

# **KAIKOHE CHRISTIAN SCHOOL**

## **ANNUAL FINANCIAL STATEMENTS**

### **FOR THE YEAR ENDED 31 DECEMBER 2024**

#### **School Directory**

**Ministry Number:** 1175

**Principal:** David Rogers

**School Address:** 52 Mangakahia Road

**School Postal Address:** P O Box 235, Kaikohe, 0440

**School Phone:** 09 401 1873

**School Email:** jonie@kcs.school.nz

**Accountant / Service Provider:**

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

# KAIKOHE CHRISTIAN SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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# Kaikohe Christian School

## Statement of Responsibility

For the year ended 31 December 2024

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 2024 fairly reflects the financial position and operations of the School.

The School's 2024 financial statements are authorised for issue by the Board.

MICHAEL DENYS NORMAN

Full Name of Presiding Member



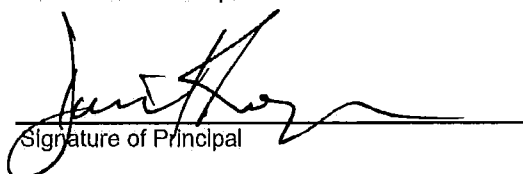
Signature of Presiding Member

Date:

25/06/25

David Leslie Rogers

Full Name of Principal



Signature of Principal

Date:

25/06/2025

**Kaikohe Christian School**

**Statement of Comprehensive Revenue and Expense**

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Revenue</b>				
Government Grants	2	2,652,660	2,241,175	2,463,802
Locally Raised Funds	3	48,515	48,000	29,905
Use of Proprietor's Land and Buildings		111,250	76,750	125,000
Interest		17,865	10,000	16,574
<b>Total Revenue</b>		<b>2,830,290</b>	<b>2,375,925</b>	<b>2,635,281</b>
<b>Expense</b>				
Locally Raised Funds	3	5,575	4,000	7,490
Learning Resources	4	2,139,612	1,908,410	1,969,784
Administration	5	358,776	293,834	357,302
Interest		6,156	4,661	4,068
Property	6	346,868	222,385	281,312
Other Expenses	7	392	1,000	1,853
Loss on Disposal of Property, Plant and Equipment		192	-	-
<b>Total Expense</b>		<b>2,857,571</b>	<b>2,434,290</b>	<b>2,621,809</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>(27,281)</b>	<b>(58,365)</b>	<b>13,472</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>(27,281)</b>	<b>(58,365)</b>	<b>13,472</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.



**Kaikohe Christian School**

**Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Equity at 1 January</b>		606,190	497,814	487,394
Total comprehensive revenue and expense for the year		(27,281)	(58,365)	13,472
Contributions from the Ministry of Education - Contribution from MoE - SNUP Te Mā		-	-	12,616
Contribution - Furniture and Equipment Grant		24,937	8,000	92,708
<b>Equity at 31 December</b>		603,846	447,449	606,190
Accumulated comprehensive revenue and expense		603,846	447,449	606,190
<b>Equity at 31 December</b>		603,846	447,449	606,190

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.



**Kaikohe Christian School**  
**Statement of Financial Position**  
As at 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	531,365	307,221	637,800
Accounts Receivable	9	148,881	122,819	139,137
GST Receivable		12,200	861	6,393
Prepayments		3,313	3,661	2,809
Inventories	10	-	3,044	473
		695,759	437,606	786,612
<b>Current Liabilities</b>				
Accounts Payable	12	202,806	133,057	213,009
Revenue Received in Advance	13	12,198	49,896	94,340
Provision for Cyclical Maintenance	14	28,894	28,968	10,240
Finance Lease Liability	15	18,470	10,823	14,994
		262,368	222,744	332,583
<b>Working Capital Surplus/(Deficit)</b>		433,391	214,862	454,029
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	243,316	259,501	217,440
		243,316	259,501	217,440
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	31,839	21,125	23,498
Finance Lease Liability	15	41,022	5,789	41,781
		72,861	26,914	65,279
<b>Net Assets</b>		603,846	447,449	606,190
<b>Equity</b>		603,846	447,449	606,190

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



**Kaikohe Christian School**  
**Statement of Cash Flows**  
For the year ended 31 December 2024

		2024	2024	2023
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
<b>Cash flows from Operating Activities</b>				
Government Grants		879,160	701,531	736,856
Locally Raised Funds		21,173	48,000	58,134
Goods and Services Tax (net)		(5,807)	-	(5,532)
Payments to Employees		(493,871)	(442,233)	(404,416)
Payments to Suppliers		(436,741)	(444,564)	(286,470)
Interest Paid		(6,156)	(4,661)	(4,068)
Interest Received		17,865	10,000	16,574
Net cash from/(to) Operating Activities		(24,377)	(131,927)	111,078
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(92,174)	(46,900)	(66,122)
Net cash from/(to) Investing Activities		(92,174)	(46,900)	(66,122)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		24,937	8,000	92,708
Contributions from Ministry of Education		-	-	12,616
Finance Lease Payments		(14,821)	(22,772)	(13,300)
Net cash from/(to) Financing Activities		10,116	(14,772)	92,024
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(106,435)</b>	<b>(193,599)</b>	<b>136,980</b>
Cash and cash equivalents at the beginning of the year	8	637,800	500,820	500,820
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>531,365</b>	<b>307,221</b>	<b>637,800</b>

