



SOUTHLAND  
ADVENTIST CHRISTIAN SCHOOL

# **ANNUAL FINANCIAL STATEMENTS**

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

### **School Directory**

<b>Ministry Number:</b>	4112
<b>Principal:</b>	Joshua Taylor
<b>School Address:</b>	21 Durham Street, Waikiwi, Invercargill
<b>School Postal Address:</b>	PO Box 5007, Waikiwi, Invercargill, 9843
<b>School Phone:</b>	03 215 7904
<b>School Email:</b>	<a href="mailto:office@sacs.school.nz">office@sacs.school.nz</a>

# SOUTHLAND ADVENTIST CHRISTIAN SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

## Index

Page	Statement
<a href="#">1</a>	Statement of Responsibility
<a href="#">2</a>	Members of the Board
<a href="#">3</a>	Statement of Comprehensive Revenue and Expense
<a href="#">4</a>	Statement of Changes in Net Assets/Equity
<a href="#">5</a>	Statement of Financial Position
<a href="#">6</a>	Statement of Cash Flows
<a href="#">7 - 16</a>	Notes to the Financial Statements
	Independent Auditor's Report

# Southland Adventist Christian 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.

\_\_\_\_\_  
Full Name of Presiding Member

  
\_\_\_\_\_  
Signature of Presiding Member

23-July-2024  
Date:

Joshua Taylor  
\_\_\_\_\_  
Full Name of Principal

  
\_\_\_\_\_  
Signature of Principal

23-July-2024  
Date:

# Southland Adventist Christian School

## Members of the Board

For the year ended 31 December 2023

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Owen Saunders	Presiding Member	Elected	Sep 2025
Joshua Taylor	Principal	ex Officio	
Reece McLean	Parent Representative	Elected	Sep 2025
Liz Bocchino	Staff Representative	Elected	Sep 2025
Ross Gibbs	Proprietors Representative	Appointed	
Jane Salesa	Parent Representative	Elected	Sep 2025
Lua Sekone	Parent Representative	Elected	Sep 2025
Tulaga Aiolupotea	Proprietors Representative	Appointed	
Nicky Rademeyer	Proprietors Representative	Appointed	

# Southland Adventist Christian School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

		2023	2023	2022
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Revenue</b>				
Government Grants	2	792,879	683,472	699,227
Locally Raised Funds	3	44,926	29,740	32,335
Use of Proprietor's Land and Buildings		155,000	155,000	155,000
Interest		3,568	100	792
<b>Total Revenue</b>		<b>996,373</b>	<b>868,312</b>	<b>887,354</b>
<b>Expenses</b>				
Locally Raised Funds	3	44,637	43,150	43,458
Learning Resources	4	659,996	542,108	558,116
Administration	5	76,704	74,550	70,569
Interest		353	-	293
Property	6	218,357	208,400	208,634
Loss on Disposal of Property, Plant and Equipment		67	-	2,067
<b>Total Expense</b>		<b>1,000,114</b>	<b>868,208</b>	<b>883,137</b>
<b>Net (Deficit)/Surplus for the year</b>		<b>(3,741)</b>	<b>104</b>	<b>4,217</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>(3,741)</b>	<b>104</b>	<b>4,217</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.



# Southland Adventist Christian 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>		211,444	211,444	203,633
Total comprehensive revenue and expense for the year		(3,741)	104	4,217
Contribution - Furniture and Equipment Grant		17,558	-	3,594
<b>Equity at 31 December</b>		225,261	211,548	211,444
Accumulated comprehensive revenue and expense		225,261	211,548	211,444
<b>Equity at 31 December</b>		225,261	211,548	211,444

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.



# Southland Adventist Christian School

## Statement of Financial Position

As at 31 December 2023

		2023	2023	2022
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	7	106,606	122,065	89,961
Accounts Receivable	8	43,314	41,402	41,402
Prepayments		7,764	6,575	6,575
		157,684	170,042	137,938
<b>Current Liabilities</b>				
GST Payable		6,783	6,938	6,938
Accounts Payable	10	61,934	57,924	57,924
Revenue Received in Advance	11	2,318	850	850
Finance Lease Liability	13	2,183	1,572	1,572
		73,218	67,284	67,284
<b>Working Capital Surplus</b>		84,466	102,758	70,654
<b>Non-current Assets</b>				
Property, Plant and Equipment	9	151,016	122,215	147,215
		151,016	122,215	147,215
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	12	7,713	11,898	4,898
Finance Lease Liability	13	2,508	1,527	1,527
		10,221	13,425	6,425
<b>Net Assets</b>		225,261	211,548	211,444
<b>Equity</b>		225,261	211,548	211,444

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



# Southland Adventist Christian 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		267,861	245,532	244,090
Locally Raised Funds		44,138	29,740	32,499
Goods and Services Tax (net)		(155)	-	3,247
Payments to Employees		(107,690)	(112,168)	(97,307)
Payments to Suppliers		(162,586)	(131,100)	(135,512)
Interest Paid		(353)	-	-
Interest Received		3,572	100	788
Net cash from Operating Activities		44,787	32,104	47,805
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment		(44,991)	-	(48,415)
Net cash (to) Investing Activities		(44,991)	-	(48,415)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		17,558	-	3,594
Finance Lease Payments		(709)	-	(1,306)
Net cash from Financing Activities		16,849	-	2,288
<b>Net increase in cash and cash equivalents</b>		16,645	32,104	1,678
Cash and cash equivalents at the beginning of the year	7	89,961	89,961	88,283
<b>Cash and cash equivalents at the end of the year</b>	7	106,606	122,065	89,961

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.





# Southland Adventist Christian School

## Notes to the Financial Statements

### For the year ended 31 December 2023

#### 1. Statement of Accounting Policies

##### 1.1. Reporting Entity

Southland Adventist 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.

##### 1.2. Basis of Preparation

###### **Reporting Period**

The financial reports 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 expenditure 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 whole 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 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 12.

###### **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 9.



### ***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 13. Future operating lease commitments are disclosed in note 18b.

#### ***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.

### **1.3. 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 to which they relate. 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 to which they relate. 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 also not received in cash by the school however 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 recognised as 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.

### **1.4. 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.

### **1.5. 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.



## 1.6. 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.

## 1.7. 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 to buildings owned by the Proprietor 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:

Furniture and equipment	5-10 years
Information and communication technology	4-5 years
Leased assets held under a Finance Lease	Term of Lease
Motor vehicles	7 years
Library resources	12.5% Diminishing value

## 1.8. 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 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 as 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.

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.



### **1.9. 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.

### **1.10. Employee Entitlements**

#### *Short-term employee entitlements*

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

#### *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 the surplus or deficit in the period in which they arise.

### **1.11. 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.

### **1.12. Provision for Cyclical Maintenance**

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

The School carries out painting maintenance of the whole school over a variety of periods in accordance with the conditional assessment of each area of the school. 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.

### **1.13. Financial Instruments**

The School's financial assets comprise cash and cash equivalents, and accounts receivable. All of these financial assets, except for investments that are shares, are categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

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

### **1.14. 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.

### **1.15. Budget Figures**

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

### **1.16. Services received in-kind**

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



## 2. Government Grants

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	275,091	246,624	249,190
Teachers' Salaries Grants	517,788	436,848	450,037
	<u>792,879</u>	<u>683,472</u>	<u>699,227</u>

The School has opted in to the donations scheme for this year. Total amount received was \$14,025 (2022: \$13,050).

