8						18
Year 4 Female		1	2	8	4	2				17
Year 5 Female				1	3	7	3	2		16
Year 6 Female			2		1	2	7	5	2	19
<b>Total</b>	<b>26</b>	<b>21</b>	<b>11</b>	<b>17</b>	<b>8</b>	<b>11</b>	<b>10</b>	<b>7</b>	<b>2</b>	<b>113</b>

Term 4 2023

### Whole school - Reading Male

	Pre 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Total
Year 0 Male	6									6
Year 1 Male	12	5	1							18
Year 2 Male	4	10	7							21
Year 3 Male	2	2	6	17	5					32
Year 4 Male	1		2	4	5	9	3			24
Year 5 Male		1	1	1	4	5	6	1		19
Year 6 Male		1	2		2	4	6	5		20
<b>Total</b>	<b>25</b>	<b>19</b>	<b>19</b>	<b>22</b>	<b>16</b>	<b>18</b>	<b>15</b>	<b>6</b>		<b>140</b>

## Writing - Data Tables – Ethnicity and Gender – End of Year

Term 4 2023

### Whole school - Writing

	Pre 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Total
Year 0	11									11
Year 1	25	12								37
Year 2	4	30	5	1						40
Year 3	1	22	11	14	1	1				50
Year 4	1	4	5	9	16	6				41
Year 5		1	4	5	6	8	11			35
Year 6			5	5	12	3	8	5	1	39
<b>Total</b>	<b>42</b>	<b>69</b>	<b>30</b>	<b>34</b>	<b>35</b>	<b>18</b>	<b>19</b>	<b>5</b>	<b>1</b>	<b>253</b>

Term 4 2023

### Whole school - Writing Māori

	Pre 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Total
Year 0 Māori	4									4
Year 1 Māori	11	2								13
Year 2 Māori	3	3								6
Year 3 Māori		8	6	1		1				16
Year 4 Māori	1	1	2	2	7	2				15
Year 5 Māori			1	2	2	5	1			11
Year 6 Māori				2	5	2	2	1	1	13
<b>Total</b>	<b>19</b>	<b>14</b>	<b>9</b>	<b>7</b>	<b>14</b>	<b>10</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>78</b>

Term 4 2023

### Whole school - Writing NZ European/Pākehā/Other European

	Pre 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	Total
Year 0 NZ European/Pākehā/O	3								3
Year 1 NZ European/Pākehā/O	10	7							17
Year 2 NZ European/Pākehā/O	1	19	5	1					26
Year 3 NZ European/Pākehā/O	1	12	4	10	1				28
Year 4 NZ European/Pākehā/O		1		5	9	2			17
Year 5 NZ European/Pākehā/O		1	1	3	3	2	6		16
Year 6 NZ European/Pākehā/O			2	3	5		3	3	16
<b>Total</b>	<b>15</b>	<b>40</b>	<b>12</b>	<b>22</b>	<b>18</b>	<b>4</b>	<b>9</b>	<b>3</b>	<b>123</b>

Term 4 2023

### Whole school - Writing Female

	Pre 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Total
Year 0 Female	5									5
Year 1 Female	14	5								19
Year 2 Female	3	13	3							19
Year 3 Female	1	9	4	4						18
Year 4 Female		2	3	4	6	2				17
Year 5 Female			1	3	3	3	6			16
Year 6 Female			2	1	5	2	6	2	1	19
<b>Total</b>	<b>23</b>	<b>29</b>	<b>13</b>	<b>12</b>	<b>14</b>	<b>7</b>	<b>12</b>	<b>2</b>	<b>1</b>	<b>113</b>

Term 4 2023

### Whole school - Writing Male

	Pre 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Total
Year 0 Male	6									6
Year 1 Male	11	7								18
Year 2 Male	1	17	2	1						21
Year 3 Male		13	7	10	1	1				32
Year 4 Male	1	2	2	5	10	4				24
Year 5 Male		1	3	2	3	5	5			19
Year 6 Male			3	4	7	1	2	3		20
<b>Total</b>	<b>19</b>	<b>40</b>	<b>17</b>	<b>22</b>	<b>21</b>	<b>11</b>	<b>7</b>	<b>3</b>		<b>140</b>

## Maths - Data Tables – Ethnicity and Gender – End of Year

Term 4 2023

### Whole school - Best Fit

	Pre 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	Total
Year 0	8	3									11
Year 1	19	16	2								37
Year 2	2	18	19	1							40
Year 3	1	2	15	19	7	5			1		50
Year 4	1	2	4	10	14	9	2				42
Year 5		1	1	5	10	8	8	2			35
Year 6			3	2	5	9	12	7		1	39
<b>Total</b>	<b>31</b>	<b>42</b>	<b>44</b>	<b>37</b>	<b>36</b>	<b>31</b>	<b>22</b>	<b>9</b>	<b>1</b>	<b>1</b>	<b>254</b>

Term 4 2023

### Whole school - Best Fit Māori

	Pre 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	Early 5	Total
Year 0 Māori	4									4
Year 1 Māori	9	4								13
Year 2 Māori	2	2	2							6
Year 3 Māori		1	6	7	1	1				16
Year 4 Māori	1	1	1	3	5	3	1			15
Year 5 Māori		1		1	3	3	2	1		11
Year 6 Māori			1	1	2	3	4	1	1	13
<b>Total</b>	<b>16</b>	<b>9</b>	<b>10</b>	<b>12</b>	<b>11</b>	<b>10</b>	<b>7</b>	<b>2</b>	<b>1</b>	<b>78</b>

Term 4 2023

### Whole school - Best Fit NZ European/Pākehā/Other European

	Pre 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Total
Year 0 NZ European/Pākehā/O	2	1								3
Year 1 NZ European/Pākehā/O	7	8	2							17
Year 2 NZ European/Pākehā/O		15	10	1						26
Year 3 NZ European/Pākehā/O	1		8	9	5	4			1	28
Year 4 NZ European/Pākehā/O			3	3	7	4	1			18
Year 5 NZ European/Pākehā/O				3	5	4	4			16
Year 6 NZ European/Pākehā/O			1	1	2	4	4	4		16
<b>Total</b>	<b>10</b>	<b>24</b>	<b>24</b>	<b>17</b>	<b>19</b>	<b>16</b>	<b>9</b>	<b>4</b>	<b>1</b>	<b>124</b>

Term 4 2023

### Whole school - Best Fit Female

	Pre 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	Total
Year 0 Female	3	2									5
Year 1 Female	10	9									19
Year 2 Female	2	9	8								19
Year 3 Female	1	2	7	6	2						16
Year 4 Female		1	2	6	7	2					18
Year 5 Female				4	3	5	4				16
Year 6 Female			2	1	1	5	8	1		1	19
<b>Total</b>	<b>16</b>	<b>23</b>	<b>19</b>	<b>17</b>	<b>13</b>	<b>12</b>	<b>12</b>	<b>1</b>		<b>1</b>	<b>114</b>

Term 4 2023

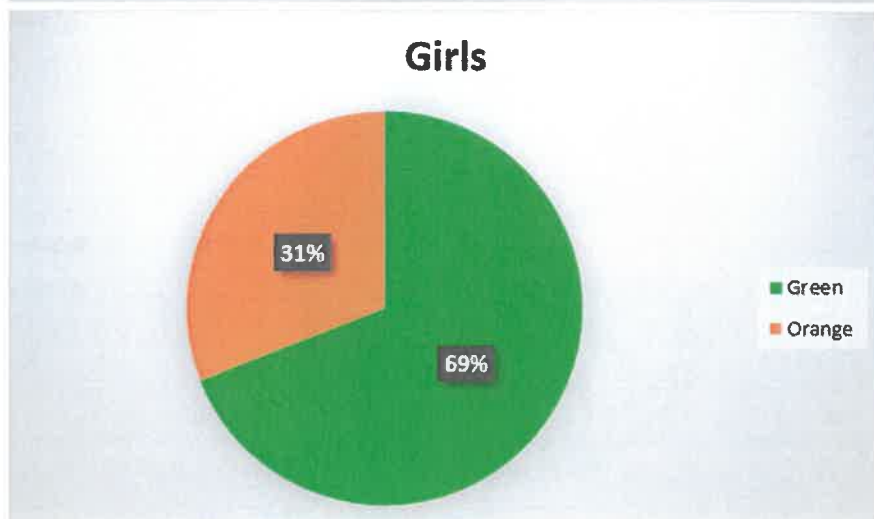
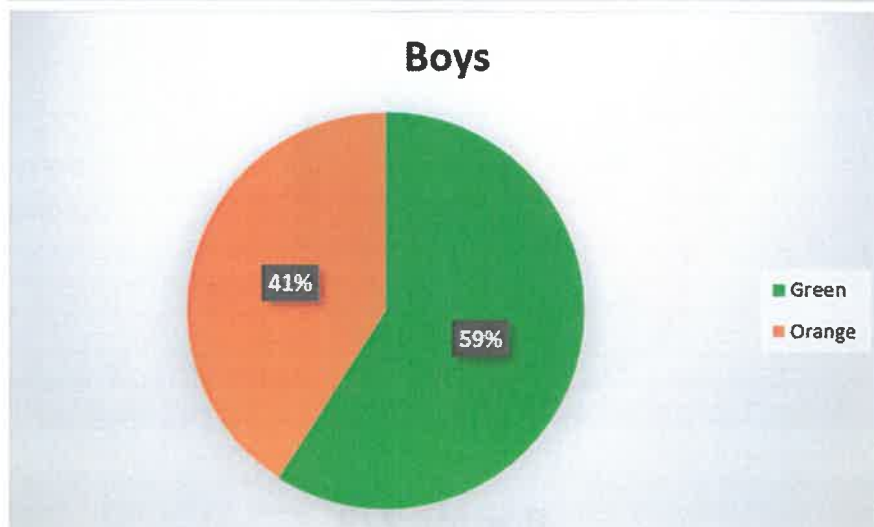
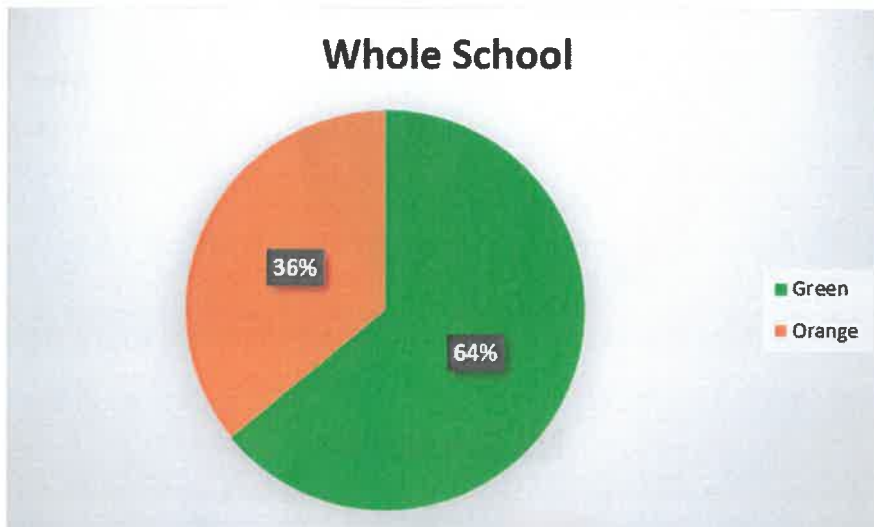
### Whole school - Best Fit Male

	Pre 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	Total
Year 0 Male	5	1									6
Year 1 Male	9	7	2								18
Year 2 Male		9	11	1							21
Year 3 Male			8	13	5	5			1		32
Year 4 Male	1	1	2	4	7	7	2				24
Year 5 Male		1	1	1	7	3	4	2			19
Year 6 Male			1	1	4	4	4	6			20
<b>Total</b>	<b>15</b>	<b>19</b>	<b>25</b>	<b>20</b>	<b>23</b>	<b>19</b>	<b>10</b>	<b>8</b>	<b>1</b>		<b>140</b>