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

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



# **Kaikohe Christian School**

## **Notes to the Financial Statements**

### **For the year ended 31 December 2024**

#### **1. Statement of Accounting Policies**

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

Kaikohe Christian 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 2024 to 31 December 2024 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 with reference to generally accepted accounting practice. The financial statements have been prepared with reference to 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 \$33 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***





The School recognises its obligation to maintain the Proprietor'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 20b.

*Recognition of grants*

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

**c) Revenue Recognition**

**Government Grants**

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

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

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

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

The property from which the School operates is owned by the Proprietor. 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. This expense is based on an assumed market rental yield on the 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 School's 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 Uniforms and Stationery. 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 Proprietor 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 Proprietor 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 are depreciated over their estimated useful lives on a straight line basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Board-owned Buildings	40 years
Building Improvements	18 years
Furniture and Equipment	5-18 years
Information and Communication Technology	4 years
Motor Vehicles	5 years
Textbooks	8 years
Library Resources	8 years
Leased Assets held under a Finance Lease	Term of Lease

### **k) Impairment of property, plant, and equipment**

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 surplus or deficit.

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

### **l) Accounts Payable**

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

### **m) Employee Entitlements**

#### *Short-term employee entitlements*

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

#### *Long-term employee entitlements*

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

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



**n) 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.

**o) Funds Held in Trust**

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

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

**p) 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.

**q) Provision for Cyclical Maintenance**

The property from which the School operates is owned by the Proprietor. The Board is responsible for maintaining the land, building and other facilities on the School sites 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, the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

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

**r) Financial Instruments**

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

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

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



**s) 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.

**t) 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 statement of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

**u) Budget Figures**

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

**v) 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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	799,294	705,801	714,487
Teachers' Salaries Grants	1,573,856	1,346,811	1,520,231
Ka Ora, Ka Ako - Healthy School Lunches Programme	174,665	140,000	199,084
Other Government Grants	104,845	48,563	30,000
	<u>2,652,660</u>	<u>2,241,175</u>	<u>2,463,802</u>

## 3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Revenue</b>			
Donations and Bequests	5,091	2,500	5,695
Fees for Extra Curricular Activities	4,676	-	5,781
Trading	2,900	3,500	3,164
Fundraising and Community Grants	34,448	42,000	14,559
Other Revenue	1,400	-	706
	<u>48,515</u>	<u>48,000</u>	<u>29,905</u>
<b>Expense</b>			
Trading	5,575	4,000	7,490
	<u>5,575</u>	<u>4,000</u>	<u>7,490</u>
<i>Surplus for the year Locally Raised Funds</i>	<u>42,940</u>	<u>44,000</u>	<u>22,415</u>

## 4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	171,873	174,013	158,236
Information and Communication Technology	30,539	27,262	39,164
Employee Benefits - Salaries	1,843,326	1,629,854	1,704,455
Staff Development	17,121	30,000	15,143
Depreciation	65,326	47,281	52,381
Other Learning Resources	11,427	-	405
	<u>2,139,612</u>	<u>1,908,410</u>	<u>1,969,784</u>



## 5. Administration

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fees	9,120	4,500	4,500
Board Fees and Expenses	3,480	6,470	2,812
Operating Leases	8,352	1,060	5,112
Other Administration Expenses	37,323	40,200	34,699
Employee Benefits - Salaries	112,081	91,720	98,040
Insurance	3,459	884	2,759
Service Providers, Contractors and Consultancy	10,296	9,000	10,296
Ka Ora, Ka Ako - Healthy School Lunch Programme	174,665	140,000	199,084
	<u>358,776</u>	<u>293,834</u>	<u>357,302</u>

## 6. Property

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Consultancy and Contract Services	105	2,000	999
Cyclical Maintenance	61,345	9,115	(7,720)
Heat, Light and Water	27,687	20,300	17,825
Rates	-	-	3,453
Repairs and Maintenance	28,747	23,800	29,000
Use of Land and Buildings	111,250	76,750	125,000
Employee Benefits - Salaries	83,239	67,470	89,010
Other Property Expenses	34,495	22,950	23,745
	<u>346,868</u>	<u>222,385</u>	<u>281,312</u>

The use of land and buildings figure represents 5% of the school's total property value. This is used as a 'proxy' for the market rental of the property.