## 3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Revenue</b>			
Donations & Bequests	12,934	4,000	3,055
Fees for Extra Curricular Activities	7,234	6,140	5,515
Trading	3,956	4,600	3,279
Fundraising & Community Grants	2,435	1,000	249
Other Revenue	4,681	1,000	9,579
Transport Revenue	13,686	13,000	10,658
	<u>44,926</u>	<u>29,740</u>	<u>32,335</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	3,290	2,500	4,041
Trading	3,693	4,400	3,027
Fundraising & Community Grant Costs	773	100	260
Transport (Local)	36,881	36,150	36,130
	<u>44,637</u>	<u>43,150</u>	<u>43,458</u>
<i>Surplus / (Deficit) for the year Locally raised funds</i>	<u>289</u>	<u>(13,410)</u>	<u>(11,123)</u>

## 4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	29,177	22,000	16,517
Library Resources	36	200	102
Employee Benefits - Salaries	575,598	490,108	497,106
Staff Development	9,115	4,800	4,249
Depreciation	46,070	25,000	40,142
	<u>659,996</u>	<u>542,108</u>	<u>558,116</u>

## 5. Administration

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Audit Fee	4,924	4,800	4,635
Board Fees	3,515	3,000	1,045
Board Expenses	837	2,200	1,156
Communication	650	1,200	1,050
Consumables	15,777	14,900	11,340
Other	5,182	3,950	3,107
Employee Benefits - Salaries	42,117	41,000	43,533
Insurance	-	-	913
Service Providers, Contractors and Consultancy	3,702	3,500	3,790
	<u>76,704</u>	<u>74,550</u>	<u>70,569</u>

## 6. Property

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	3,139	3,000	3,454
Cyclical Maintenance	2,571	7,000	2,594
Adjustment to the Provision- Other Adjustments	244	-	-
Grounds	7,515	3,800	5,834
Heat, Light and Water	16,416	8,100	14,097
Rates	8,644	8,000	8,151
Repairs and Maintenance	7,664	3,500	9,319
Use of Land and Buildings	155,000	155,000	155,000
Security	1,207	1,000	1,380
Employee Benefits - Salaries	15,957	19,000	8,805
	<b>218,357</b>	<b>208,400</b>	<b>208,634</b>

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. Cash and Cash Equivalents

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	106,606	122,065	89,961
Cash and Cash Equivalents for Statement of Cash Flows	<b>106,606</b>	<b>122,065</b>	<b>89,961</b>

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

Of the \$106,606 Cash and Cash Equivalents, \$1,381 of unspent grant funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

## 8. Accounts Receivable

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables from the Ministry of Education	3,865	-	-
Interest Receivable	-	4	4
Teacher Salaries Grant Receivable	39,449	41,398	41,398
	<b>43,314</b>	<b>41,402</b>	<b>41,402</b>
Receivables from Exchange Transactions	-	4	4
Receivables from Non-Exchange Transactions	<b>43,314</b>	<b>41,398</b>	<b>41,398</b>
	<b>43,314</b>	<b>41,402</b>	<b>41,402</b>

## 9. Property, Plant and Equipment

	Opening	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	Balance (NBV)					
2023	\$	\$	\$	\$	\$	\$
Furniture and Equipment	82,675	26,533	(67)	-	(13,077)	<b>96,064</b>
Information and Communication Technology	24,855	19,459	-	-	(12,543)	<b>31,771</b>
Motor Vehicles	28,880	-	-	-	(17,278)	<b>11,602</b>
Leased Assets	3,101	3,721	-	-	(2,181)	<b>4,641</b>
Library Resources	7,704	225	-	-	(991)	<b>6,938</b>
<b>Balance at 31 December 2023</b>	<b>147,215</b>	<b>49,938</b>	<b>(67)</b>	<b>-</b>	<b>(46,070)</b>	<b>151,016</b>

The net carrying value of equipment held under a finance lease is \$4,641 (2022: \$3,101)

### Restrictions

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 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$	2022 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$
Furniture and Equipment	175,647	(79,583)	96,064	153,261	(70,586)	82,675
Information and Communication Technology	76,232	(44,461)	31,771	68,899	(44,044)	24,855
Motor Vehicles	115,184	(103,582)	11,602	115,184	(86,304)	28,880
Leased Assets	6,595	(1,954)	4,641	7,117	(4,016)	3,101
Library Resources	39,889	(32,951)	6,938	39,665	(31,961)	7,704
<b>Balance at 31 December</b>	<b>413,547</b>	<b>(262,531)</b>	<b>151,016</b>	<b>384,126</b>	<b>(236,911)</b>	<b>147,215</b>

#### 10. Accounts Payable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Creditors	7,613	5,576	5,576
Accruals	4,774	5,720	5,720
Banking Staffing Overuse	-	1,092	1,092
Employee Entitlements - Salaries	46,929	43,329	43,329
Employee Entitlements - Leave Accrual	2,618	2,207	2,207
	<b>61,934</b>	<b>57,924</b>	<b>57,924</b>
Payables for Exchange Transactions	61,934	57,924	57,924
	<b>61,934</b>	<b>57,924</b>	<b>57,924</b>

The carrying value of payables approximates their fair value.

#### 11. Revenue Received in Advance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Grants in Advance - Ministry of Education	1,381	-	-
Other Revenue in Advance	937	850	850
	<b>2,318</b>	<b>850</b>	<b>850</b>

#### 12. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	4,898	4,898	2,304
Increase to the Provision During the Year	2,571	7,000	2,449
Other Adjustments	244	-	145
Provision at the End of the Year	<b>7,713</b>	<b>11,898</b>	<b>4,898</b>
Cyclical Maintenance - Non current	7,713	11,898	4,898
	<b>7,713</b>	<b>11,898</b>	<b>4,898</b>

The School's cyclical maintenance schedule details annual painting & other significant cyclical maintenance work to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the other sources of evidence and is adjusted as identified and confirmed appropriate by the Board. These other sources of evidence alone are not sufficient appropriate audit evidence to support an audit opinion on this provision.

### 13. Finance Lease Liability

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	2,514	1,773	1,773
Later than One Year and no Later than Five Years	2,675	1,643	1,643
Future Finance Charges	(498)	(317)	(317)
	<u>4,691</u>	<u>3,099</u>	<u>3,099</u>
<b>Represented by:</b>			
Finance lease liability - Current	2,183	1,572	1,572
Finance lease liability - Non current	2,508	1,527	1,527
	<u>4,691</u>	<u>3,099</u>	<u>3,099</u>

### 14. Related Party Transactions

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

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

The Proprietor of the School (New Zealand Seven Day Adventists Schools Association) 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 1.3. 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".

### 15. Remuneration

#### Key management personnel compensation

Key management personnel of the School include all trustees of the Board, and the Principal.

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	3,515	1,045
<i>Leadership Team</i>		
Remuneration	132,695	112,797
Full-time equivalent members	1.00	1.00
Total key management personnel remuneration	<u>136,210</u>	<u>113,842</u>

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

#### Principal

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	110 - 120
Benefits and Other Emoluments	0 - 5	0 - 5
Termination Benefits	0 - 0	0 - 0





#### 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	1.00
	1.00	1.00

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

#### 16. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, 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	-	-

#### 17. 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: nil).

##### Holidays Act Compliance – schools payroll

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

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

##### Pay Equity Settlement Wash Up amounts

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

#### 18. Commitments

##### (a) Capital Commitments

As at 31 December 2023 the Board has not entered into any contract agreements for capital works.

(Capital commitments at 31 December 2022: nil)

##### (b) Operating Commitments

As at 31 December 2023 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2022: nil)

#### 19. 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	106,606	122,065	89,961
Receivables	43,314	41,402	41,402
Investments - Term Deposits	-	-	-
Total Financial assets measured at amortised cost	149,920	163,467	131,363

##### Financial liabilities measured at amortised cost

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Payables	61,934	57,924	57,924
Finance Leases	4,691	3,099	3,099
Total Financial liabilities measured at amortised Cost	66,625	61,023	61,023



## **20. Events After Balance Date**

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

## **21. Comparatives**

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

## INDEPENDENT AUDITOR'S REPORT

### To the readers of Southland Adventist Christian School's financial statements for the year ended 31 December 2023

The Auditor-General is the auditor of Southland Adventist Christian School (the School). The Auditor-General has appointed me, Michael Lee, using the staff and resources of Crowe New Zealand Audit Partnership, to carry out the audit of the financial statements of the School on his behalf.