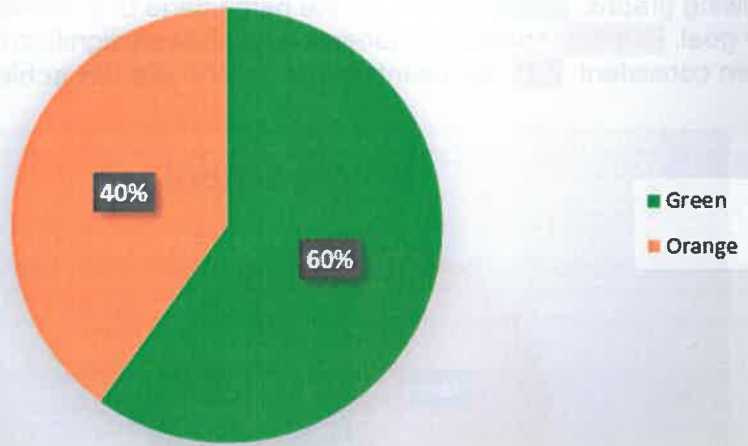


## Competency/Fraser Goals – End of Year Data

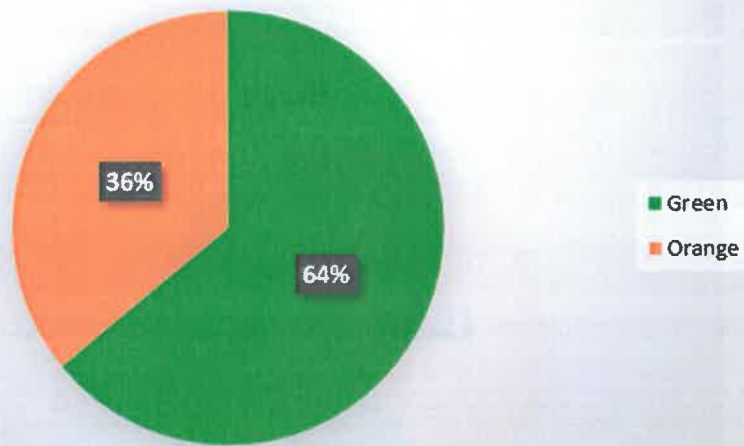
For all of the following graphs, **Green** represents the percentage of students who **achieved** their end of year competency goal. **Orange** represents students who showed significant progress with their goal, but may not have been consistent. **Red** represents students who **did not achieve** their end of year goal.