## 7. Other Expenses

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Transport	392	1,000	1,853
	<u>392</u>	<u>1,000</u>	<u>1,853</u>



## 8. Cash and Cash Equivalents

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	531,365	307,221	637,800
Cash and cash equivalents for Statement of Cash Flows	<u>531,365</u>	<u>307,221</u>	<u>637,800</u>

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

Of the \$531,365 Cash and Cash Equivalents, \$12,198 of Revenue Received in Advance is held by the school, as disclosed in note 13.

## 9. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	194	17,873	877
Receivables from the Ministry of Education	9,364	-	27
Banking Staffing Underuse	-	-	17,955
Teacher Salaries Grant Receivable	139,323	104,946	120,278
	<u>148,881</u>	<u>122,819</u>	<u>139,137</u>
Receivables from Exchange Transactions	194	17,873	877
Receivables from Non-Exchange Transactions	148,687	104,946	138,260
	<u>148,881</u>	<u>122,819</u>	<u>139,137</u>

## 10. Inventories

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Uniforms	-	2,484	-
Stationery	-	560	473
	<u>-</u>	<u>3,044</u>	<u>473</u>





## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Building Improvements	268	-	-	-	(49)	219
Furniture and Equipment	73,532	62,201	(192)	-	(12,405)	123,136
Information and Communication Technology	65,646	8,134	-	-	(27,219)	46,561
Motor Vehicles	21,337	-	-	-	(5,130)	16,207
Leased Assets	56,657	21,059	-	-	(20,523)	57,193
	<u>217,440</u>	<u>91,394</u>	<u>(192)</u>	<u>-</u>	<u>(65,326)</u>	<u>243,316</u>

The net carrying value of equipment held under a finance lease is \$57,193 (2023: \$56,657)

### 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.

	2024	2024	2024	2023	2023	2023
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	885	(666)	219	885	(617)	268
Furniture and Equipment	372,135	(248,999)	123,136	293,973	(220,441)	73,532
Information and Communication Technology	272,462	(225,901)	46,561	264,716	(199,070)	65,646
Motor Vehicles	25,652	(9,445)	16,207	25,652	(4,315)	21,337
Leased Assets	102,308	(45,115)	57,193	77,241	(20,584)	56,657
Library Resources	10,677	(10,677)	-	10,677	(10,677)	-
	<u>784,119</u>	<u>(540,803)</u>	<u>243,316</u>	<u>673,144</u>	<u>(455,704)</u>	<u>217,440</u>

## 12. Accounts Payable

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Creditors	28,977	19,381	73,596
Accruals	9,120	4,400	4,500
Banking Staffing Overuse	13,157	-	-
Employee Entitlements - Salaries	139,323	104,946	120,278
Employee Entitlements - Leave Accrual	12,229	4,330	14,635
	<u>202,806</u>	<u>133,057</u>	<u>213,009</u>
Payables for Exchange Transactions	202,806	133,057	213,009
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>202,806</u>	<u>133,057</u>	<u>213,009</u>

The carrying value of payables approximates their fair value.



### 13. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Grants in Advance - Ministry of Education	10,981	-	4,594
Gateway	-	-	61,187
Other Revenue In Advance	1,217	49,896	28,559
	<u>12,198</u>	<u>49,896</u>	<u>94,340</u>

### 14. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	33,738	40,978	41,458
Increase to the Provision During the Year	21,148	9,115	9,051
Use of the Provision During the Year	(34,350)	-	-
Other Adjustments	40,197	-	(16,771)
Provision at the End of the Year	<u>60,733</u>	<u>50,093</u>	<u>33,738</u>
Cyclical Maintenance - Current	28,894	28,968	10,240
Cyclical Maintenance - Non current	31,839	21,125	23,498
	<u>60,733</u>	<u>50,093</u>	<u>33,738</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2025. 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:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	23,248	10,823	19,581
Later than One Year and no Later than Five Years	45,829	5,789	47,956
Future Finance Charges	(9,585)	-	(10,762)
	<u>59,492</u>	<u>16,612</u>	<u>56,775</u>
Represented by			
Finance lease liability - Current	18,470	10,823	14,994
Finance lease liability - Non current	41,022	5,789	41,781
	<u>59,492</u>	<u>16,612</u>	<u>56,775</u>



## 16. 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.

The Proprietor of the School (Kaikohe Christian Fellowship Trust) is a related party of the School Board because the Proprietor appoints representatives to the School Board, giving the Proprietor significant influence over the School Board. Any services or contributions between the School Board and Proprietor have been disclosed appropriately, if the Proprietor collects fund on behalf of the school (or vice versa) the amounts are disclosed.

The Proprietor provides land and buildings free of charge for use by the School Board as noted in Note 1(c). The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as "Use of Land and Buildings".

Under an agency agreement, the School collects funds on behalf of the Proprietor. These include attendance dues, building levy and special character donations payable to the Proprietor. The amounts collected in total were \$1,709 (2023: \$5,806). These do not represent revenue in the financial statements of the school. Any balance not transferred at the year end is treated as a liability. The total funds held by the school on behalf of the proprietor are \$758 (2023: \$900).