#### Qualified opinion

We have audited the financial statements of the School on pages 3 to 16, 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, except for the matter described in the *Basis for our qualified opinion* section of our report, the financial statements of the School:

- a) 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
- b) 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 23 July 2024. This is the date at which our opinion is expressed.

The basis for our qualified 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 qualified opinion – Provision for cyclical maintenance

The School has an obligation to keep the land and buildings in good order and repair. The Statement of Financial Position on page 5 includes a provision for cyclical maintenance provision of \$7,713. The School could not provide sufficient appropriate evidence to support the provision because as outlined in note 12, the School does not currently have a cyclical maintenance plan to support the maintenance the School needs to carry out on those buildings. There are no other practical audit procedures we could perform to determine the reasonableness of the provision. As a result, we were unable to determine whether any adjustment to the provision was necessary.

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 qualified opinion.

**Responsibilities of the Board for the financial statements**

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

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

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

The Board's responsibilities arise from section 134 of the Education and Training Act 2020.

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

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

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

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

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

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

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

the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

#### **Other information**

The Board is responsible for the other information. The other information comprises the information included within the; Report of Te Tiriti o Waitangi, Evaluation of the School's Students' Progress and Achievement, Statement of Variance, Statement of Compliance with Good Employer Policy and Statement of Kiwisport Funding, 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.

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.



Michael Lee  
Crowe New Zealand Audit Partnership  
On behalf of the Auditor-General  
Invercargill, New Zealand





Southland Adventist<sup>™</sup>  
Christian School

# ANNUAL REPORT 2023

This is a report on the 2023 year which is based on our last charter which was created prior to the new Education (School Planning and Reporting) Regulations 2023.

SACS.SCHOOL.NZ



## List of all school board members

These members have served on our School Board during 2023.

Board member names	Date that the board member's term finishes
<b>Joshua Taylor</b> (Principal)	Ex-officio
<b>Owen Saunders</b> (Presiding Member, Elected Parent-representative)	September 2025
<b>Elizabeth Bocchino</b> (Staff Representative)	September 2025
<b>Tulaga Aiolupotea</b> (Proprietor's Appointee)	September 2025
<b>Nicolene Rademeyer</b> (Proprietor's Appointee)	September 2025
<b>Ross Gibbs</b> (Proprietor's Appointee)	September 2025
<b>Jane Salesa</b> (Elected Parent-representative)	September 2025
<b>Tulua Sekone-Fraser</b> (Elected Parent-representative)	September 2025
<b>Reece McLean</b> (Elected Parent-representative)	September 2025

# Statement of Variance: Progress against Achievement Targets

Strategic Goal:

Ensure high levels of staff performance and student achievement through implementation of self-review, targeted professional development and teaching as inquiry processes.

Achievement Targets	Actions	What did we achieve	Reasons for any differences between the target and the outcomes	Planning for next year – where to next?
In 2022, only 13 out of 19 Year 6 & 7 students (68%) were ‘at’ or ‘above’ the expected curriculum level in Maths. The <b>2023 achievement target</b> is that we move the six Year 6 & 7 students who were working ‘below’ the expected curriculum level in Maths to working ‘at’ the expected level.	<p>We continued working with our PLD Facilitator to continue the work we started in 2022. We had a session with an e-asTTle expert who was able to support us to set up consistent e-asTTle Maths testing across the school.</p> <p>Through staff PLD meetings, teachers discussed strategies to accelerate the learning of these students. Teachers have used our “Teaching as Inquiry” professional growth cycle model to develop their teaching and adapt their practice accordingly.</p> <p>We continued to develop and embed our new local school curriculum to ensure what is being taught is relevant and applicable to our students.</p> <p>The principal had a session with a trainer from EDGE learning about how to utilise our assessment data base to better analyse our achievement data. Junior and senior teachers shared assessment practices to strength our moderation processes across the school.</p> <p>We started a new Internal Evaluation cycle to further develop our assessment for learning practices in line with the ERO recommendations.</p>	According to our End of Year OTJ, the six Year 6 & 7 students from 2022 are now achieving at the following levels. Since the end of 2022, one has moved up a whole curriculum level and five have moved up the expected half-curriculum level. No students in this cohort are still working at the same curriculum level. It is very pleasing that one student has made accelerated progress and that the rest have still made one year’s progress. This is great progress for this cohort.	<p>Teachers engaged in professional development and have worked together to develop ways of raising achievement. There has been a focus on finding and discussing professional readings which relate to challenges teachers have had moving students forward in their learning.</p> <p>Through good teacher practice and deliberate strategies to advance these students, we managed to see some accelerated progress.</p> <p>Not all students made the desired accelerated progress. Many of these students have additional learning needs for which we are continuing to seek solutions.</p>	<p>We had one Year 6 &amp; 7 student make accelerated progress in Maths. Although we would have liked to see progress further, it is always pleasing to see any student accelerate. We can now build on the progress made this year to see further accelerated progress in 2024. We now have proven strategies to utilise in working towards our achievement goals.</p> <p>In 2024 we will extend this achievement target and try to move the 16 students who were working ‘below’ the expected curriculum level in Mathematics to working ‘at’ the expected level.</p>
In 2022, only 14 out of 21 Year 2 & 3 girls (67%) were ‘at’ or ‘above’ the expected curriculum level in Writing. The <b>2023 achievement target</b> is that we move the seven Year 2 & 3 students who were working ‘below’ the expected curriculum level in Writing to working ‘at’ the expected level.	<p>We continued working with our PLD Facilitator to continue the work we started in 2022. We had two sessions revising the methods we use to assess Writing e-asTTle tests. This provided clarity for the teachers in the way they assess student writing.</p> <p>Through staff PLD meetings, teachers discussed strategies to accelerate the learning of these students. Teachers have used our “Teaching as Inquiry” professional growth cycle model to develop their teaching and adapt their practice accordingly.</p> <p>We continued to develop and embed our new local school curriculum to ensure what is being taught is relevant and applicable to our students.</p> <p>The principal had a session with a trainer from EDGE learning about how to utilise our assessment data base to better analyse our achievement data. Junior and senior teachers shared assessment practices to strength our moderation processes across the school.</p> <p>We started a new Internal Evaluation cycle to further develop our assessment for learning practices in line with the ERO recommendations.</p>	According to our End of Year OTJ, the seven Year 2 & 3 girls who were working ‘below’ the expected curriculum level in Writing in 2022 are now achieving at the following levels. Since the end of 2022, five students have moved up a whole curriculum level and two have moved up the expected half-curriculum level. No students in this cohort are still working at the same curriculum level. The majority of these students have interventions in place, which together with quality teaching has seen them make outstanding progress.	<p>Teachers engaged in professional development and have worked together to develop ways of raising achievement. There has been a focus on finding and discussing professional readings which relate to challenges teachers have had moving students forward in their learning.</p> <p>Through good teacher practice and deliberate strategies to advance these students, we managed to see some accelerated progress.</p> <p>Many of the students in the Writing target group were also supported in their learning through the Quick60 programme. Our teacher aide worked with their group regularly throughout the year. This intensive extra support has helped them progress in their Writing as well as their Reading at an accelerated rate.</p>	<p>We had five Year 2 &amp; 3 girls make accelerated progress in Writing. We are very pleased to see this level of progress.</p> <p>In 2024 we will us the strategies we have developed to continue improving student achievement. We will continue to embed our new local school curriculum and also run the Quick60 programme for students struggling with Literacy.</p>



# Evaluation and analysis of the school’s students’ progress and achievement

## Student Achievement Overview

Every student who has completed at least one year of school is giving an Overall Teacher Judgement according the level of the New Zealand Curriculum at which they are working. These curriculum levels are then translated into a judgement as to whether the student is “well above”, “above”, “at”, “below” or “well below” the expected curriculum level for their year level in Reading, Writing and Maths. To be considered “well above”, a student must be working more than two years above the expected curriculum level. To be “above” a student must be working at least one year above the expected level. A student who is “below” is working one year below the expected level. A student who is “well below” is working more than one year below the expected level.