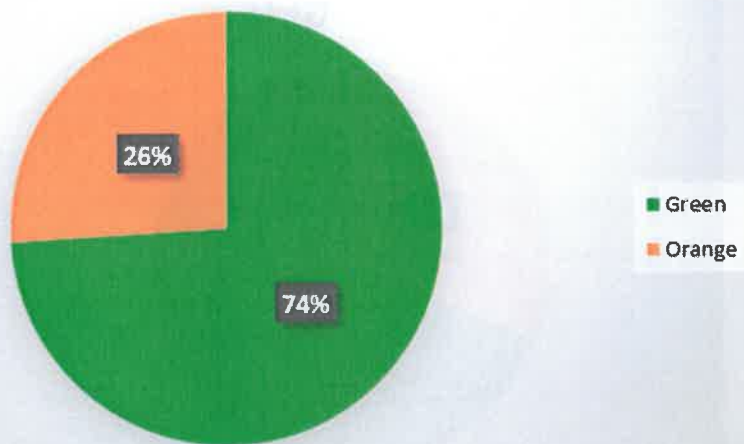
## Maori



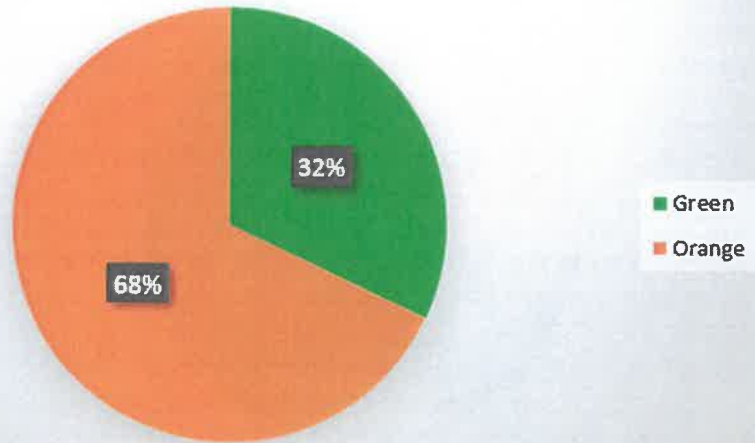
## NZ European



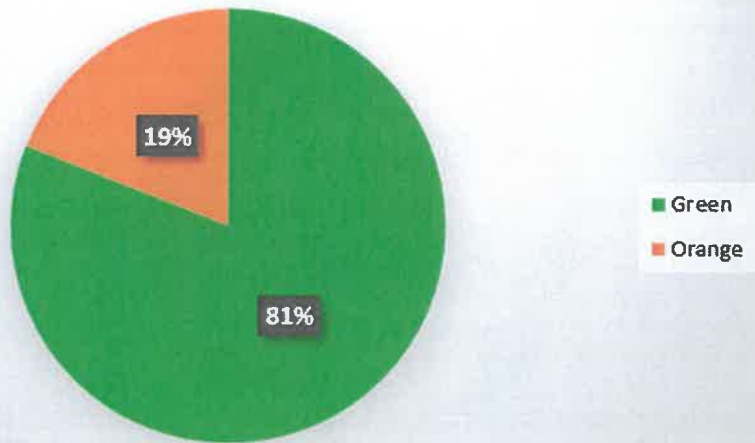
## Rooms 2/3



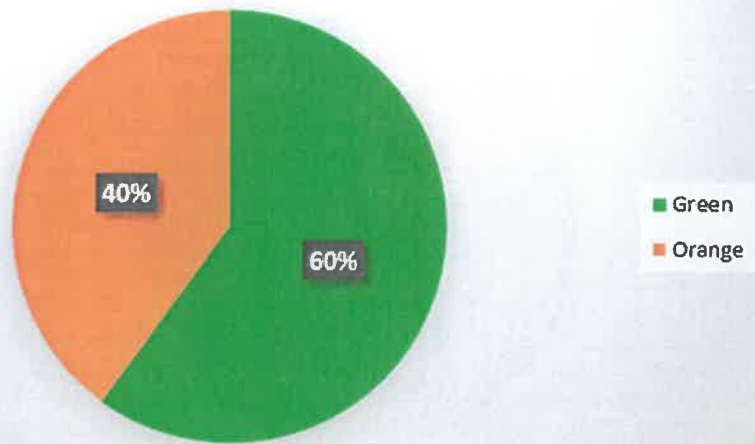
### Rooms 4



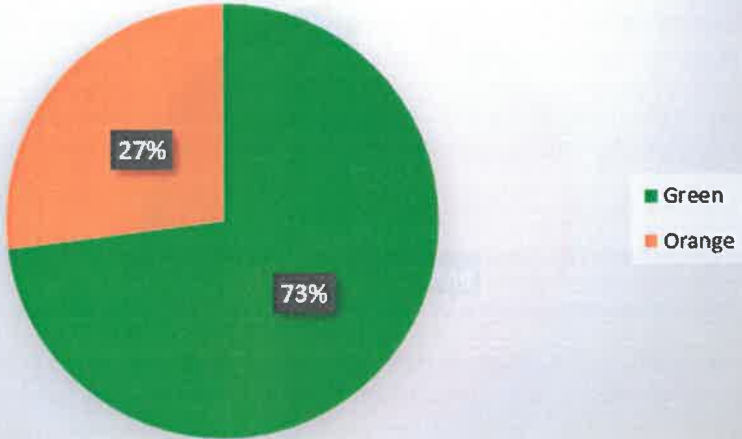
### Rooms 1



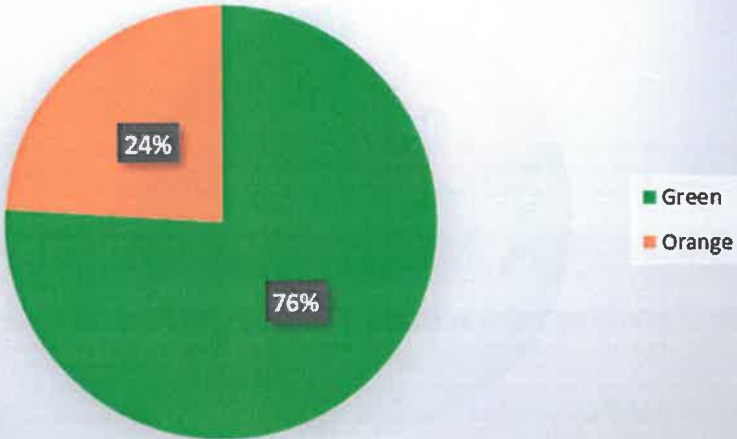
### Rooms 8



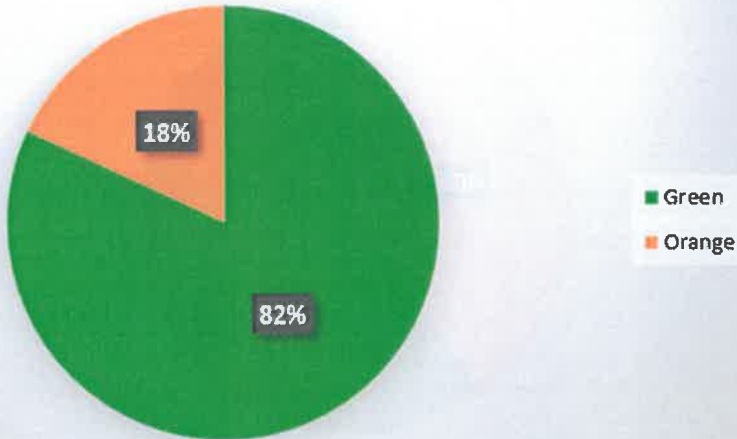
**Rooms 5**



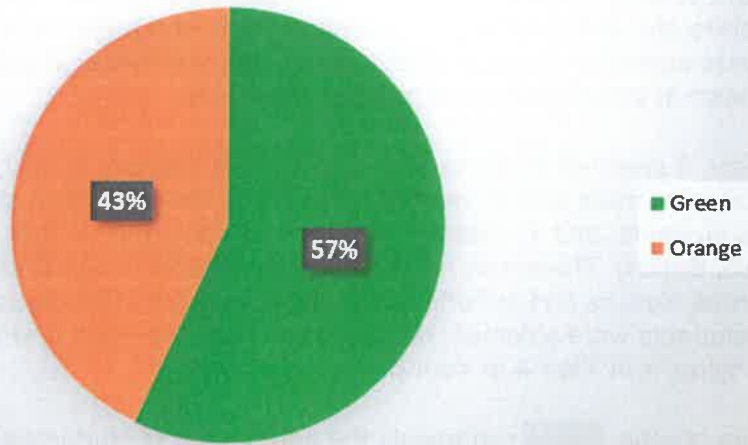
**Room 6**



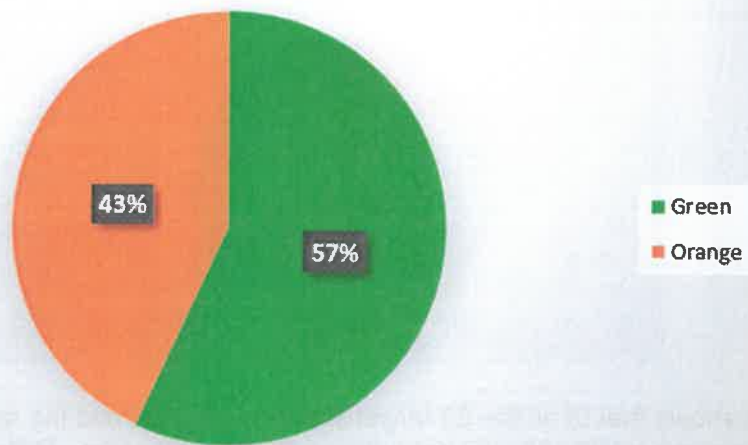
**Room 9**



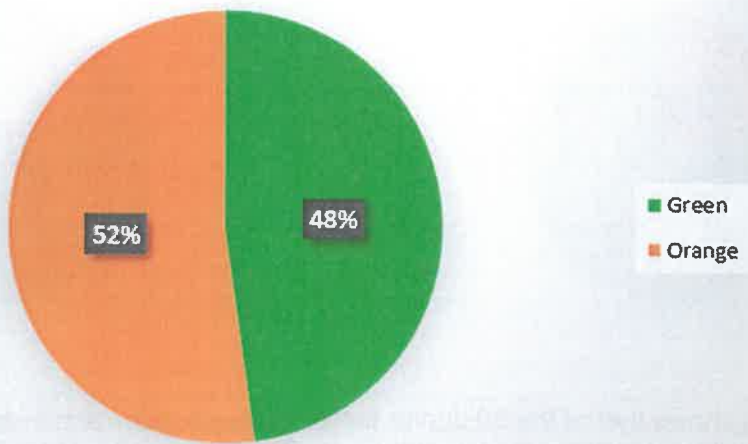
**Room 10**



**Room 11**



**Room 12**

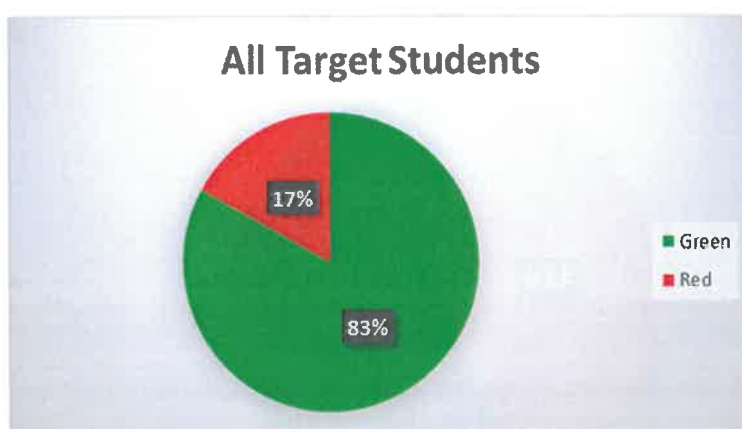


## Equity and Engagement Report 2023

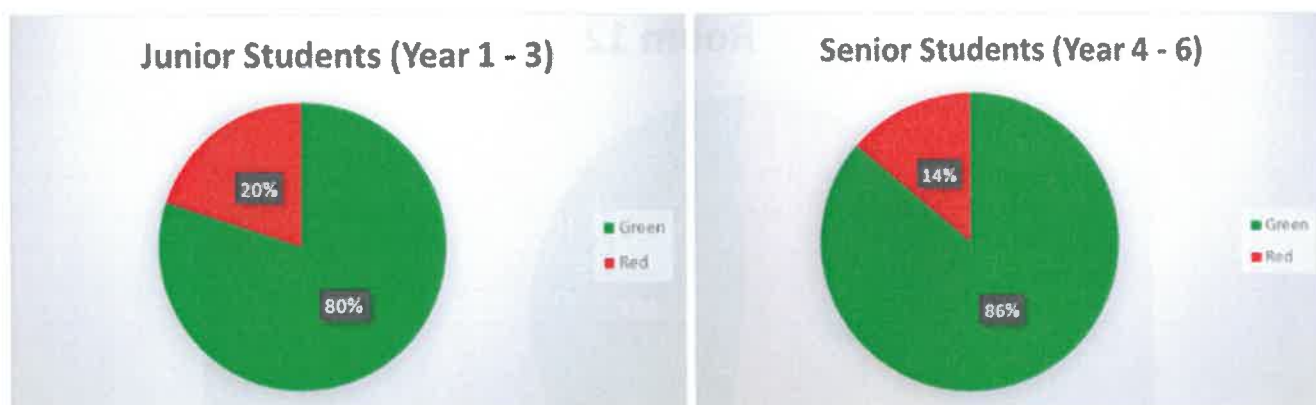
At the beginning of 2023, 61 target students were identified from across the school, based on their engagement in school life, and teacher judgements around who might be at risk for low attendance. These students were scored on a range of factors including lateness, engagement in class, out of school interests, participation in school clubs and groups, and so on.

Throughout the year, 2 selected students moved away to a different school, bringing the total to 59. Of the 59 students, 38 were male and 21 were female. There were 23 Māori students, 26 New Zealand European/Pakeha students, and 10 classed as Other ethnicity (e.g. African, Indian, Samoan, Latin American, Chinese, British). There was no set number of students selected from each class, as staff recognised that some classes and cohorts had a higher number of students at risk of low engagement. 30 Junior school students were selected, ranging from Year 1 to Year 3, while 29 Senior school students were selected, ranging from Year 4 to Year 6.

For all the following graphs, **Green** represents the percentage of students who **achieved** their end of year target score (as set by their teacher at the beginning of the year). **Red** represents students who **did not achieve** their end of year target score.



The graph above shows that of all the 59 target students from across the school, 83% achieved their target end of year score, while 17% did not achieve their target score. This equates to 49 'green' students and 10 'red' students.



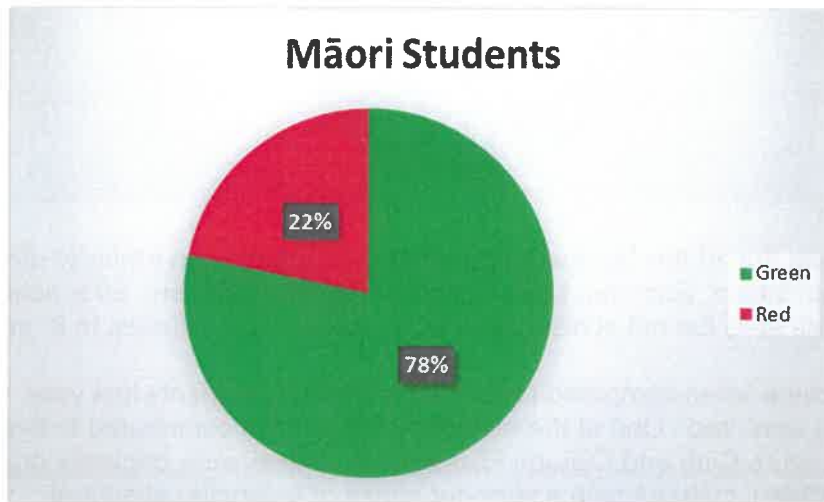
The Junior graph shows that of the 30 Junior target students, 80% achieved their target end of year score, while 20% did not achieve their target score. This equates to 24 'green' students and 6 'red' students.

The Senior graph shows that of the 29 Senior target students, 86% achieved their target end of year score, while 14% did not achieve their target score. This equates to 25 'green' students and 4 'red' students.

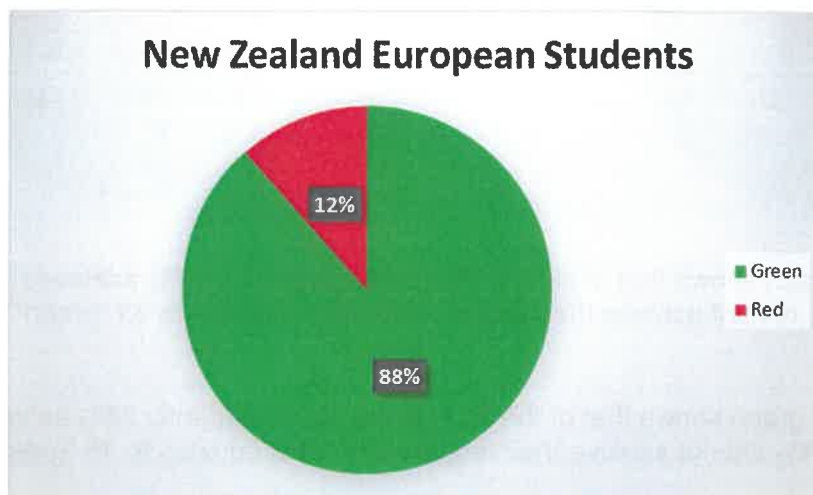
In 2022, the difference between Junior and Senior students was not significant (with 79% of Junior students being 'green' and 80% of Senior students being 'green').

The difference between these two groups has grown in 2023. This could be due to the fact that many of the new programmes added this year were either equally available to both Junior and Senior students (e.g. Mindfulness groups and Little Dribblers) or were available to mostly students Year 3 and above (e.g. Number Ninjas, Artsplash, Make it Monday, Glow Girls).

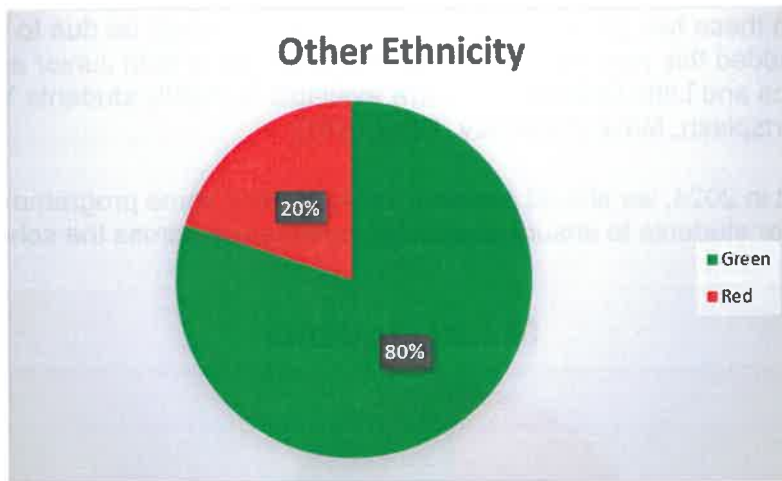
This data suggests that in 2024, we should consider implementing some programmes or initiatives that are exclusively for Junior students to ensure equitable opportunities across the school.



The Māori Students graph shows that of the 23 Māori target students, 78% achieved their target end of year score, while 22% did not achieve their target score. This equates to 18 "green" students, and 5 "red" students. Of the 5 Māori students who did not achieve their target score for 2023, 4 were Junior students. This data suggests that although we offer Kapa Haka to students of all ages, perhaps we need additional programmes in place for Junior students to experience success as Māori, such as a Junior Te Reo group.

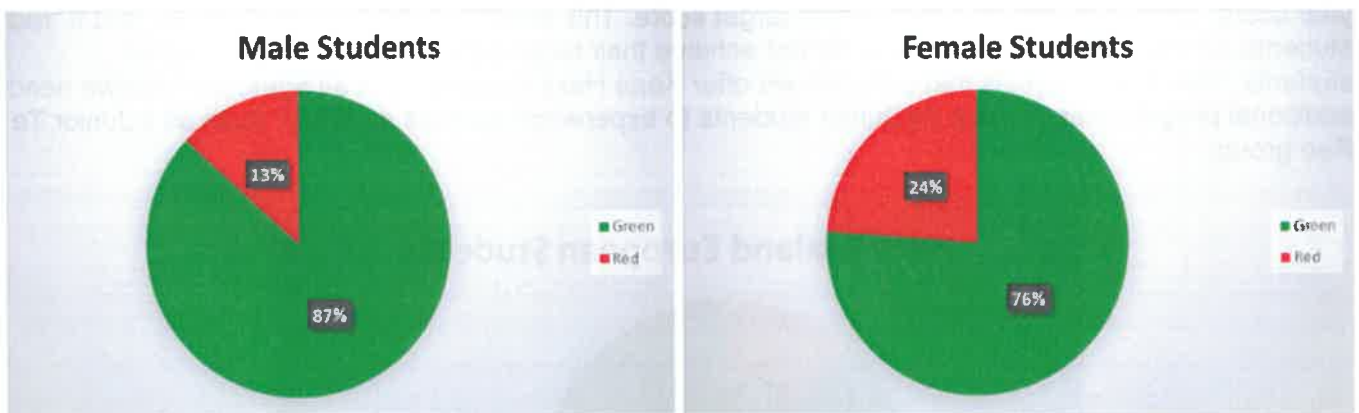


The NZ European Students graph shows that of the 26 NZ European target students, 88% achieved their target end of year score, while 12% did not achieve their target score. This equates to 23 "green" students, and 3 "red" students.



The graph above shows that of the 10 students who were classed as an ethnicity other than Māori or NZ European (e.g. African, Indian, Samoan, Latin American, Chinese, British), 80% achieved their target end of year score, while 20% did not achieve their target score. This equates to 8 “green” students, and 2 “red” students.