## 17. Remuneration

### Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	2,280	2,195
<i>Leadership Team</i>		
Remuneration	768,494	821,780
Full-time equivalent members	7.00	7.00
Total key management personnel remuneration	<u>770,774</u>	<u>823,975</u>

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

### Principal 1

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170 - 180	160 - 170
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	2024 FTE Number	2023 FTE Number
100 - 110	3.00	2.00
110 - 120	3.00	4.00
120 - 130	1.00	2.00
	<u>7.00</u>	<u>8.00</u>

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

#### 18. 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:

	2024 Actual	2023 Actual
Total	\$0	\$0
Number of People	0	0

#### 19. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2024 (Contingent liabilities and assets at 31 December 2023: nil).

#### Holidays Act Compliance – Schools Payroll

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

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

#### Pay Equity and Collective Agreement Funding Wash-up

In 2024 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. At the date of signing the financial statements the School's final entitlement for the year ended 31 December 2024 has not yet been advised. The School has therefore not recognised an asset or liability regarding this funding wash-up, which is expected to be settled in July 2025.



## 20. Commitments

### (a) Capital Commitments

There are no capital commitments as at 31 December 2024 (Capital commitments at 31 December 2023: \$0).

### (b) Operating Commitments

As at 31 December 2024, the Board has entered into the following contracts:

(a) operating lease of photocopiers;

	2024 Actual \$	2023 Actual \$
No later than One Year	8,352	8,352
Later than One Year and No Later than Five Years	20,184	28,536
Later than Five Years	-	-
	<u>28,536</u>	<u>36,888</u>

The total lease payments incurred during the period were \$8,352 (2023: \$5,112).

## 21. Financial Instruments

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

### Financial assets measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	531,365	307,221	637,800
Receivables	148,881	122,819	139,137
Investments - Term Deposits	-	-	-

Total financial assets measured at amortised cost

<u>680,246</u>	<u>430,040</u>	<u>776,937</u>
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### Financial liabilities measured at amortised cost

Payables	202,806	133,057	213,009
Finance Leases	59,492	16,612	56,775

Total financial liabilities measured at amortised cost

<u>262,298</u>	<u>149,669</u>	<u>269,784</u>
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## 22. Events After Balance Date

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

## 23. Comparatives

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



## Kaikohe Christian School

### Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Mike Norman	Presiding Member	Elected	Sep 2025
David Rogers	Principal	ex Officio	
Peter Giesbers	Parent Representative	Elected	Jul 2024
Kathryn Paraone	Parent Representative	Elected	Sep 2025
Elizabeth Anderson	Parent Representative	Elected	Sep 2025
David Prickett	Staff Representative	Elected	Jul 2024
Robert Torr	Staff Representative	Elected	Sep 2025
Monte Tito	Proprietors Representative	Co-opted	Sep 2025
Mike Shaw	Proprietors Representative	Appointed	Sep 2025

## **Kaikohe Christian School**

### **Kiwisport**

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of \$3,019 (excluding GST). The funding was spent on sporting endeavours.

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

For the year ended 31st December 2024 the Kaikohe Christian 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.

## Analysis of Variance Report 2024

The areas of strategic interest for 2024 were...

Writing at Years one to ten

Mathematics at Years one to ten

NCEA Levels 1-3

Attendance

Context	Targets (by the end of)
	2024
<p><b>Writing Years one to ten.</b> Students needing accelerated learning approaches are identified in first term Initial teacher OTJs informed using a range of information about their students. Marked work, formal assessment of writing samples, teacher observation and feedback from the student, colleagues and family/whanau. End of year OTJs using the same range of information.</p> <p><b>Mathematics Years one to ten</b> Students needing accelerated learning approaches are identified in first term Initial teacher OTJs informed using a range of information about their students. Marked work, formal assessment of mathematics, teacher observation and feedback from the student, colleagues and family/whanau. End of year OTJs using the same range of information.</p>	<p>Writing: 56 students are identified using end of 2023 information as needing intervention to accelerate their progress and achievement in writing.</p> <p>Target: Raise achievement in writing for the 56 identified students by at least 20% (i.e. reduce the number in the Below and Well Below by at least 20%) whilst maintaining positive achievement trajectories for all students.</p> <p>Mathematics: 35 students are identified using end of 2023 information as needing intervention to accelerate their progress and achievement in maths.</p> <p>Target: Raise achievement in maths for the 35 identified students by at least 20% (i.e. reduce the number in the Below and Well Below by at least 20%) whilst maintaining positive achievement trajectories for all students.</p> <p>PLD: Korero ki te Tuhi - Talk to Write embedding processes. Mathematics (MOE Funded PLD 40 hours).</p>
<p><b>NCEA:</b> Early identification of students at risk of not achieving NCEA. End of year NCEA results Students</p>	<p>Target: Identified Year 10 and all Year 11 students to achieve L1 Numeracy and Literacy by the end of the year.</p> <p>Target: All students achieve NCEA L1, L2 and L3 by participation at their respective year levels before they leave school.</p>



<b>Attendance</b> Weekly attendance data collated and monitored / used to inform decision making.	Attendance Target of 90% for all students. Rock-On Pastoral referral for assistance Using ASA (Lance Edmonds)
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## Writing

**Target:** The writing target for 2024 was as follows;

Target: Raise achievement in writing for the 56 identified students by at least 20% (i.e. reduce the number in the Below and Well Below by at least 20%) whilst maintaining positive achievement trajectories for all students.