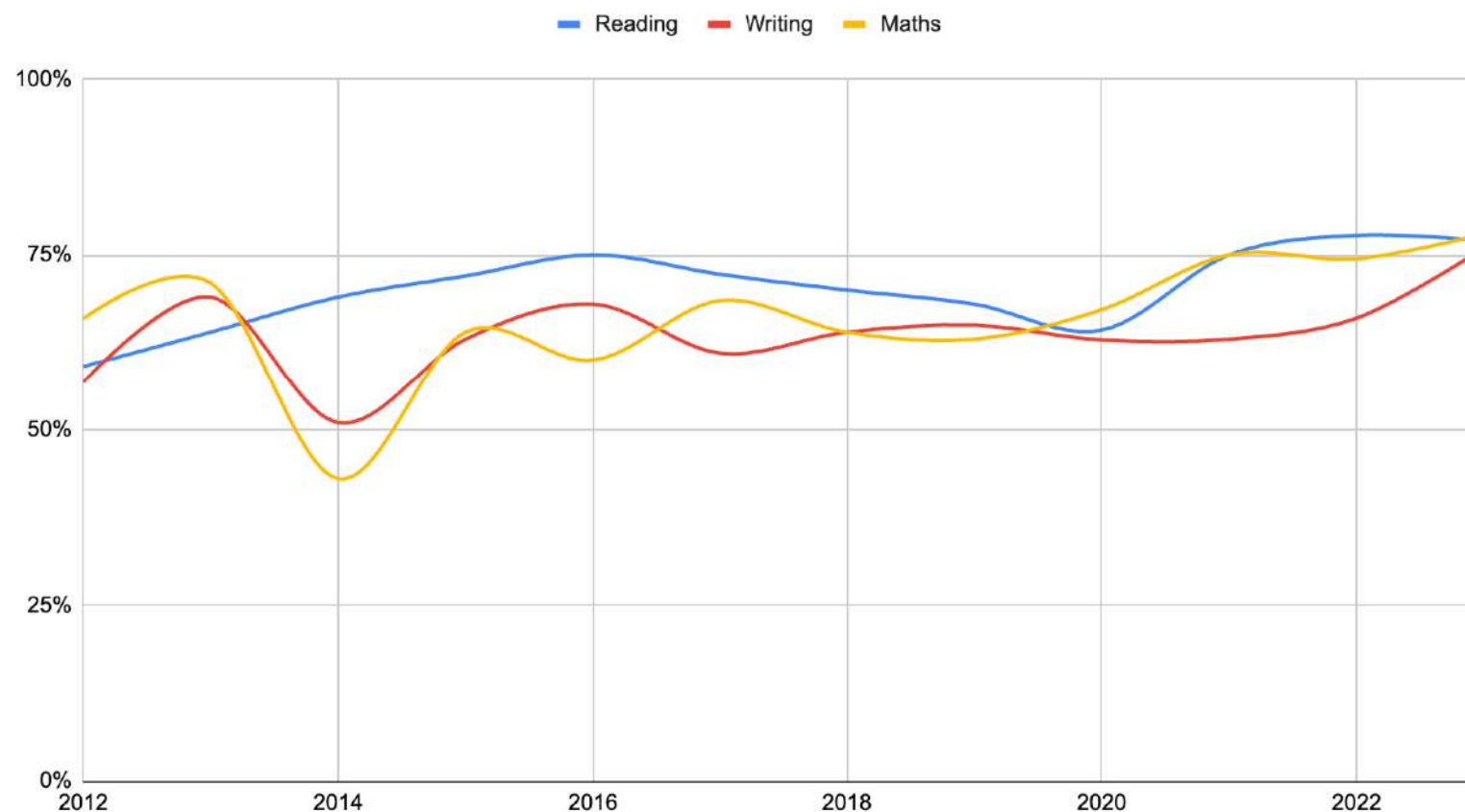
### Term Expectations

The term expectations work with the standard point scale for displaying student progression on graphs.

	Reading Term 2 Min	Reading Term 2 Max	Reading Term 4 Min	Reading Term 4 Max
Year 1	Pre 1	Early 1	Early 1	Early 1
Year 2	Early 1	At 1	At 1	At 1
Year 3	At 1	Early 2	Early 2	Early 2
Year 4	Early 2	At 2	At 2	At 2
Year 5	At 2	Early 3	Early 3	Early 3
Year 6	Early 3	At 3	At 3	At 3
Year 7	At 3	Early 4	Early 4	Early 4
Year 8	Early 4	At 4	At 4	At 4

## *Whole School Percentage Data*

Percentage of Students At or Above the Expected Curriculum Level Over Time



The above graph shows the percentage of students who are “At” or “Above” the Expected Curriculum Level in Reading, Writing and Maths from 2012-2023. Analysis of this data is found of the following pages.

## Current Student Achievement: Progress and Achievement Levels

### Reading

Expected Curriculum Level	2018	2019	2020	2021	2022	Mid-2023	2023
Above	23%	30%	26%	33%	33%	24%	41%
At	47%	38%	39%	42%	44%	65%	36%
Below	23%	21%	23%	17%	12%	8%	15%
Well Below	7%	11%	13%	8%	10%	3%	8%

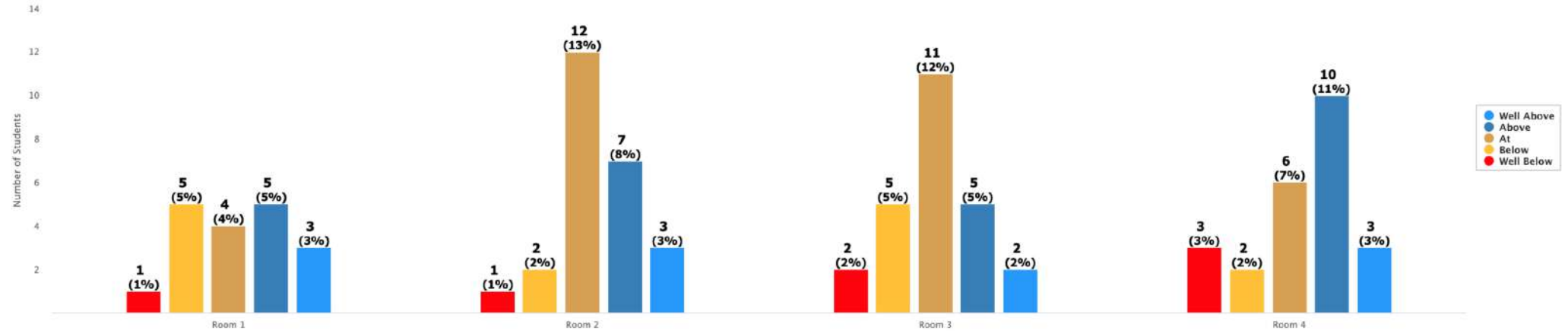
**Reading – At the end of 2023, 77% of students were ‘at’ or ‘above’ in Reading. At the end of 2022, 77% of students were ‘at’ or ‘above’. There has been no change since the end of 2022.**