This is a positive outcome when compared to the Other Ethnicity students last year, when only 45% were ‘green’ and 55% were ‘red’. One of the factors that may have contributed to this difference is the recent addition of a Culture Club and Cultural Fraser Time. These were originally organised as a way to help students from different cultures gain a stronger sense of belonging at school.



The Male Students graph shows that of the 38 Male target students, 87% achieved their target end of year score, while 13% did not achieve their target score. This equates to 33 “green” students, and 5 “red” students.

The Female Students graph shows that of the 21 Female target students, 76% achieved their target end of year score, while 24% did not achieve their target score. This equates to 16 “green” students, and 5 “red” students.

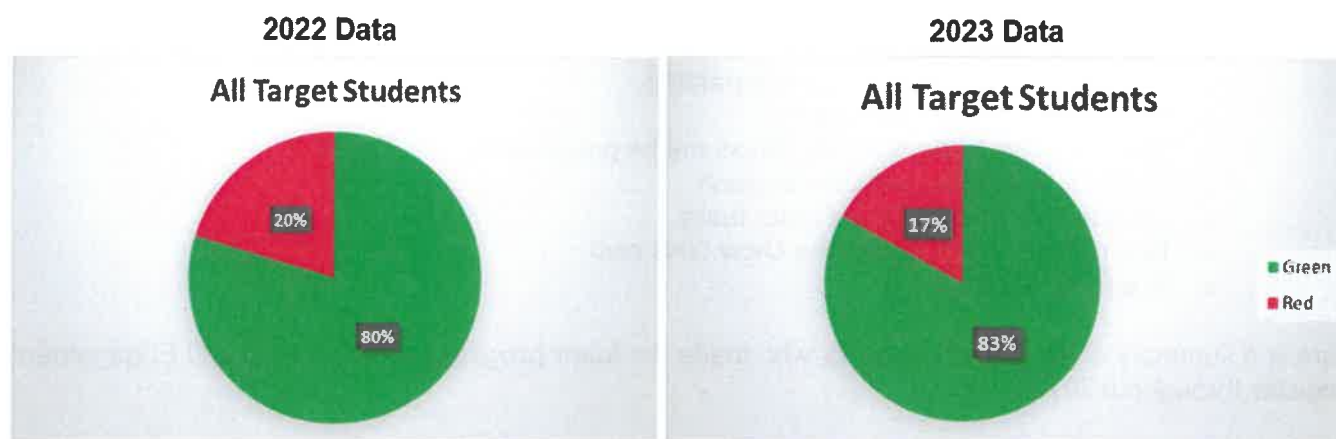
	2021	2022	2023
<b>Males</b>	82% Green 18% Red	81% Green 19% Red	87% Green 13% Red
<b>Females</b>	95% Green 5% Red	77% Green 23% Red	76% Green 24% Red

Over table above shows the past 3 years there has been a slight upward trend for Male target students achieving their target score, versus a notable downward trend for the number of Female target students achieving their target score.



This data suggests that in 2024, we may need to provide more programmes specifically targeted at Females students' interests and needs.

## Conclusion:



Above is a side-by-side comparison of 2022 and 2023 data for all Target Students. This shows that this year, a slightly higher percentage of target students reached their end of year score and were classed as "green", compared to in 2022. This is a positive change, especially considering the fact that there were an additional 10 target students from across the school compared to 2022.

In the 2022 report, it was identified that not one target student had a notable increase in their attendance and 17 students experienced a significant decrease in attendance. Our goal as a school was to develop new systems and procedures to improve this in 2023. One step that was taken was the introduction of our new attendance policy in Term 3 this year.

In 2023, only one target student had a significant decrease in their attendance, while 18 students experienced a significant increase in attendance, thereby gaining between 1 and 3 points on the register.

Overall, the 2023 data shows a number of discrepancies between groups of students e.g. Junior vs. Senior, Male vs. Female, and so on. This suggests one of two things. Either we need to provide more opportunities for the groups with a higher percentage of "red" students, or we need to more carefully monitor scores throughout the year and provide further support for individual students who are 'falling through the cracks', regardless of their age, gender, or ethnicity. This idea is reinforced by the fact that 4 of the 10 "red" students were only one point away from reaching their end of year target.

## Student Summaries:

Here is a summary of 2 "green" students who have made significant progress on the Equity and Engagement Register throughout 2023.

### Student A

- Year 2, male, 'Other' ethnicity
- Increased by 14 points
- Examples of achievements:
  - Increased attendance
  - More often arrives at school on time when present
  - Started Reading Recovery
  - Played basketball for a Fraser team
  - Started touch rugby for a Fraser team
  - Completed the Fraser Quest programme
  - Participated in a weekly Cultural Club
  - Increase in class engagement and whānau communication

### Student B

- Year 5, female, New Zealand European
- Increased by 12 points
- Examples of achievements:
  - Increased attendance
  - More often arrives at school on time when present
  - Attended Year 5 camp
  - Completed the Fraser Quest programme
  - Participated in Little Dribblers
  - Was involved in the Number Ninjas maths programme
  - Did both Artsplash and Dancesplash
  - Started touch rugby for a Fraser team
  - Has recently been part of the Glow Girls club
  - Is a Bike monitor

Here is a summary of the 2 “red” students who made the **least progress** on the Equity and Engagement Register throughout 2023:

### Student C

- Year 6, female student, ‘Other’ ethnicity
- Score remained the same
- Examples of barriers:
  - Decrease in attendance
  - Did not attend school camp
  - Did not completed the Fraser Quest programme
- Examples of achievements:
  - Participated in Dancesplash
  - Participated in a weekly Cultural Club

### Student D

- Year 2, female student, Māori ethnicity
- Increased by 1 point
- Examples of barriers:
  - Very low attendance
  - Very little communication with whānau
  - Did not attend any school trips
  - Did not participate in any clubs, sports, or extracurricular activities
- Examples of achievements:
  - Attendance did increase slightly (approximately 10%) compared to 2022

## Data Summary from 2023 Engagement, Equity and Attendance Register

Rm	Name	Ethnicity	Start of Year Score	End of Year Target	Mid Year Prediction On Track Concern	End of year Score: Achieved Not Achieved	Notes: change from start of year to end of year (+/-)
12		NZE	11	17			+12
12		Māori	22	25			+5
12		NZE	20	24			+8
12		Māori	19	22			+5
12			10	15			+4
12		NZE	13	16			+4
12		Māori	10	13			+6
12			18	22			0
11		Māori	20	23			+5
11			12	16	<i>Left FCS</i>		
11		NZE	12	16			+6
11		Māori	10	15			+10
11		NZE	22	25			+4
11		NZE	16	19			+5
11			19	23			+5
11			19	23			+4
10		Māori	11	15			+4
10		Māori	13	17			+5
10		NZE	15	19			+3
10			17	20			+3
10		Māori	11	16			+8
10		NZE	16	20			+9
10			11	15			+9
10		NZE	19	22			+1
10		Māori	19	22			+3
9		Māori	5	8			+8

9		NZE	20	24			+6
9		Māori	13	17			+5
9			9	14			+9
9		Māori	17	21			+3
6		Māori	13	18			+11
6		NZE	19	23			+9
6		NZE	20	24			+5
6		Māori	17	21			+7
6		Māori	4	10			+3
6		NZE	16	20			+7
6		Māori	16	20			+8
5		NZE	9	14			+4
5		Māori	16	19			+5
5		NZE	15	19			+5
5		NZE	18	22			+5
5		Māori	11	16			+8
5		Māori	7	12			+4
5		NZE	20	23			+3
5		NZE	N/A	15			N/A
8		NZE	17	19			+2
8		NZE	15	18			+3
8		NZE	15	18			+1
8		NZE	16	18			+3
8		NZE	16	18			+4
8		NZE	16	18			+3
1			4	8			+14
1			2	7			+13
1		Māori	1	6			+1
1		NZE	13	18			+6
2/3		Māori	N/A	12			N/A
2/3			N/A	15			N/A

2/3		Māori	N/A	10			N/A
2/3		NZE	N/A	18			N/A
2/3		Māori	N/A	8			N/A
2/3		Māori	N/A	5	Left FCS		

## Goals in 2023 Annual Plan

<p><b>Goal One:</b> Create a collaborative, supportive, innovative and risk taking culture with all learners (students and staff). Initiative 1: Develop a positive and connected staff culture that promotes well-being</p>
<p>- <b>The above actions will result in:</b> Our people positively collaborate to engage all learners.</p>
<p><b>Key Actions:</b></p> <ul style="list-style-type: none"> <li>- Share initiatives and plans for 2023 at January Teacher Only Days. Revisit this throughout the year.</li> <li>- Revisit ways of working guidelines. Emails, messenger, meetings (Jan TOD)</li> <li>- Ensure regular visits and observations for classroom teachers.</li> <li>- Run 'culture check-ins' at staff meetings and implement actions based on past findings and NZCER Teacher Workplace Survey.</li> </ul>
<p><b>Analysis – reasons for variance:</b></p> <ul style="list-style-type: none"> <li>- Most of these actions occurred as intended in 2023. The plans and initiatives for the year were shared early on with staff. We did revisit our ways of working at the start of the year. Classroom observations did occur throughout the year, but there is often a need to keep reminding staff about this. We did revisit the staff culture throughout the year, but did a different survey with the teachers, as we wanted to unpack and expand on some areas from the NZCER survey that had been used in the past.</li> </ul>
<p><b>Evaluation – further development:</b></p> <ul style="list-style-type: none"> <li>- This goal was front-loaded into the Strategic Plan, with many of the actions occurring in 2022, with culture Check-In's occurring in the following years. A number of the actions need to be embedded into the business-as-usual way in which the school operates. This includes highlighting Annual Plan goals regularly, revisiting ways of work from time to time, and reviewing staff culture in various ways. An area of focus for 2024 could be to shift the focus of staff culture to be more inclusive of support staff.</li> </ul>

<p><b>Goal One:</b> Create a collaborative, supportive, innovative and risk taking culture with all learners (students and staff). Initiative 2: Staff have a rich, future-focussed tool kit to empower them to activate our curriculum of Tomorrow's Learning.</p>
<p><b>The above actions will result in:</b></p> <ul style="list-style-type: none"> <li>- Our people positively collaborate to engage all learners.</li> </ul>
<p><b>Key Actions:</b></p> <ul style="list-style-type: none"> <li>- Engage with and attend all PB4L Tier 2 requirements and professional development. Ensure pastoral entries on Edge are analysed termly throughout the year. Continue with Fraser Fun times, school wide celebrations etc.</li> <li>- Complete the mathematics professional development with Julie Roberts and participate in the mathematics sessions provided by Rob Profit-White.</li> <li>- Continue to participate in the Māori Achievement Collaborative professional development sessions. Undertake staff and student surveys measuring Te Reo proficiencies. Maintain Te Reo extension, Kaea leadership group, Mātauranga Māori, and Ako o te wiki.</li> <li>- Participate in the Structured Literacy professional development sessions and Ready to Learn PLD</li> </ul>
<p><b>Analysis – reasons for variance:</b></p> <ul style="list-style-type: none"> <li>- Most of these actions have been implemented in 2023. Sessions with Julie and Rob Profit-White have been attended and have had follow up staff meetings to ensure it is integrated into our teaching practice.</li> <li>- Throughout 2023, we continued to prioritise growth in teaching capabilities and understanding from Te Ao Māori perspectives. We engaged in MAC professional development at a leadership level, and our Poutoko Māori sought guidance from MAC in regard to schoolwide programmes. We ran two programmes with students where we targeted extending capabilities in leadership and Te Reo.</li> </ul>

Internally, two forms of weekly PD were provided to upskill staff in Te Reo proficiency and understanding and these were run by staff who had a strength in this area.

- Structured Literacy PD sessions have been attended, staff have observed other schools implementing the Ready to Learn programme however we have not yet implemented the programme in our school due our current staffing structure.

**Evaluation – further development:**

- Moving into 2024 our intention is to continue the programs we have been running with our student groups, but bring our focus to upskilling staff in their Te Reo proficiency and understanding of Te Ao Māori so the impact is wider spread amongst all of our tamariki. This has and continues to be one of the biggest barriers in providing a bi-cultural approach to teaching and learning at Fraser Crescent School.
- Look to explore how aspects of a Ready to Learn programme can be implemented into our New Entrant area of the school.