By Early March, teachers using a range of evidence were to gain a clear idea of the students who were at risk of not achieving in Writing.

The implementation of “Korero ki te Tuhi - Talk to Write” across the year levels 1 to 10 was included as a key strategy in addressing the goal.

Close monitoring of students’ writing, their responses during instructional sessions and data obtained from regular assessment of writing samples against exemplars enabled an on-track view of student progress.

Students identified as being at risk formed target groups in each classroom for specific interventions designed by teachers and other professionals to target need and accelerate progress for the identified students.

## Results

The end of 2024 results, which are conservative judgments using the curriculum progression framework as the benchmark, reveal that another positive move has been achieved, with number of students in the “Below” and “Well Below” categories reducing by 18 (from 56 to 38).

End 2023		Well Below	%WB	Below	%B	At	%At	Above	%Ab	Well Above	%WA
All	120	31	26%	25	21%	56	47%	4	3%	4	3%
Maori	81	22	27%	21	26%	31	38%	3	4%	4	5%
NZ Euro	31	7	23%	3	10%	21	68%	0	0%	0	0%
Asian	5	2	40%	0	0%	3	60%	0	0%	0	0%
Pacific Peoples	3	0	0%	1	33%	1	33%	1	33%	0	0%
Male	66	23	35%	14	21%	26	39%	2	3%	1	2%
Female	54	8	15%	11	20%	30	56%	2	4%	3	6%
End 2024		Well Below	%WB	Below	%B	At	%At	Above	%Ab	Well Above	%WA
All	112	19	17%	19	17%	63	56%	6	5%	5	4%
Maori	74	15	20%	12	16%	43	58%	2	3%	2	3%
NZ Euro	29	3	10%	6	21%	14	48%	4	14%	2	7%
Asian	5	1	20%	0	0%	4	80%	0	0%	0	0%
Pacific Peoples	4	0	0%	1	25%	2	50%	0	0%	1	25%
Male	62	14	23%	11	18%	33	53%	3	5%	1	2%
Female	50	5	10%	8	16%	30	60%	3	6%	4	8%

56 to 38 shift = 32% decrease. Target achieved

## Maths

**Target:** The Maths target for 2024 was as follows;

Raise achievement in maths for the 35 identified students by at least 20% (i.e. reduce the number in the Below and Well Below by at least 20%) whilst maintaining positive achievement trajectories for all students.

By Early March, teachers using a range of evidence were to have a clear idea of the students who were at risk of not achieving in Mathematics.

Implementation of strategies learned through participation in PLD across the year levels 1 to 10 were to be a key strategy in addressing the goal.

Close monitoring of students' mathematics engagement, participation and success during instructional and practice sessions, and data obtained from regular marking of student work enabled teachers to maintain an 'on-track' view of student progress.

Students identified as being at risk formed the target groups in each classroom. Specific interventions designed by teachers and other professionals targeted need to accelerate progress for the identified students.

## Results

The end of 2024 results, which are conservative judgments using the curriculum progression framework and PAT where applicable as the benchmark, reveal that another positive move has been achieved, with number of students in the "Below" and "Well Below" categories reducing by 10 (from 35 to 25).

End 2023	Well Below		%WB	Below	%B	At	%At	Above	%Ab	Well Above	%WA
All	122	15	12%	20	16%	79	65%	7	6%	1	1%
Maori	83	11	13%	14	17%	51	61%	6	7%	1	1%
NZ Euro	31	3	10%	6	19%	21	68%	1	3%	0	0%
Asian	5	1	20%	0	0%	4	80%	0	0%	0	0%
Pacific Peoples	3	0	0%	0	0%	3	100%	0	0%	0	0%
End 2024	Well Below		%WB	Below	%B	At	%At	Above	%Ab	Well Above	%WA
All	115	11	10%	14	12%	69	60%	18	16%	3	3%
Maori	75	7	9%	11	15%	45	60%	12	16%	0	0%
NZ Euro	30	3	10%	2	7%	21	70%	3	10%	1	3%
Asian	6	1	17%	1	17%	1	17%	2	33%	1	17%
Pacific Peoples	4	0	0%	0	0%	2	50%	1	25%	1	25%

35 to 25 shift = 28.5% decrease. Target achieved

## NCEA – Literacy and Numeracy

**Target:** Identified Year 10 and all Year 11 students to achieve L1 Numeracy and Literacy by the end of the year.

By early March teachers were to have a clear idea about which Year 10 students are likely ready to sit the External CAA (assessment for NCEA Literacy and Numeracy) and any Year 11 students who through not already having L1 Literacy and Numeracy, are at risk of not achieving NCEA L1 Literacy and Numeracy, and NCEA L1/ L2/L3. Collaborative / collegial discussions made use of a range of information to determine who is at risk. The nature of the risk was defined. Students were to be interviewed and counselled about risk factors. Learning pathways were to be co-constructed with the students to identify goals, achievement milestones, workload balances, 'on track' record for submitted course material, and important dates and events. Individual and group needs were to be addressed through Teacher Inquiry processes with key focus on "anytime" picture of student progress, students being clear about what they are learning and student agency.