Reading Term 4 - 2023 - 100% Bar Chart



Reading Term 4 - 2023 - Column Chart

Split By: Class



Reading Term 4 - 2023 - Student Grid

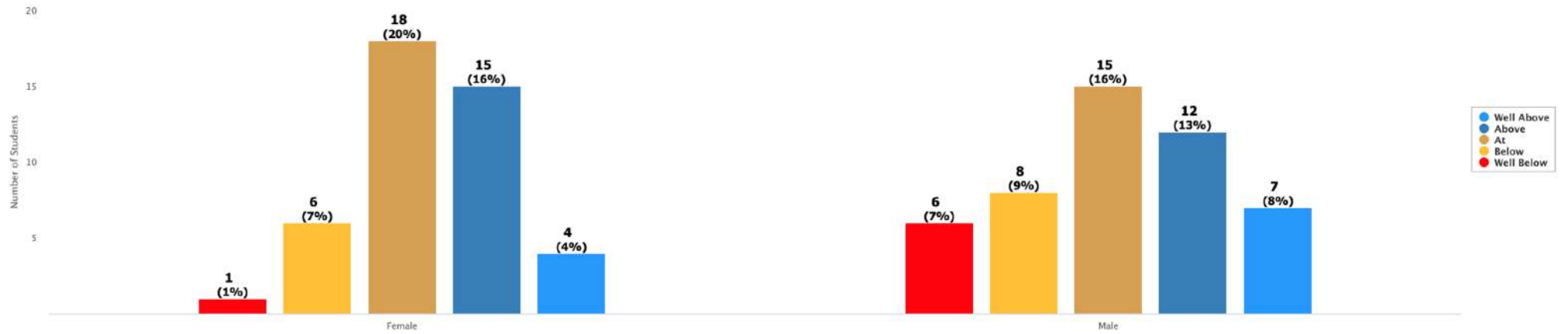
Split By: Year Level

Search:

↑↓	Well Below	↑↓	Below	↑↓	At	↑↓	Above	↑↓	Well Above	↑↓
1	0		4		1		3		1	
2	1		1		3		4		4	
3	1		0		11		3		1	
4	1		3		4		4		1	
5	0		2		7		3		1	
6	1		2		3		5		1	
7	2		1		4		3		1	
8	1		1		0		2		1	

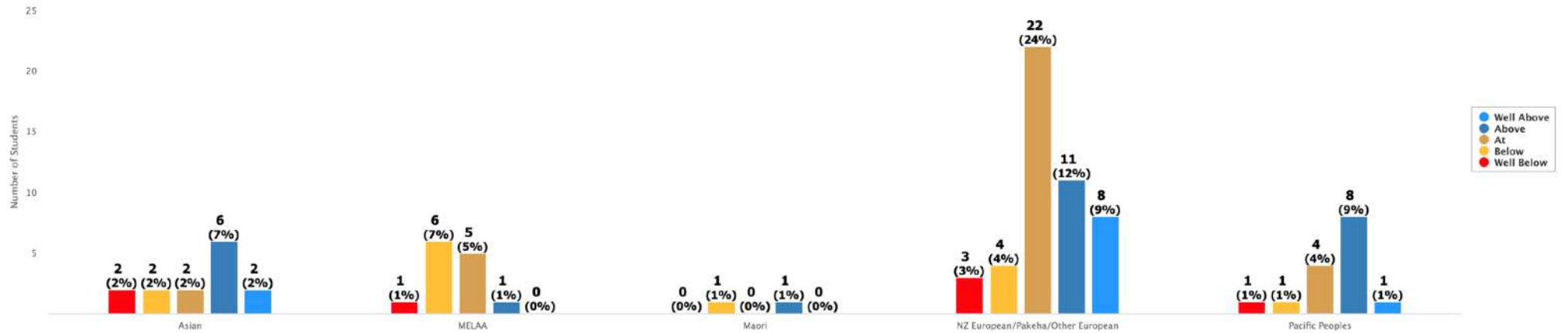
Reading Term 4 - 2023 - Column Chart

Split By: Gender



Reading Term 4 - 2023 - Column Chart

Split By: Ethnicity



## Reading - Progress

The following information shows how many students made progress in Reading over 12 months. To analyse this data, students' curriculum level in Reading from the end of 2023 data was compared to their curriculum level in Reading from the end of 2023.

The data have been analysed according to the following categories. It should be noted that one year's progress is defined as moving up half a curriculum level.

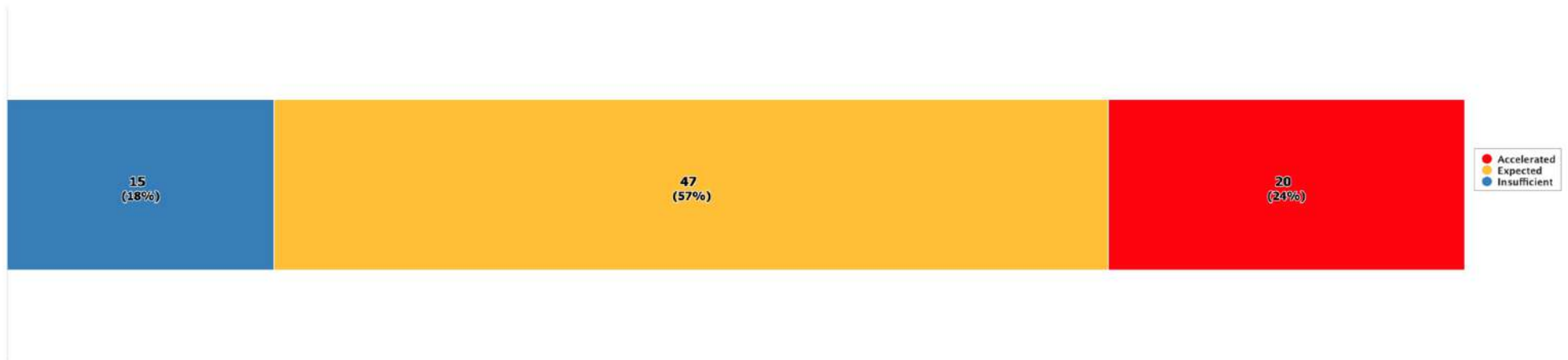
**Insufficient:** The student has made less than one year's progress

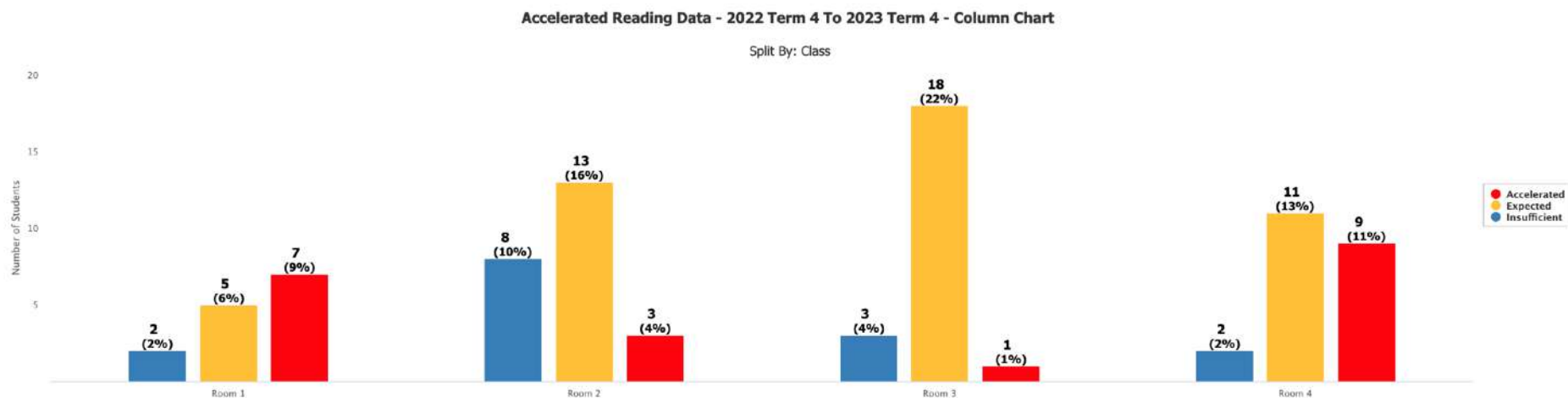
**Expected:** The student has made one year's progress