**Goal Two:** Enhance our environments to maximise opportunities for all. Initiative 1: Classrooms are modernised, and learning spaces support and enable our curriculum principles.

**The above actions will result in:**

- Our learners experience rich learning opportunities across a range of settings, reflective of the unique bi-cultural nature of Aotearoa.

**Actions Taken:**

- Review our learning spaces and develop a plan (likely to be staged in phases) to ensure that our outdoor spaces reflect the bicultural nature of New Zealand, promote our Fraser Values and Curriculum principles. Also, improve our storage spaces and remove the shipping container from the Junior area. Fundraising and seeking funds from trusts and grants may also be part of this initiative.

**Analysis – reasons for variance:**

- Progress has been made on this goal. Pricing for turfing the junior play have been sort and the paperwork to get this project underway has been completed. The large tree has been cut down and the shipping container will be removed.

**Evaluation – further development:**

- Clear the Junior play area and prepare it to be turfed with artificial grass. Cover the area by the hall to provide shelter from sun and rain. Other actions for 2024 need to include looking to develop other areas around the school in alignment with our curriculum. A future goal is to cover most of the junior play area, but this will need to be done as grant funding becomes available.

**Goal Three:** Engage and empower our staff to embrace and activate our Fraser Curriculum. Initiative 1: Review, rewrite and activate our Fraser Curriculum.

**The above actions will result in:**

- Our children know themselves as learners, using their strengths and competencies purposefully to make a difference in their lives.

**Actions Taken:**

- Complete the development of our Fraser Curriculum. This will include the Principle One pagers, detail topics/coverage areas, include inquiry/topic reviews, and cover areas such as student agency and modern learning approaches. Our Fraser Curriculum will start to incorporate aspects of the curriculum refresh.
- Make improvements to the Engagement, Attendance and Equity Register. Ensure the register data is completed by the end of the first term, so that programmes, supports and interventions can get underway. Address recommendations from the 2022 Engagement, Attendance and Equity Register review.
- Commence our Attendance Strategy. This will include gathering various attendance data, meeting with children and whānau to understand reasons behind absenteeism, undertake home visits, start attendance incentive programme, and explore before school connection programmes.

**Analysis – reasons for variance:**

- Most of these actions have occurred in 2023. We are ahead of many other schools with starting to incorporate Te Mataiaho into our maths curriculum and planning. This was due to our Professional development with Julie Roberts, who we have got to carry on working with us in the first half of 2024.
- Attendance Initiative: Our attendance strategy did not go as planned. This was due to a combination of factors, with the first being a key staff member leaving us, and the second being that the Equity and Engagement work took longer than expected and demanded a lot of time. In the third term, Benzi Rodrigues took over the leadership of this initiative and, along with Linda, collected attendance data, met with attendance services, and reached out to numerous whānau to provide support for improving their children's attendance. This led to an overall improvement in attendance as well as more whānau contacting the office and giving reasons for absences

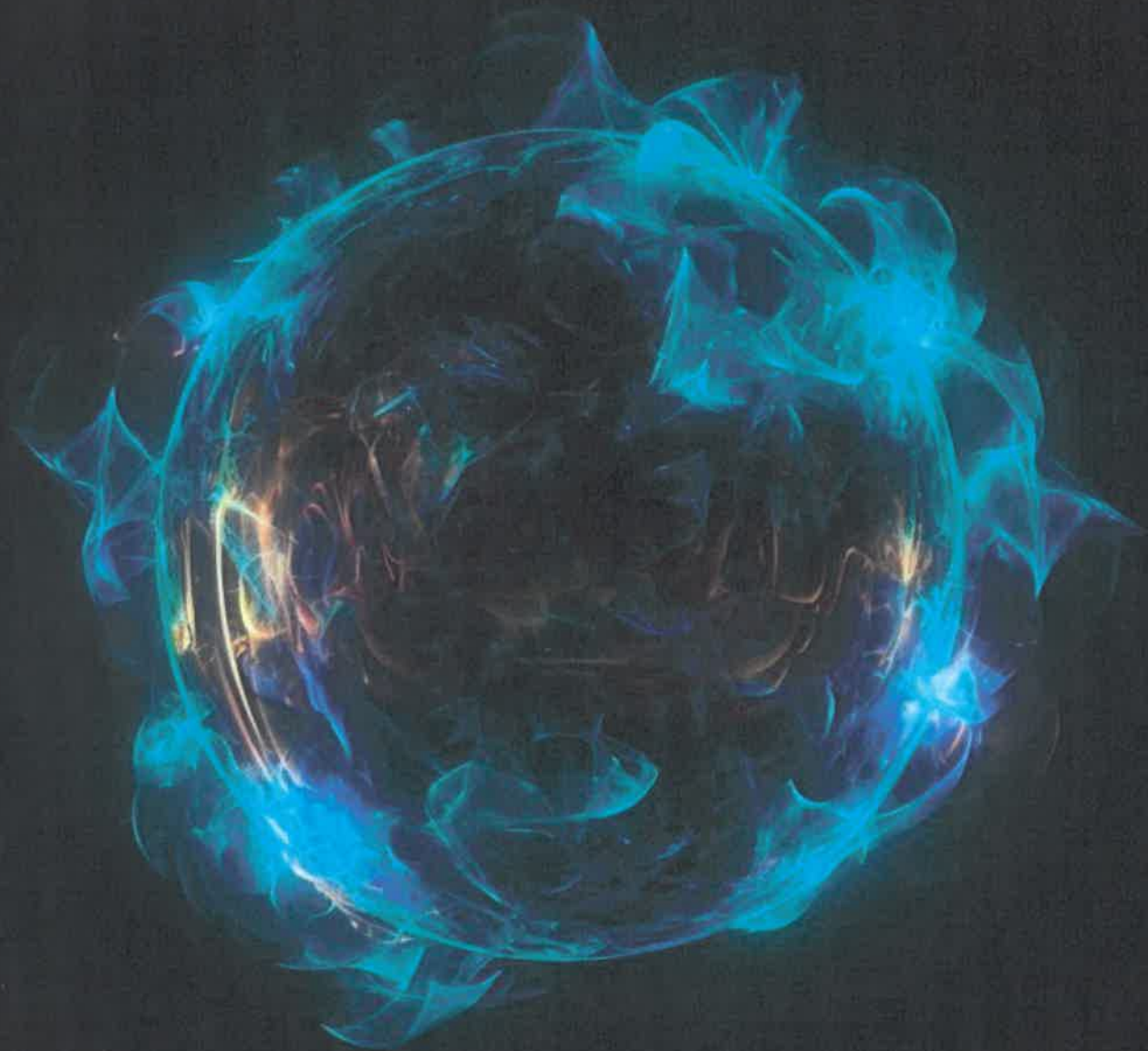
**Evaluation – further development:**

- We will look to develop/update our curriculum through the lens of Te Mataiaho in 2024. Though much of our curriculum is aligned with the Understand, Know, Do model, the curriculum was further updated in Term 4 of 2023 and adjustments will need to be made. We've also decided to add a more prescriptive layer to ensure timing works well with school events and assessment schedules.
- We are planning to continue working through our attendance policy and receiving an extra \$10,000 of from the MOE's Putea Piki Te Ora fund. This could allow us to further improve our attendance strategy work, pick children up from school, and ensure we can provide a supported daily transition to school for students in need.





**Deloitte.**



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

*Aspire with assurance*





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29 May 2024

The Board of Trustees  
Fraser Crescent School  
16 Redwood Street,  
Elderslea  
Upper Hutt 5018

Dear Trustees

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

In accordance with our normal practice, we include in the attached report all matters arising from our audit of the Fraser Crescent School's financial statements for the year ended 31 December 2023 which we consider appropriate for the attention of the Board of Trustees ("the Board"). These matters have been discussed with management and their comments have been included, where appropriate.

We look forward to the opportunity to discuss these at a Board meeting should you wish to discuss this report. In the interim should you require clarification on any matter in this report please do not hesitate to contact us.

This report is intended for the Board only and should not be distributed further.

We would like to take this opportunity to extend our appreciation to management and Education Services for their assistance and cooperation during the course of our audit.

If you would like to discuss any matters raised in this report, please do not hesitate to contact us.

Yours faithfully  
**DELOITTE LIMITED**

Pam Thompson  
**Appointed Auditor**  
On behalf of the Auditor-General

## Contents

1.	Purpose of report and responsibility statement	1
2.	Status of the audit and outstanding matters	1
3.	Assessment of internal controls	3
4.	Accounting matters arising	4
5.	Summary of financial statement matters arising	7
6.	Summary of omitted disclosures assessed by management as not being material	8
7.	Other professional communications	8

## 1. Purpose of report and responsibility statement

This report has been prepared for the Board and is part of our ongoing discussions as auditor in accordance with our engagement letter and as required by the Office of the Auditor General requirements, which include New Zealand auditing standards.

This report is intended for the Board and should not be distributed further. We do not accept any responsibility for reliance that a third party might place on this report should they obtain a copy without our consent.

This report includes only those matters that have come to our attention as a result of performing our audit procedures and which we believe are appropriate to communicate to the Board. The ultimate responsibility for the preparation of the financial statements rests with the Board.

We are responsible for conducting an audit of the Fraser Crescent School for the year ended 31 December 2023 in accordance with New Zealand auditing standards issued by the New Zealand Auditing and Assurance Standards Board. Our audit is performed pursuant to the requirements of the Education and Training Act 2020 with the objective of forming and expressing an opinion on the financial statements that have been prepared by management with the oversight of the Board. The audit of the financial statements does not relieve management or the Board of their responsibilities.

Our audit is not designed to provide assurance as to the overall effectiveness of the Fraser Crescent School's controls, but we will provide you with any recommendations on controls that we might have identified during the course of our audit work.

## 2. Status of the audit and outstanding matters

Our audit of the financial statements is substantially complete, subject to the completion of the following matters:

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### Items outstanding

- Appropriate procedures relating to subsequent events up to the date of our audit opinion;
  - Receipt of the signed management representation letter;
  - Adoption of the financial statements and signing of the directors' report by the directors;
- 

We understand that these may be approved by the Board under delegation to specified Trustees.

Area of focus	Audit Response
<p><b>2.1 Provision for Cyclical Maintenance</b></p> <p>The provision for cyclical maintenance balance requires a significant level of management judgement, and the balance is often material to the financial statements. These judgements are made through the 10-year property plan (10YPP). To audit the provision for cyclical maintenance, the Board should:</p> <ul style="list-style-type: none"> <li>• Ensure that your 10YPP has been professionally reviewed in the past three years, or more recently if there has been changes in the properties since the last review; and</li> <li>• Ensure that the 10YPP aligns with your provision for cyclical maintenance calculation.</li> </ul>	<p>We have examined the School's 10YPP and calculation of the cyclical maintenance provision and confirmed that:</p> <ul style="list-style-type: none"> <li>• the 10YPP has been subject to necessary levels of professional review;</li> <li>• the calculation of the cyclical maintenance provision is reasonable and accurate; and</li> <li>• disclosures included in the financial statements are materially in line with the underlying calculation and with financial reporting requirements.</li> </ul> <p>You are reminded that it is important to ensure sufficient funds can be set aside each year to manage the impact these costs will have on the School's cashflow during the period where works are undertaken.</p> <p>Please refer to Section 4.8 for further information.</p>
<p><b>2.2 Office of the Auditor-General ("OAG") audit brief matters</b></p> <p>As you are aware our audit is completed under contract from the OAG and annually, we are asked to specifically consider certain potential matters of interest. Schools are required to publish its Annual Report online. We have been asked to remind you of this requirement. These areas of focus remain similar to previous years including:</p> <ul style="list-style-type: none"> <li>• classification of associated entities such as fundraising trusts;</li> <li>• overseas travel;</li> <li>• sensitive expenditure;</li> <li>• financial difficulty risk factors; and</li> <li>• legislative compliance.</li> </ul>	<p>Our audit procedures considered these matters as relevant and in accordance with OAG expectations.</p> <p>Refer to section 4 for further details.</p>
<p><b>2.3 Statement of compliance with employment policy</b></p> <p>Section 597 of the Education and Training Act 2020 requires the Board to have an employment policy that complies with the principle of being a good employer. The Board must make the policy available to employees, ensure its compliance with the policy, and report on the extent of that compliance in its annual report. The annual report is the information that is attached to the financial statements.</p>	<p>Our audit procedures considered these matters as relevant and in accordance with OAG expectations.</p> <p>No specific concerns or findings were noted.</p>

### 3. Assessment of internal controls

Our audit approach requires us to obtain an understanding of the Fraser Crescent School’s internal controls, sufficient to identify and assess the risks of material misstatement of the financial statements.