## Results

The results for students sitting the CAA (Common Assessment Activities) for literacy and numeracy were inconsistent with our target.

There were 6 Year 10 students in 2024 identified as likely candidates for the CAA. Results shown below.

Year 10 Candidates				
Student	Lit R/5	Lit W/5	Num/10	Credits
1	✓			5
2	✓	✓		10
3	✓	✓		10
4	✓	✓	✓	20
5		✓		5
6		✓		5

Noting there was one candidate at Year 10 who achieved it is clear that maths is particularly demanding of our students in this assessment and that more deliberate preparation strategies need to be implemented.

Year 11 Candidates				
Student	Lit R/5	Lit W/5	Num/10	Credits
1	✓	✓	✓	20
2		✓		5
3		✓		5
4	✓	✓	✓	20
5	✓	✓		10
6	✓	✓	✓	20
7	✓	✓		10
8	Awarded prior		✓	20
9				
10	Awarded prior			20
11	Awarded prior			20
12	Awarded prior			20
13	Awarded prior			20

Of the thirteen candidates in Year 11 2024, four had Lit/Num under the previous system and one had partial accreditation.

Of the 7 remaining students who needed to sit the CAA assessments, 4 were successful, with others required to sit CAA again in 2025 to gain L1.

The target was 100% attainment for all participating students.

All students sitting Lit/Numacy and Numeracy								
Course	Standard	N	A	ABS	Total Students	% Pass Rate/stand	ard	Av Course % Pass Rate
L1 Lit R	32403	9	15		24	62.5		62.5
L1 Lit W	32405	9	14	1	24	58.3		58.3
L1 Num		17	7		24	29.1		29.1

The aggregated data above does not differentiate year levels.

Respective course results range from 62.5 % to 29.1% achievement = Target not met.

## NCEA L1, L2 L3

**Target:** All students achieve NCEA L1, L2 and L3 by participation at their respective year levels before they leave school.

More deliberate and tightly managed processes were needed to support student achievement in NCEA. Course outlines and schedules were made more explicit however there was mixed success in making sure they were adhered to. Planning was targeted to be explicit and detailed.

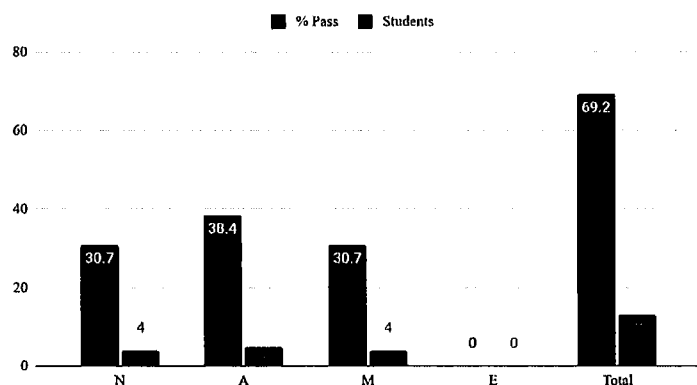
Staff were asked to ensure students were clear about what they need to do to demonstrate that they meet Excellence, Merit and achieved grades. Plans for 'real time' tracking of progress within the unit of learning were also required.

## Results

### Level 1

The following are charts detailing % pass rates for participating students at each year level.

NCEA L1 % Pass Rate of Participating Students

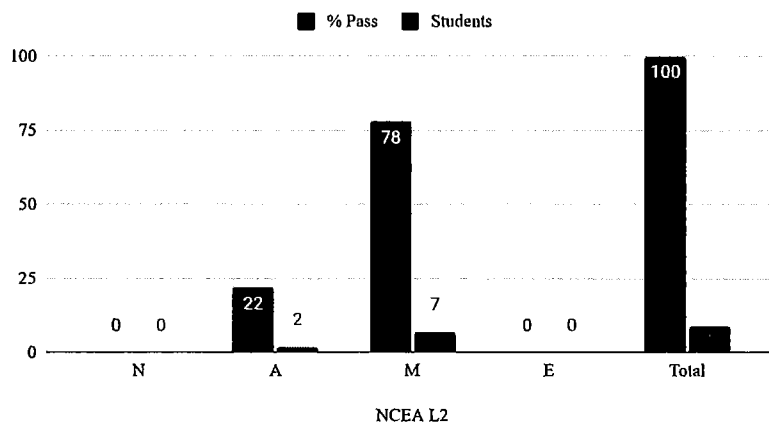


There were 13 students in the participating cohort. The students who have not gained Lit/Num are not able to be awarded NCEA L1, however these students have achieved enough credits to be awarded the credential once they pass the relevant CAA

The target was for all participating students to pass L1. 69% = not achieved.