**Accelerated:** The student has made more than one year's progress

**Reading – At the end of 2023, 82% of students made expected or more than expected progress compared to the 77% of students were 'at' or 'above' the expected curriculum level.**

Accelerated Reading Data - 2022 Term 4 To 2023 Term 4 - 100% Bar Chart





## Reading - Analysis

- Very high data for our Pasifika students.
- Our MELAA students are quite low in Reading. The majority of these students have English as a second language. Interventions are in place to support them.
- Fairly well balanced gender data. Although there are more boys who are both well below and well above.
- One quarter of our students made accelerated progress in Reading which is a great result.
- 41% of our students are above - the expected level. This is exceptional!
- The way Reading is assessed changes from PM to PROBE when students are Year 2-4. This partially explains why Room 2 students have made less progress as more comprehension is necessary.

## Current Student Achievement: Progress and Achievement Levels

### Writing

Expected Curriculum Level	2018	2019	2020	2021	2022	Mid-2023	2023
Above	23%	30%	26%	17%	9%	6%	32%
At	47%	38%	39%	46%	57%	73%	43%
Below	23%	21%	23%	25%	22%	13%	15%
Well Below	7%	11%	13%	12%	12%	7%	9%

**Writing – At the end of 2023, 76% of students were ‘at’ or ‘above’ in Writing. At the end of 2022, 66% of students were ‘at’ or ‘above’. This is an increase of 10%.**

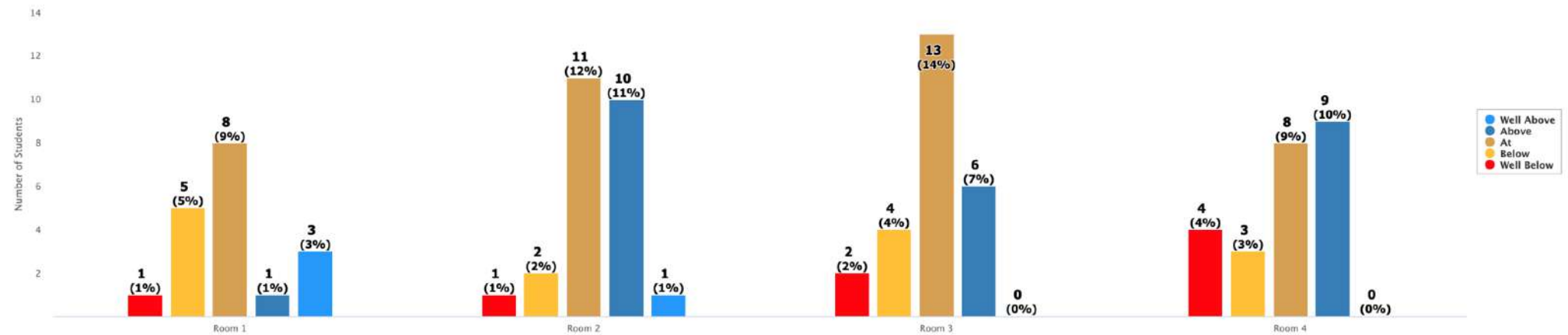
Writing Term 4 - 2023 - 100% Bar Chart





Writing Term 4 - 2023 - Column Chart

Split By: Class



Writing Term 4 - 2023 - Student Grid

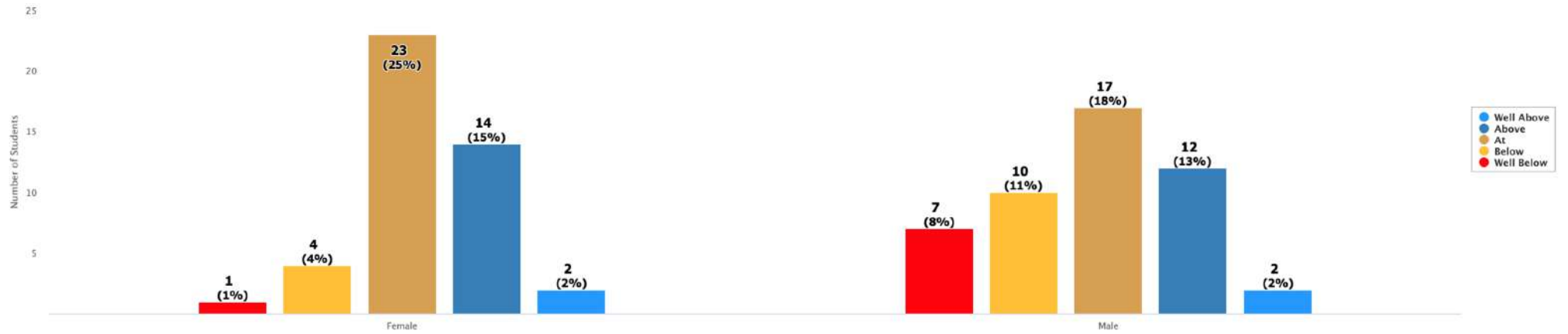
Split By: Year Level

Search:

	↑↓	Well Below	↑↓	Below	↑↓	At	↑↓	Above	↑↓	Well Above	↑↓
1		0		4		3		1		1	
2		1		1		5		3		3	
3		1		0		8		7		0	
4		0		4		5		4		0	
5		1		1		9		2		0	
6		1		1		5		5		0	
7		2		3		4		2		0	
8		2		0		1		2		0	

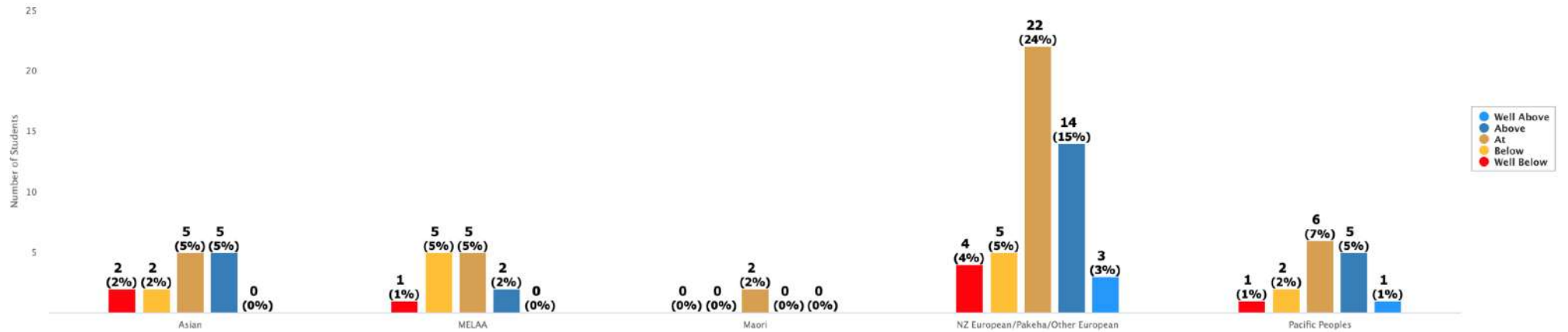
### Writing Term 4 - 2023 - Column Chart

Split By: Gender



### Writing Term 4 - 2023 - Column Chart

Split By: Ethnicity



## Writing - Progress

The following information shows how many students made progress in Writing over 12 months. To analyse this data, students' curriculum level in Writing from the end of 2023 was compared to their curriculum level in Writing from the end of 2022.