We remind you that our audit is not designed to express an opinion on the effectiveness of the controls operating within the Fraser Crescent School, although we have reported to management any recommendations on controls that we identified during the course of our audit work. Any of our recommendations for improvement should be assessed by you for their full commercial implications before they are implemented.

We have not identified any significant deficiencies in internal controls which would impact upon our ability to provide our opinion.

#### 3.1 Segregation of duties

As is the case for most Schools, the number of people involved in the administration and accounting functions is very limited, meaning that there is an increased inherent risk that errors and omissions may occur and go undetected.

The number of people involved in the Fraser Crescent School’s administration and accounting functions also imposes limitations on the controls and processes Schools have in place to monitor and approve changes made to information technology (“IT”) systems responsible for processing transactions. These systems include but are not limited to the Edpay system, creditor processes and bank payment systems. The absence of controls to monitor and approve changes within these systems increases the risk of assets being misappropriated.

It is important that you are aware of these risks as it is your responsibility to ensure the Fraser Crescent School’s internal controls operate effectively and that the resultant financial statements are accurate. You should ensure that sufficient financial oversight is exercised by the Board or a delegated nominee on a regular basis to reduce the likelihood of error or omission to a level that the Board is comfortable with.

This oversight should include consideration of payment approval and bank authorisation monitoring. As a simple example, we encourage all Boards to specifically review the electronic banking system authorities and levels as part of their consideration of the delegated authority considerations. Our experience is that the frauds being perpetrated are often arising from changes to bank account details after invoice approval. The historical lack of oversight in this area should be specifically considered by the Board as part of its regular financial monitoring.

#### 3.2 Update on matters raised in the prior year

We have made enquiries and observations about the remedial action taken on last year’s management letter observations and report as follows:

Issue raised in the prior year	Current year update
Payroll controls	Matter remains open in the current period. Refer to section 4.1 below.
Missing invoice	Matter remains open in the current period. Refer to section 4.3 below.
Segregation of duties	Matter remains open in the current period. Refer to section 4.4 below.

## 4. Accounting matters arising

### 4.1 Payroll controls

We consider the main risk to the accuracy of payroll payments is transactions being incorrectly processed, because of either fraud or error. The EdPay system relies on Schools checking the accuracy of the payroll transactions processed by the Fraser Crescent School, as this information is not checked centrally.

To ensure the accuracy of payroll payments, our expectation has been that Schools had the following key controls:

- effective access controls to EdPay, limiting access to “authorised users”;
- changes to masterfile data – such as bank account changes, new starters, or payments to non-salaried staff (such as relievers) - have appropriate supporting documentation and are appropriately authorised;
- checking of the fortnightly draft payroll (SUE) report and Novopay Online transactions report for accuracy; and
- review of the final fortnightly payroll (SUE) report by someone independent of staff who has access to EdPay.

Since 2021, sufficient reporting was not available in EdPay for Schools to provide evidence that all transactions had been appropriately reviewed.

We do not consider that the review of the SUE report on its own is a strong enough control for Schools to rely on to detect fraud or error, because it does not include details of changes to pay, or masterfile changes. The lack of a complete masterfile change report could also potentially provide an opportunity for a fraud to go undetected.

At the beginning of the 2024 financial year, we have been made aware that masterfile changes (those made to personal details, except for address changes) are now included in the activity history report available in EdPay. We understand that guidance on how to use this report to review masterfile changes has yet to be communicated to Schools and this may mean that Schools have not begun checking using this report.

#### **Masterfile changes report in EdPay**

##### **No report in EdPay to check and approve masterfile changes during the 2023 financial year**

The online activity history for masterfile changes, such as bank account and other changes to personal details within EdPay is now available for use. The 2022 payroll guidance provided interim procedures to assist Schools while this report was completed. However, as this could not provide a list of all changes made, this remained an area susceptible to fraud for the 2023 audit.

#### **Recommendation**

We recommend that the Board ask management for assurance that appropriate controls are in place at the Fraser Crescent School over payroll transactions, consistent with the updated guidance. This should include the adoption and use of the updated transaction history reports to ensure any changes to pay or personal details are valid for the 2024 financial year.

### 4.2 Sensitive expenditure – Wellbeing support payment

In 2023 and 2024, Principals can access funding of up to \$6,000 each year for professional coaching and support for their leadership role. This funding is similar to the \$12,500 wellbeing support payment paid to newly appointed Principals in 2022. This wellbeing support payment was paid to all Principals who have signed the new collective agreements during the 2023 financial year for professional coaching and well-being support.



## Guidance on the wellbeing support payment is available

Guidance on the payment was circulated when the payment was made during the 2023 financial year and is available on the Ministry of Education's website. This outlines the intended purpose of the payment and expected actions required by the Board and Principal of each School. The Ministry recommends:

- The funding is intended to be for the purposes of professional coaching and support for Principals
- Each School's use of the funding should be in accordance with its policies relating to professional development and sensitive expenditure
- Where possible, Schools engage providers that are appropriately qualified and accredited; and
- Use of the fund focuses on supporting Principal's development in their capacity as the chief executive of the Fraser Crescent School in terms of management and control
- The funding is a minimum entitlement and does not prevent Principals and their Boards agreeing to additional coaching and support in excess of \$6,000
- Principals will be required to make an annual declaration to their Boards regarding their uptake and use of the funding
- As with all spending, Principals and their Boards should have regard to Government Procurement Rules, follow best practice, seek to achieve public value for money, and avoid any conflicts of interest when choosing how to use their funding.

### Recommendation

We recommend the Board work with the Principal to ensure the uptake of the \$6,000 for the 2024 financial year follows the guidelines set out by the Ministry of Education. At a minimum, this would include:

- Appropriate one up approval of all expenditure
- Ensuring spending is in line with the School's sensitive expenditure policy; and
- Obtaining an annual declaration from the Principal on how the funds have been utilised.

## 4.3 Missing invoice

### Observation

During our testing of sensitive expenditure, we noted one instance where the supporting receipt could not be located. The reimbursement was appropriately approved and amounted to \$104. The expense related to a morning tea hosted for all staff members.

### Implication

There is a risk that expenses may be incurred and approved that do not relate to valid School expenses.

### Recommendation

We recommend that appropriate audit evidence is maintained for expenditure in the future.

## 4.4 Segregation of duties

### Observation

Deloitte notes that significant portions of day-to-day cash collection, reconciliation and depositing is solely under the control of one person.

### Implication

It is important that no single person has control over, or access to, all aspects of recording and control of the school's funds. Not only does it provide opportunity for misappropriation of the school's funds, but also puts a great responsibility and burden of trust on the person who has this control.

We wish to point out that nothing in our review of your systems has left us in any way to question the integrity of this or any other employee.

## **Recommendation**

We appreciate that it may be difficult to have segregation of duties in a small school. It has been recommended that the Principal or Deputy Principal reconciles the cash on hand to the cash recorded by Office Manager. Once they are happy it reconciles, seals the deposit bag before it is being deposited by the Office Manager.

## **4.5 Purchase order forms**

### **Observation**

As part of our understanding of the Schools expenditure process, we identified instances whereby a purchase order form was not being utilised by Staff. We note that the use of purchase orders is part of the systems and processes implemented by the School.

### **Implication**

Without appropriate prior approval of expenditure there is a risk that a purchase is made that is not directly related to School activities.

### **Recommendation**

We recommend that where required a purchase order form is filled in appropriately one up approved before expenditure is incurred.

## **4.6 Credit card transaction approval**

### **Observation**

During our sensitive expenditure testing we noted that the April 2023 credit card statement was not signed as evidence of the Board's review.

### **Implication**

There is a risk that expenses may be incurred that do not relate to valid School expenses.

### **Recommendation**

We recommend that all credit card transactions are appropriately reviewed and approved by the appropriate one-up authority and signed as evidence of the review.

## **4.7 One-up approval**

### **Observation**

During our performance of the sensitive expenditure testing, we noted several instances where the incorrect member of staff had approved expenditure. While these expenses were reviewed and approved, the appropriate one-up approval had not been followed.

The expenses incurred predominantly related to the following:

- Food for staff on a training day held during the holidays;
- Fundraising for flood relief;
- Equipment for a mini electric circuit;
- Coffee for a staff morning tea; and
- Educa subscription fees

### **Implication**

Without appropriate one-up approval of expenditure there is a risk that a purchase is made that is not directly related to School activities.

### **Recommendation**

We recommend that the school adopts a one-up approval. For example, any expenditure incurred by the Principal should be reviewed and approved by the Board.

#### 4.8 Outdated 10-year property and cyclical maintenance plan

##### **Observation**

The most up to date 10-year property and cyclical maintenance plan was last prepared in 2020. We recommend that these plans are updated at least every three years.

##### **Implication**

Due to the ongoing challenges and changes within the economic environment, there is a risk that plans prepared over 3 years ago are not representative of current obligations held by the School.

##### **Recommendation**

We recommend that the School works with a ministry engaged consultant to develop an updated 10-year property and cyclical maintenance plan in 2024.

#### 4.9 Review of timesheets

##### **Observation:**

As part of our walkthroughs performed on the payroll processes we identified timesheets for additional time worked were not signed by the Principal as evidence of their review.

##### **Implication:**

There is a risk that amounts have been paid to staff without the appropriate review and approval beforehand.

##### **Recommendation:**

We recommend that the principal signs off on all timesheets prior to being paid to staff.

#### 4.10 Review and approval of 2022 annual financial statements

##### **Observation**

As part of our internal control procedures, we were unable to sight evidence that the Board discussed and reviewed the annual financial statements for signing. We understand this approval occurred out of cycle of a formal Board meeting.

##### **Implication**

Without appropriate supporting documentation, we are unable to determine if the Board have subjected the financial statements to a sufficient level of review and scrutiny.

##### **Recommendation**

We recommend that supporting evidence is retained for such approvals. This can be as simple as an email chain between Board members or adding in confirmation in the next formal board meeting.

## 5. Summary of financial statement matters arising

In performing our audit for the year ended 31 December 2023 we have not identified any uncorrected misstatements or omitted disclosures that management believe could, either individually or in aggregate, have a material effect on the financial statements for the year ended 31 December 2023.

## 6. Summary of omitted disclosures assessed by management as not being material

We have identified the following omitted disclosures assessed by management as not being material that have not been adjusted in the financial statements. Management has determined that these uncorrected disclosures do not result in the material misstatement of the financial statements or non-compliance with the applicable legislative framework.

## 7. Other professional communications

The following matters relevant to our audit for the year ended 31 December 2023 are communicated in accordance with the requirements of New Zealand auditing standards.

Matter to be communicated	Response
Written representations	A copy of the representation letter to be signed on behalf of the Board has been circulated separately.
Accounting policies and financial reporting	There were no changes in accounting policies during the year ended 31 December 2023.  We have not become aware of any significant qualitative aspects of the Fraser Crescent School's accounting practices, including judgements about accounting policies, accounting estimates and financial statement disclosures that need to be communicated to the Board, other than those already communicated in this report.
Related parties	No significant related party matters other than those reflected in the financial statements came to our attention that, in our professional judgement, need to be communicated to the Board.
Other information	We have read the other information (the financial and non-financial information other than the financial statements) contained within the annual report to consider whether there are material inconsistencies with the financial statements.

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## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF FRASER CRESCENT SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

The Auditor-General is the auditor of Fraser Crescent School ('the School'). The Auditor-General has appointed me, Pam Thompson, using the staff and resources of Deloitte Limited, 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.

Our audit was completed on 29 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 including List of Board of Trustees, Statement of Responsibility, KiwiSport Report and Statement of Compliance with Employment Policy, but does not include the financial statements, and our auditor's report thereon.