## Level 2

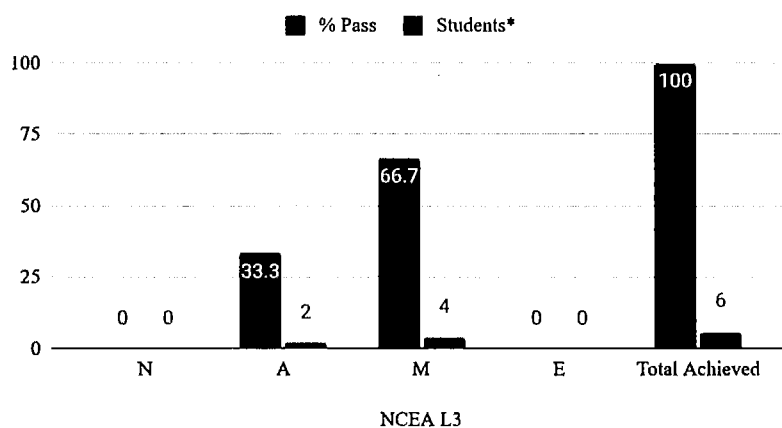
NCEA L2 % Pass Rate of Participating Students



All participating students achieved L2. Of the 9 students, 7 were Merit endorsed. The target was for all participating students to pass L2. 100% = achieved.

## Level 3

NCEA L3 % Pass of 6 Participating Students



All participating students achieved L3. Of the 6 students, 4 were Merit endorsed. The target was for all participating students to pass L3. 100% = achieved.

## Attendance

Target: 90% attendance for all students

Addressing attendance concerns was supported by regular monitoring of attendance protocols established and agreed to by stakeholders. Attendance Registers were kept up to date with currency i.e. marked at the expected time, however some teaching staff needed reminders to keep their records current.

School processes were followed to ensure absences are properly followed up.

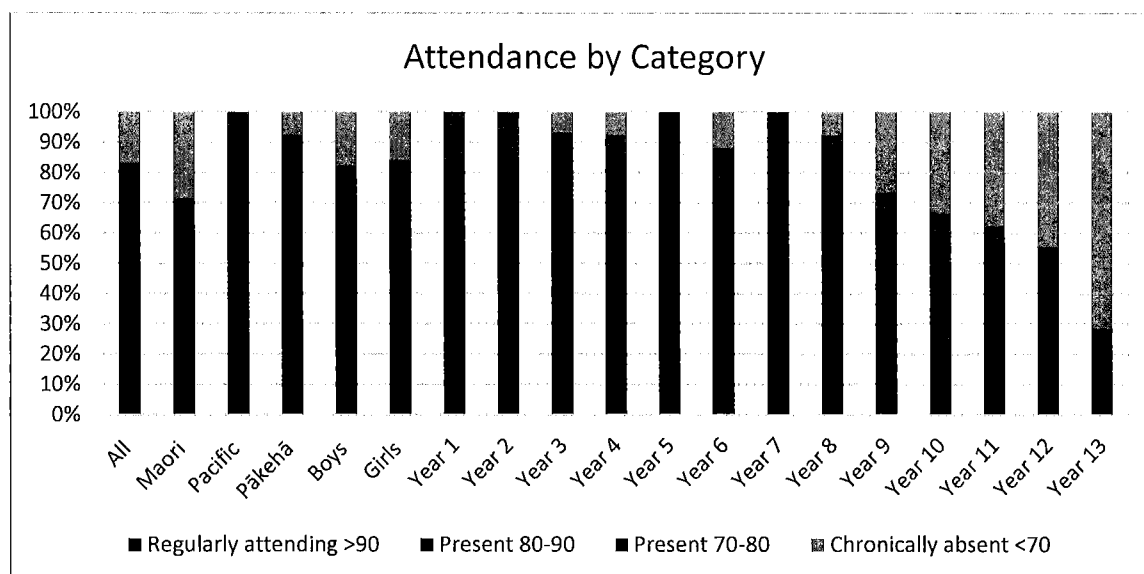
Weekly trends were analysed and concerns identified.

Reporting to the Board occurred at each regular meeting.

Attendance Service referrals were followed up with as appropriate.