The data have been analysed according to the following categories. It should be noted that one year's progress is defined as moving up half a curriculum level.

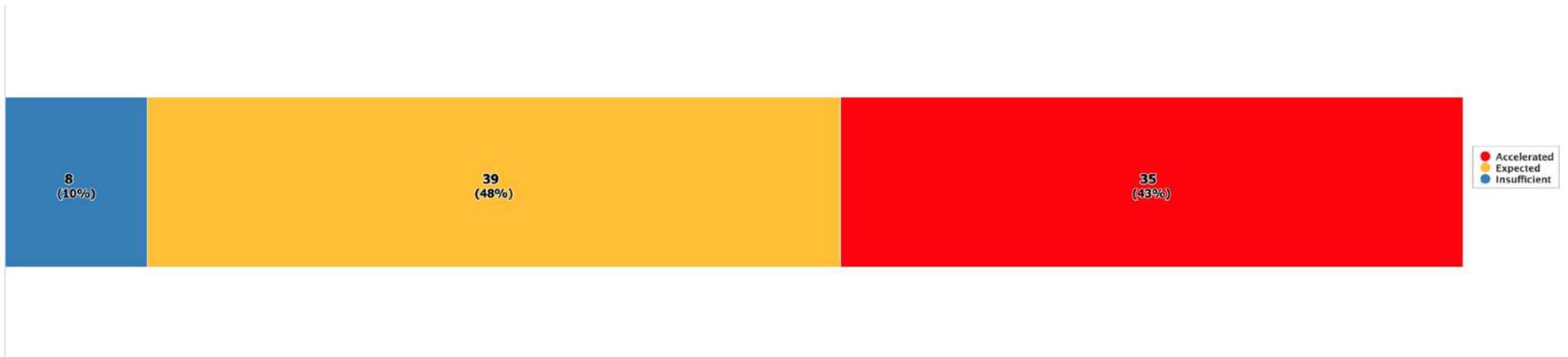
**Insufficient:** The student has made less than one year's progress

**Expected:** The student has made one year's progress

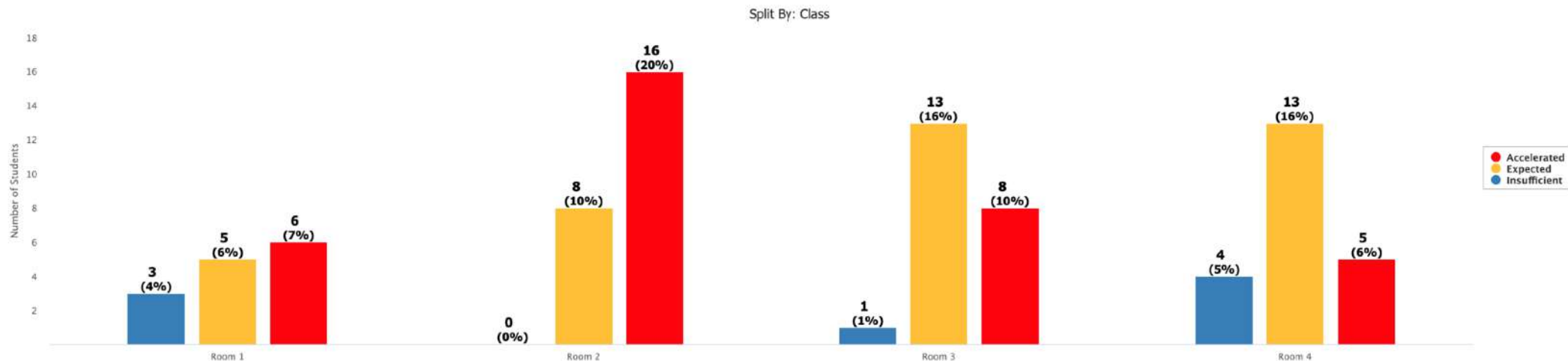
**Accelerated:** The student has made more than one year's progress

**Writing – At the end of 2023, 90% of students made expected or more than expected progress compared to the 76% of students were 'at' or 'above' the expected curriculum level.**

Accelerated Writing Data - 2022 Term 4 To 2023 Term 4 - 100% Bar Chart



Accelerated Writing Data - 2022 Term 4 To 2023 Term 4 - Column Chart



### Writing - Analysis

- Huge success in Room 2. No students had zero progress and 16 made accelerated progress. This is a fantastic result as Miss Bocchino has worked hard to improve the Writing results this year.
- 90% of our students made expected or accelerated progress in Writing.
- Writing achievement has made a huge jump up to 76% which is our highest ever result.
- There are only 5 girls across the whole school who are below in Writing.
- Boys are still behind girls in Writing, although this is a usual trend.
- 32% of our students are above the expected level which is very high.

## Current Student Achievement: Progress and Achievement Levels

### Mathematics

Expected Curriculum Level	2018	2019	2020	2021	2022	Mid-2023	2023
Above	23%	30%	26%	24%	26%	17%	38%
At	47%	38%	39%	51%	49%	66%	39%
Below	23%	21%	23%	17%	19%	12%	17%
Well Below	7%	11%	13%	8%	7%	4%	5%

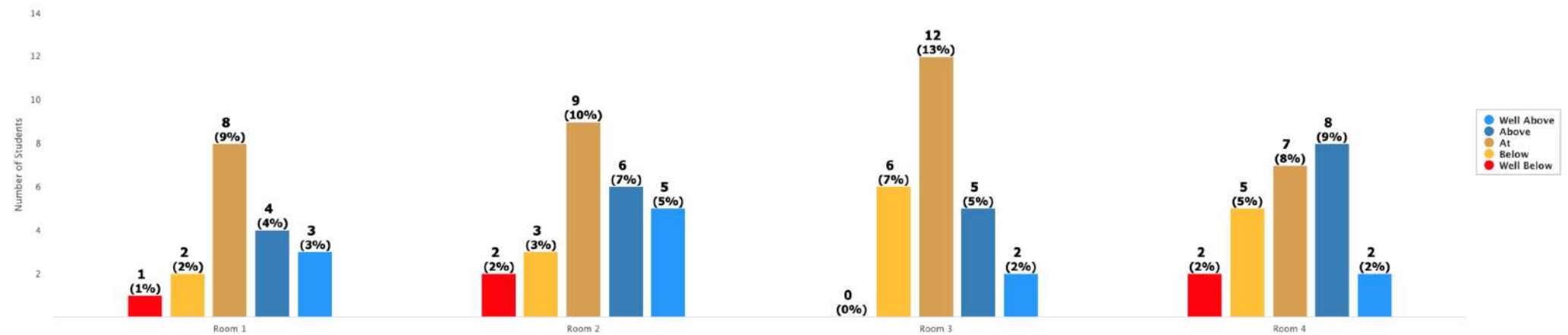
Mathematics – At the end of 2023, 76% of students were ‘at’ or ‘above’ in Mathematics. At the end of 2022, 74% of students were ‘at’ or ‘above’. This is an increase of 2%.