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

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

#### **Independence**

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

**Pam Thompson**  
Partner  
for Deloitte Limited  
On behalf of the Auditor-General  
Wellington, New Zealand







29<sup>th</sup> May 2024

Pam Thompson  
Deloitte Limited  
Chartered Accountants  
PO Box 1990  
WELLINGTON 6011

### **REPRESENTATION LETTER FOR THE YEAR ENDED 31 DECEMBER 2023**

This representation letter is provided in connection with your audit, carried out on behalf of the Auditor-General, of the financial statements of Fraser Crescent School for the year ended 31 December 2023 for the purpose of expressing an independent opinion about whether the financial statements:

- present fairly, in all material respects:
  - the financial position as at 31 December 2023; and
  - the 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.

We understand that your audit was carried out in accordance with the Auditing Standards issued by the Auditor-General, which incorporate the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board.

#### **General representations**

To the best of our knowledge and belief:

- the resources and activities, under our control have been operating effectively and efficiently;
- we have complied with our statutory obligations including laws, regulations and contractual requirements;
- we have carried out our decisions and actions with due regard to minimising waste;
- we have met Parliament's and the public's expectations of appropriate standards of behaviour in the public sector (that is, we have carried out our decisions and actions with due regard to probity); and
- any decisions or actions have been taken with due regard to financial prudence.

We also acknowledge that we have responsibility for designing, implementing, and maintaining internal control (to the extent that is reasonably practical given the size of the School) to prevent and detect fraud or error, and which enables the preparation of the financial statements that are free from material misstatement whether due to fraud or error (*a requirement of paragraph NZ40.1(a) in ISA (NZ) 240*).

#### **Representations for the financial statements**

We confirm that all transactions have been recorded in the accounting records and are reflected in the financial statements, and that, to the best of our knowledge and belief, having made such enquiries as we considered necessary for the purpose of appropriately informing ourselves:

- we have fulfilled our responsibilities for preparing and presenting the financial statements as required by section 134 of the Education and Training Act 2020 and, in particular, that the financial statements:
  - present fairly, in all material respects:
    - the financial position as at 31 December 2023; and
    - the 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.
- we believe the methods, significant assumptions, and data used in making and supporting the accounting estimates and the related disclosures in the financial statements are appropriate to achieve recognition, measurement or disclosure that is in accordance with the applicable financial reporting framework;
- we have appropriately accounted for and disclosed the related party relationships and transactions in the financial statements;
- we believe the effects of uncorrected misstatements are immaterial, both individually and in the aggregate, to the financial statements as a whole.
- we have adjusted or disclosed all events subsequent to the date of the financial statements that require adjustment or disclosure; and
- we have disclosed all known actual or possible litigation and claims whose effects should be considered when preparing the financial statements. Where applicable, such litigation and claims have been accounted for and disclosed in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

### **Representations about the provision of information**

We confirm that, to the best of our knowledge and belief, having made such enquiries as we considered necessary for the purpose of appropriately informing ourselves:

- we have provided you with:
  - all information, such as records and documentation, and other matters that are relevant to preparing and presenting the financial and
  - unrestricted access to persons within the entity from whom you determined it necessary to obtain audit evidence;
- we have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud;
- we have disclosed to you all information in relation to fraud or suspected fraud that we are aware of and that affects the entity and involves:
  - management;
  - employees who have significant roles in internal control; or
  - others where the fraud could have a material effect on the financial statements;
- we have disclosed to you all information in relation to allegations of fraud, or suspected fraud, affecting the entity's financial statements communicated by employees, former employees, analysts, regulators, or others;
- we have disclosed to you all known instances of non-compliance or suspected non-compliance with laws and regulations whose effects should be considered when preparing financial statements;
- we have disclosed the identity of the related parties, all of their relationships, and all of their transactions of which we are aware; and

- we have provided you with all the other documents (“other information”) which will accompany the financial statements which are consistent with the financial statements, and the other information does not contain any material misstatements.

### **Going concern basis of accounting**

We confirm that, to the best of our knowledge and belief, the School has adequate resources to continue operations at its current level for the foreseeable future. For this reason, the Board continues to adopt the going concern basis of accounting in preparing the financial statements for the year ended 31 December 2023. We have reached this conclusion after making enquiries and having regard to circumstances that we consider likely to affect the School during the period of one year from date of signing the financial statements, and to circumstances that we know will occur after that date which could affect the validity of the going concern basis of accounting.

We consider that the financial statements adequately disclose the circumstances, and any uncertainties, that we can reasonably be expected to be aware of concerning the adoption of the going concern basis of accounting by the School.

Throughout the year, the School has conformed with the requirements of its banking arrangements, debenture trust deeds, or negative pledge agreements, including those relating to its net tangible assets ratios.

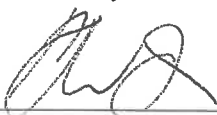
### ***Publication of the financial statements and related audit report on a website***

We confirm that we are responsible for the electronic presentation of the audited financial statements, and:

- that the electronic version of the audited financial statements and the related audit report presented on the website are the same as the final signed version of the audited financial statements and audit report.
- that the audited and unaudited information on the website has been clearly differentiated and we understand the risk of potential misrepresentation without appropriate controls.
- that we have assessed the security controls over audited financial information and the related audit report and are satisfied that procedures are adequate to ensure the integrity of the information provided.
- that the full financial statements have been provided on the website.

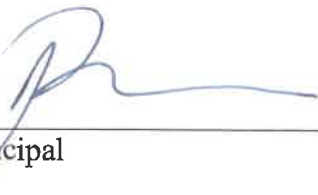
The representations in this letter are made at your request, and to supplement information obtained by you from the records of the School and to confirm information given to you orally.

Yours faithfully



Anne Marie Judith Wilson

Presiding Member



John Kevin Channer

Principal



# FRASER CRESCENT SCHOOL

## ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2023

**School Directory**

<b>Ministry Number:</b>	2844
<b>Principal:</b>	John Channer
<b>School Address:</b>	16 Redwood Street, Elderslea
<b>School Postal Address:</b>	16 Redwood Street, Elderslea, Upper Hutt, 5018
<b>School Phone:</b>	04 528 5412
<b>School Email:</b>	office@frasercres.school.nz

**Accountant / Service Provider:**

**Education** } *Services.*  
*Dedicated to your school*

# FRASER CRESCENT SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

## Index

<b>Page</b>	<b>Statement</b>
-------------	------------------

1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 20	Notes to the Financial Statements
	Independent Auditor's Report

### **Other Information**

Members of the Board

Kiwisport / Statement of Compliance with Employment Policy

Analysis of Variance

Evaluation of the School's Student Progress and Achievement

Report on how the school has given effect to Te Tiriti o Waitangi

# Fraser Crescent 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.

Anne Marie Judith Wilson

Full Name of Presiding Member




Signature of Presiding Member

29.05.2024

Date:

John Kevin Channer

Full Name of Principal



Signature of Principal

29.05.24.

Date:

**Fraser Crescent School**  
**Statement of Comprehensive Revenue and Expense**  
For the year ended 31 December 2023

		2023	2023	2022
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Revenue</b>				
Government Grants	2	2,303,427	1,980,887	2,158,576
Locally Raised Funds	3	94,613	41,920	114,581
Interest		25,898	1,500	9,294
Other Revenue		-	-	3,909
<b>Total Revenue</b>		<b>2,423,938</b>	<b>2,024,307</b>	<b>2,286,360</b>
<b>Expense</b>				
Locally Raised Funds	3	11,591	5,870	20,781
Learning Resources	4	1,834,647	1,599,395	1,711,221
Administration	5	121,470	126,097	129,135
Interest		1,343	491	1,259
Property	6	391,212	305,167	320,172
Loss on Disposal of Property, Plant and Equipment		18	-	-
<b>Total Expense</b>		<b>2,360,281</b>	<b>2,037,020</b>	<b>2,182,568</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>63,657</b>	<b>(12,713)</b>	<b>103,792</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>63,657</b>	<b>(12,713)</b>	<b>103,792</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.



**Fraser Crescent 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>		635,348	517,604	520,099
Total comprehensive revenue and expense for the year		63,657	(12,713)	103,792
Contribution - Furniture and Equipment Grant		-	-	11,457
<b>Equity at 31 December</b>		699,005	504,891	635,348
Accumulated comprehensive revenue and expense		699,005	504,891	635,348
<b>Equity at 31 December</b>		699,005	504,891	635,348

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.

**Fraser Crescent School**  
**Statement of Financial Position**  
As at 31 December 2023

		2023	2023	2022
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	87,560	153,337	132,959
Accounts Receivable	8	112,172	103,497	105,366
GST Receivable		7,895	20,014	-
Prepayments		700	9,461	467
Inventories	9	2,313	1,478	2,656
Investments	10	455,954	453,538	347,995
Funds Receivable for Capital Works Projects	16	7,178	-	58,086
		<u>673,772</u>	<u>741,325</u>	<u>647,529</u>
<b>Current Liabilities</b>				
GST Payable		-	-	1,932
Accounts Payable	12	137,292	293,629	153,780
Revenue Received in Advance	13	4,853	380	18,601
Provision for Cyclical Maintenance	14	6,594	5,400	5,455
Finance Lease Liability	15	8,178	7,635	7,065
Funds held for Capital Works Projects	16	9,270	-	14,400
		<u>166,187</u>	<u>307,044</u>	<u>201,233</u>
<b>Working Capital Surplus/(Deficit)</b>		<b>507,585</b>	<b>434,281</b>	<b>446,296</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	239,941	108,366	218,536
		<u>239,941</u>	<u>108,366</u>	<u>218,536</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	41,236	30,135	23,185
Finance Lease Liability	15	7,285	7,621	6,299
		<u>48,521</u>	<u>37,756</u>	<u>29,484</u>
<b>Net Assets</b>		<b><u>699,005</u></b>	<b><u>504,891</u></b>	<b><u>635,348</u></b>
<b>Equity</b>		<b><u>699,005</u></b>	<b><u>504,891</u></b>	<b><u>635,348</u></b>

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

**Fraser Crescent School**  
**Statement of Cash Flows**  
For the year ended 31 December 2023

		2023	2023	2022
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		684,464	630,540	663,387
Locally Raised Funds		76,231	41,920	92,943
Goods and Services Tax (net)		(9,827)	-	14,446
Payments to Employees		(393,478)	(296,601)	(344,674)
Payments to Suppliers		(294,146)	(859,666)	(273,411)
Interest Paid		(1,343)	(491)	(1,259)
Interest Received		23,147	1,500	8,234
Net cash from/(to) Operating Activities		85,048	(482,798)	159,666
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(63,597)	-	(90,614)
Purchase of Investments		(107,958)	-	(5,215)
Proceeds from Sale of Investments		-	-	110,757
Net cash from/(to) Investing Activities		(171,555)	-	14,928
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	11,457
Finance Lease Payments		(4,670)	(5,398)	(4,486)
Funds Administered on Behalf of Other Parties		45,778	-	(690,139)
Net cash from/(to) Financing Activities		41,108	(5,398)	(683,168)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(45,399)</b>	<b>(488,196)</b>	<b>(508,574)</b>
Cash and cash equivalents at the beginning of the year	7	132,959	641,533	641,533
<b>Cash and cash equivalents at the end of the year</b>	7	<b>87,560</b>	<b>153,337</b>	<b>132,959</b>

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

# Fraser Crescent School

## Notes to the Financial Statements

### For the year ended 31 December 2023

#### 1. Statement of Accounting Policies

##### **a) Reporting Entity**

Fraser Crescent 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 14.

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

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

#### **Critical Judgements in applying accounting policies**

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

##### *Classification of leases*

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

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

##### *Recognition of grants*

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

#### **c) Revenue Recognition**

##### **Government Grants**

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

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

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

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

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

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

##### **Other Grants where conditions exist**

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

##### **Donations, Gifts and Bequests**

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

### **Interest Revenue**

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

### **d) Operating Lease Payments**

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

### **e) Finance Lease Payments**

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

### **f) Cash and Cash Equivalents**

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

### **g) Accounts Receivable**

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

### **h) Inventories**

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

### **i) Investments**

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

### **j) Property, Plant and Equipment**

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

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

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

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

### **Finance Leases**

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

### **Depreciation**

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

The estimated useful lives of the assets are:

Building Improvements	20 years
Furniture and Equipment	5-10 years
Information and Communication Technology	5 years
Library Resources	8 years
Leased assets held under a Finance Lease	Term of Lease

### **k) Intangible Assets**

#### *Software costs*

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

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

### **l) Impairment of property, plant, and equipment and intangible assets**

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

#### *Non cash generating assets*

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

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

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information. The valuation is based on a comparison to recent market transactions.