## Result

Attendance data: To September 18th 2024									
Roll 162		Regularly attending		Present 80-90		Present 70-80		Chronically absent <70	
		Number	%	Number	%	Number	%	Number	%
All	157	57	36%	60	38%	20	13%	20	13%
Maori	73	25	34%	21	29%	12	16%	15	21%
Pacific	6	4	67%	2	33%	0	0%	0	0%
Pākehā	73	27	37%	32	44%	8	11%	6	8%
Boys	78	26	33%	32	41%	8	10%	12	15%
Girls	79	31	39%	27	34%	12	15%	9	11%
Year 1	13	2	15%	9	69%	2	15%	0	0%
Year 2	10	4	40%	3	30%	3	30%	0	0%
Year 3	14	5	36%	7	50%	1	7%	1	7%
Year 4	13	6	46%	4	31%	2	15%	1	8%
Year 5	10	7	70%	3	30%	0	0%	0	0%
Year 6	17	6	35%	8	47%	0	0%	3	18%
Year 7	13	8	62%	5	38%	0	0%	0	0%
Year 8	13	6	46%	4	31%	2	15%	1	8%
Year 9	14	6	43%	4	29%	1	7%	3	21%
Year 10	9	4	44%	2	22%	2	22%	1	11%
Year 11	15	1	7%	6	40%	4	27%	4	27%
Year 12	9	2	22%	3	33%	1	11%	3	33%
Year 13	7	0	0%	1	14%	2	29%	4	57%



The charts show a concerning picture of progressively poorer attendance in the secondary school, the higher the year level, peaking at Year 13 with a 'Chronically Absent' statistic of 57%. This data set was taken at the end of the third term prior to the NCEA exam period and represents the year to that time i.e. to September 18<sup>th</sup>.

At the schooling year levels where students have much to gain, the attendance is very concerning. The school has employed a wide range of strategies to engage whanau and students to promote and encourage positive attendance. What remains is largely outside of the school's sphere of influence or control.

The average attendance rate (for the whole school) for the period covered is 82% and although reasonable, still well short of the desired rate.

Target for attendance was set at 90% - Actual average attendance was 82% = target not met.

## **Giving Effect to the Treaty of Waitangi**

### **Working to ensure their plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori**

Cultural connections, local histories and identities are acknowledged and incorporated into the school's vision and curriculum as we continue developing a greater sense of significance and inclusiveness for all students in the richness that exists in our backgrounds. This is particularly relevant as we explore how Christianity was in a large part enabled by wise tupuna who embraced the Gospel message and ushered into this land, under the unction and guidance of the Holy Spirit, the message of reconciliation and peace with God.

The Board is committed to identifying and removing barriers that prevent Maori achieving as Maori through the development of responsive pedagogies and professional learning. This foundation greatly enhances and enables the expression of core beliefs in this special character setting through Maori Performing Arts, kapa haka, learning Te Reo, learning local history, participating in inter-school cultural events and through any other engagement that honours God.

The Board ensures that the views and concerns of Maori in its community help to shape the school direction by:

- Encouraging a strong Maori representation on the Board.
- Fostering a strong partnership between school, home and church.
- Consulting with Maori within its community in the following ways:
  - Surveys of Parents / caregivers, Students, Staff and other community stakeholders
  - Staff / Parent interviews
  - Community hui
  - Social functions
  - Informal interaction by staff and Board members, with the school community members in church and other situations.

### **The Board takes all reasonable steps to provide instruction in Maori culture and language.**

The Board is committed to ensuring there is a responsive curriculum, addressing needs and aspirations of stakeholders in the school. Part of this is to continue to strengthen the provision and delivery of quality learning opportunities in Te Reo, and cultural engagement through connecting with the unique and various local histories that chronicle the histories relevant to the Special Character of this school. Students experience a wide range of cultural engagement through attending powhiri, tangi, cultural performances and local history trips to landmarks and sites of significance.

### **Achieving equitable outcomes for Māori students.**

The Board receives regular reports on the progress and achievement of students, including that of Maori students (62% of roll). Board reports include information on plans and strategies for interventions and accelerated learning programmes where needed. Board discussions include the allocation of resourcing to support equitable outcomes for students. Current analyses indicate the school is effectively giving effect to this imperative in that there is relative parity in terms of progress and achievement outcomes for learners as demonstrated in ethnic cohort data.



**INDEPENDENT AUDITOR'S REPORT  
TO THE READERS OF KAIKOHE CHRISTIAN SCHOOL'S  
FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2024**

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The Auditor-General is the auditor of Kaikohe Christian School School (the School). The Auditor-General has appointed me, Steve Bennett, using the staff and resources of Bennett & Associates, to carry out the audit of the financial statements of the School on his behalf.

### **Opinion**

We have audited the financial statements of the School on pages 2 to 19, that comprise the statement of financial position as at 31 December 2024, 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 2024; 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 Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 25 June 2025. 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 of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.



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

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

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

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

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

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

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

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

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



- We evaluate the overall presentation, structure, and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay 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 Analysis of Variance, the Kiwisport Statement, the List of Trustees and Statement of Responsibility but does not include the financial statements, and our auditor's report thereon. Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

### **Independence**

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

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



**Steve Bennett**  
**BENNETT & ASSOCIATES**  
On behalf of the Auditor-General  
Whangarei, New Zealand