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

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

### **m) 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.

**n) Employee Entitlements**

*Short-term employee entitlements*

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

**o) Revenue Received in Advance**

Revenue received in advance relates to fees received from 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 students, should the School be unable to provide the services to which they relate.

**p) 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.

**q) 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.

**r) 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.



**s) Provision for Cyclical Maintenance**

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

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

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

**t) Financial Instruments**

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

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

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

**u) 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.

**v) 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.

**w) Budget Figures**

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

**x) Services received in-kind**

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

## 2. Government Grants

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Government Grants - Ministry of Education	682,482	632,602	665,008
Teachers' Salaries Grants	1,403,324	1,192,768	1,307,678
Use of Land and Buildings Grants	205,366	155,517	178,292
Other Government Grants	12,255	-	7,598
	<u>2,303,427</u>	<u>1,980,887</u>	<u>2,158,576</u>

The school has opted in to the donations scheme for this year. Total amount received was \$35,910.

## 3. Locally Raised Funds

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

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
<b>Revenue</b>			
Donations & Bequests	30,421	27,500	23,126
Fees for Extra Curricular Activities	22,862	5,070	17,328
Trading	4,431	5,350	4,939
Fundraising & Community Grants	36,899	4,000	69,188
	<u>94,613</u>	<u>41,920</u>	<u>114,581</u>
<b>Expense</b>			
Extra Curricular Activities Costs	7,296	520	17,535
Trading	4,295	5,350	3,246
	<u>11,591</u>	<u>5,870</u>	<u>20,781</u>
<i>Surplus for the year Locally raised funds</i>	<u>83,022</u>	<u>36,050</u>	<u>93,800</u>

## 4. Learning Resources

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Curricular	59,826	74,690	66,014
Library Resources	248	440	331
Employee Benefits - Salaries	1,617,141	1,365,227	1,508,164
Staff Development	19,712	23,050	15,115
Depreciation	52,819	36,668	42,114
Learning Support, School Response	74,899	88,320	67,120
New Curriculum Development	10,002	11,000	12,363
	<u>1,834,647</u>	<u>1,599,395</u>	<u>1,711,221</u>

## 5. Administration

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Audit Fees	3,232	6,792	6,594
Board Fees	2,745	2,800	2,635
Board Expenses	-	350	809
Communication	3,485	3,990	3,529
Consumables	14,625	26,745	17,384
Other	17,159	16,840	17,064
Employee Benefits - Salaries	66,420	58,200	69,172
Insurance	3,364	-	2,228
Service Providers, Contractors and Consultancy	10,440	10,380	9,720
	121,470	126,097	129,135

## 6. Property

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	11,536	10,470	10,480
Consultancy and Contract Services	4,081	3,615	3,714
Cyclical Maintenance Provision	19,190	12,350	11,805
Grounds	9,855	6,290	3,576
Heat, Light and Water	39,832	27,743	28,306
Repairs and Maintenance	27,037	19,255	16,740
Use of Land and Buildings	205,366	155,517	178,292
Security	4,667	3,985	3,724
Employee Benefits - Salaries	69,648	65,942	63,535
	391,212	305,167	320,172

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	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Bank Accounts	87,560	153,337	78,649
Short-term Bank Deposits	-	-	54,310
Cash and cash equivalents for Statement of Cash Flows	87,560	153,337	132,959

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

Of the \$87,560 Cash and Cash Equivalents \$9,270 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2024 on Crown owned school buildings.

### 8. Accounts Receivable

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Receivables	421	-	111
Interest Receivable	4,886	1,075	2,135
Teacher Salaries Grant Receivable	106,865	102,422	103,120
	<u>112,172</u>	<u>103,497</u>	<u>105,366</u>
Receivables from Exchange Transactions	5,307	1,075	2,246
Receivables from Non-Exchange Transactions	106,865	102,422	103,120
	<u>112,172</u>	<u>103,497</u>	<u>105,366</u>

### 9. Inventories

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Stationery	2,313	1,478	2,500
Fraser Clothing	-	-	156
	<u>2,313</u>	<u>1,478</u>	<u>2,656</u>

### 10. Investments

The School's investment activities are classified as follows:

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Current Asset			
Short-term Bank Deposits	455,954	453,538	347,995
Total Investments	<u>455,954</u>	<u>453,538</u>	<u>347,995</u>

## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Building Improvements	76,115	3,155	-	-	(4,582)	<b>74,687</b>
Furniture and Equipment	93,101	22,115	(18)	-	(22,712)	<b>92,487</b>
Information and Communication Technology	30,529	36,503	-	-	(16,695)	<b>50,337</b>
Leased Assets	11,831	10,645	-	-	(7,736)	<b>14,740</b>
Library Resources	6,960	1,824	-	-	(1,094)	<b>7,690</b>
<b>Balance at 31 December 2023</b>	<b>218,536</b>	<b>74,242</b>	<b>(18)</b>	<b>-</b>	<b>(52,819)</b>	<b>239,941</b>

The net carrying value of equipment held under a finance lease is \$14,740 (2022: \$11,831)

### 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	104,174	(29,487)	<b>74,687</b>	101,019	(24,904)	<b>76,115</b>
Furniture and Equipment	360,634	(268,147)	<b>92,487</b>	352,559	(259,458)	<b>93,101</b>
Information and Communication Technology	284,780	(234,443)	<b>50,337</b>	275,032	(244,503)	<b>30,529</b>
Leased Assets	29,769	(15,029)	<b>14,740</b>	28,562	(16,731)	<b>11,831</b>
Library Resources	43,241	(35,551)	<b>7,690</b>	41,417	(34,457)	<b>6,960</b>
<b>Balance at 31 December</b>	<b>822,598</b>	<b>(582,657)</b>	<b>239,941</b>	<b>798,589</b>	<b>(580,053)</b>	<b>218,536</b>

## 12. Accounts Payable

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	2,301	165,372	9,459
Accruals	2,836	6,402	8,514
Banking Staffing Overuse	-	-	10,823
Employee Entitlements - Salaries	106,865	102,422	103,120
Employee Entitlements - Leave Accrual	25,290	19,433	21,864
	<b>137,292</b>	<b>293,629</b>	<b>153,780</b>
Payables for Exchange Transactions	137,292	293,629	153,780
	<b>137,292</b>	<b>293,629</b>	<b>153,780</b>

The carrying value of payables approximates their fair value.

**13. Revenue Received in Advance**

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Income in Advance	529	380	346
Local Grants in Advance	-	-	18,255
MOE Grants in Advance	4,324	-	-
	<u>4,853</u>	<u>380</u>	<u>18,601</u>

**14. Provision for Cyclical Maintenance**

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Provision at the Start of the Year	28,640	23,185	16,835
Increase to the Provision During the Year	12,250	12,350	12,295
Other Adjustments	6,940	-	(490)
Provision at the End of the Year	<u>47,830</u>	<u>35,535</u>	<u>28,640</u>
Cyclical Maintenance - Current	6,594	5,400	5,455
Cyclical Maintenance - Non current	41,236	30,135	23,185
	<u>47,830</u>	<u>35,535</u>	<u>28,640</u>

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

**15. Finance Lease Liability**

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

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
No Later than One Year	9,212	7,635	7,982
Later than One Year and no Later than Five Years	7,787	7,621	6,734
Future Finance Charges	(1,536)	-	(1,352)
	<u>15,463</u>	<u>15,256</u>	<u>13,364</u>
<b>Represented by</b>			
Finance lease liability - Current	8,178	7,635	7,065
Finance lease liability - Non current	7,285	7,621	6,299
	<u>15,463</u>	<u>15,256</u>	<u>13,364</u>

## 16. Funds Held for Capital Works Projects

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

	2023	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Roofing/Spouting/Refurbish Classrooms		216582	(41,383)	104,448	(63,065)	-	-
Replace Boilers & Underfloor Feed Pipes		217015	9,000	-	-	-	9,000
Refurbish Staffroom		221788	(7,178)	-	-	-	(7,178)
Replacing of Driveway Fence		221790	5,400	-	(5,130)	-	270
LSC Refurbishment		220470	(9,525)	9,200	325	-	-
<b>Totals</b>			<b>(43,686)</b>	<b>113,648</b>	<b>(67,870)</b>	<b>-</b>	<b>2,092</b>

### Represented by:

Funds Held on Behalf of the Ministry of Education	9,270
Funds Receivable from the Ministry of Education	(7,178)

	2022	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Re-Asphalt Driveway & Rectify Stormwater In		217018	21,682	-	(21,682)	-	-
Roofing/Spouting/Refurbish Classrooms		216582	352,485	687,500	(1,081,368)	-	(41,383)
Replace Boilers & Underfloor Feed Pipes		217015	9,000	-	-	-	9,000
Refurbish Staffroom		221788	46,483	-	(53,661)	-	(7,178)
Bike Track Income		224835	(6,500)	8,000	(1,500)	-	-
Replacing of Driveway Fence		221790	5,400	-	-	-	5,400
LSC Refurbishment		220470	65,495	-	(75,020)	-	(9,525)
<b>Totals</b>			<b>494,045</b>	<b>695,500</b>	<b>(1,233,231)</b>	<b>-</b>	<b>(43,686)</b>

### Represented by:

Funds Held on Behalf of the Ministry of Education	14,400
Funds Receivable from the Ministry of Education	(58,086)

## 17. Related Party Transactions

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

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

## 18. Remuneration

### Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	2,745	2,635
<i>Leadership Team</i>		
Remuneration	392,041	384,902
Full-time equivalent members	4.00	3.30
Total key management personnel remuneration	394,786	387,537

There are 4 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. The Board also has Finance (n/a members) and Property (n/a members) committees that met n/a and n/a times respectively. 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	150 - 160	140 - 150
Benefits and Other Emoluments	-	-
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	1.00	2.00
110 - 120	3.00	-
	4.00	2.00

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



## 19. Compensation and Other Benefits Upon Leaving

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

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

## 20. Contingencies

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

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.

### Holidays Act Compliance – schools payroll

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

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

## 21. Commitments

### (a) Capital Commitments

As at 31 December 2023, the Board had capital commitments of \$220,755 (2022:\$319,319) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
Replace Boilers & Underfloor Feed Pipes	215,000	0	215,000
Refurbish Staffroom	64,310	59,437	4,873
Replacing of Driveway Fence	6,012	5,130	882
<b>Total</b>	<b>285,322</b>	<b>64,567</b>	<b>220,755</b>

### (b) Operating Commitments

There are no operating commitments as at 31 December 2023 (Operating commitments at 31 December 2022: nil).

## 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	87,560	153,337	132,959
Receivables	112,172	103,497	105,366
Investments - Term Deposits	455,954	453,538	347,995
Total financial assets measured at amortised cost	<u>655,686</u>	<u>710,372</u>	<u>586,320</u>

### Financial liabilities measured at amortised cost

Payables	137,292	293,629	153,780
Finance Leases	15,463	15,256	13,364
Total financial liabilities measured at amortised cost	<u>152,755</u>	<u>308,885</u>	<u>167,144</u>

## 23. Events After Balance Date

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

## 24. Comparatives

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

## Fraser Crescent School

### Members of the Board

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Anne-Marie Wilson	Presiding Member	Elected	Sep 2025
John Channer	Principal	ex Officio	
Lorna Cowell	Parent Representative	Elected	Sep 2025
Mark Wylie	Parent Representative	Elected	Sep 2025
Benzi Rodrigues	Staff Representative	Elected	Sep 2025

## **Fraser Crescent School**

### **Kiwisport**

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2023, the school received total Kiwisport funding of \$3,780 (excluding GST). The funding was spent on sporting endeavours.

## **Statement of Compliance with Employment Policy**

For the year ended 31st December 2023 the Fraser Crescent School Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.