Math Term 4 - 2023 - 100% Bar Chart



Math Term 4 - 2023 - Column Chart

Split By: Class



Math Term 4 - 2023 - Student Grid

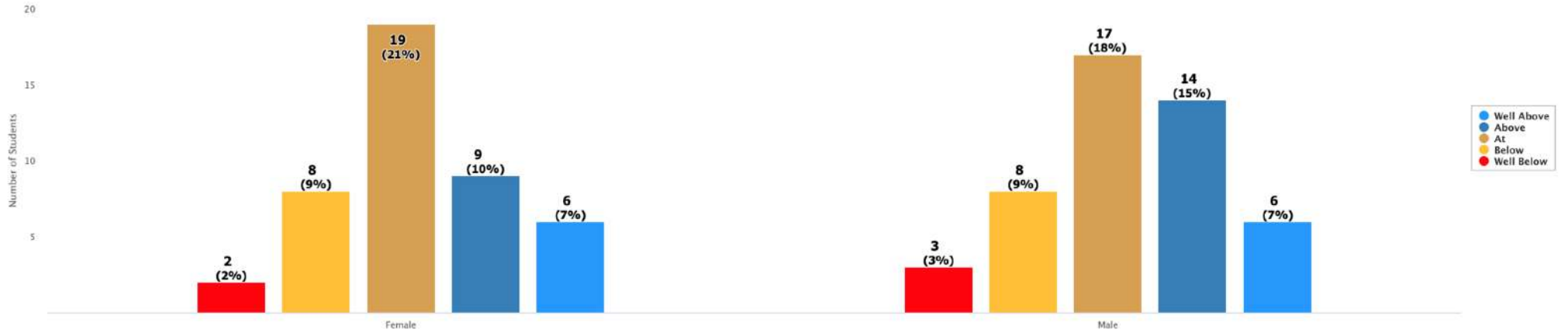
Split By: Year Level

Search:

↑↓	Well Below	↑↓	Below	↑↓	At	↑↓	Above	↑↓	Well Above	↑↓
1	0		2		4		2		1	
2	1		0		5		4		3	
3	1		1		7		4		3	
4	1		3		5		2		2	
5	0		3		6		3		1	
6	0		2		6		3		1	
7	2		3		2		4		0	
8	0		2		1		1		1	

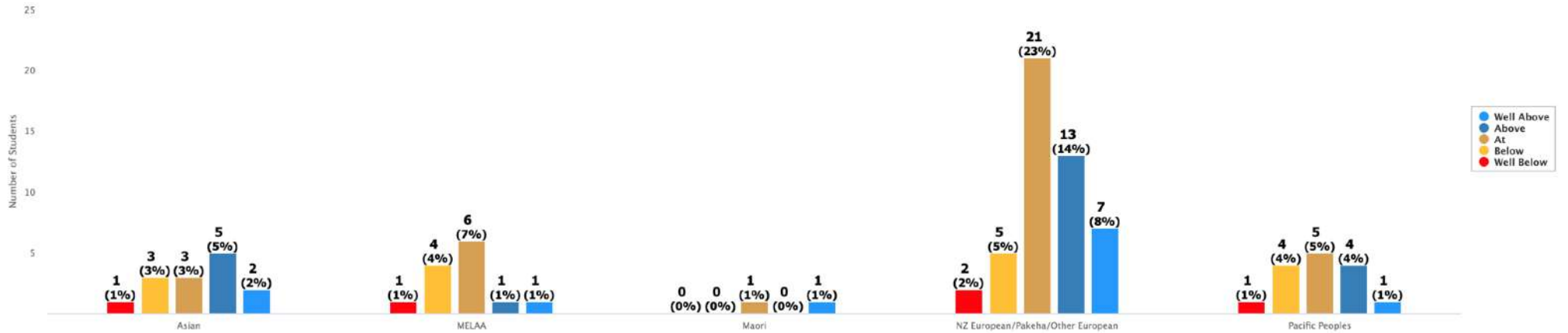
Math Term 4 - 2023 - Column Chart

Split By: Gender



Math Term 4 - 2023 - Column Chart

Split By: Ethnicity



## Mathematics - Progress

The following information shows how many students made progress in Mathematics over 12 months. To analyse this data, students' curriculum level in Mathematics from the end of 2023 was compared to their curriculum level in Mathematics from the end of 2022.

The data have been analysed according to the following categories. It should be noted that one year's progress is defined as moving up half a curriculum level.

**Insufficient:** The student has made less than one year's progress

**Expected:** The student has made one year's progress

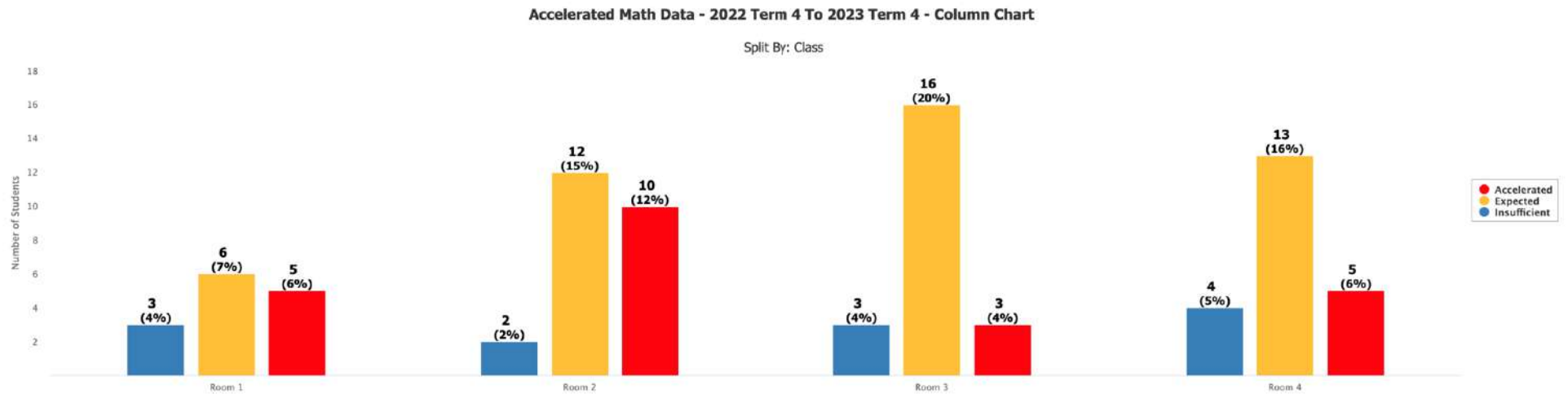
**Accelerated:** The student has made more than one year's progress

**Mathematics – Mid 2023 84% of students made expected or more than expected progress compared to the 84% of students were 'at' or 'above' the expected curriculum level.**

Accelerated Math Data - 2022 Term 4 To 2023 Term 4 - 100% Bar Chart







### Mathematics - Analysis

---

- 38% of our students are above in Mathematics and 76% are at or above. Both of which are very pleasing results.
- There have been high levels of accelerated progress in Room 2.
- There has been a lot students making expected progress across the school.
- There is very little difference between boys and girls achievement in Mathematics.
- Only 5 students across the whole school are well below in Mathematics.

# How we have given effect to Te Tiriti o Waitangi

During 2023, some of the ways our school gave effect to Te Tiriti o Waitangi include:

- One of our teachers completed a Te Ahu o Te Reo Māori course
- Our whole school participated in Kapa Haka which culminated in our first ever performance at Polyfest
- One teacher has developed simply Te Reo resources which can be used by all our classes making the teaching of Te Reo more accessible
- Consultation with Māori has occurred as part of the planning process for our 2024-2025 Strategic Plan
- The development of our Local School Curriculum schema which links to the Aotearoa Histories Curriculum
- Inclusion of Māori perspectives in the delivery of teaching and learning programmes: incorporating Māori culture, history, and language throughout the day
- Teaching students about important events in Māori history, traditional Māori stories and legends, and basic Te Reo Māori
- Inclusive school environment: Unpacking what this looks like with staff, students and community to create an inclusive and culturally responsive environment where all students, regardless of their cultural background, feel valued and respected
- Teachers attended a Māori/Pasifika Hui at the Marae about Te Mataiaho NZC Refresh
- Māori language week was celebrated each morning as a whole school

## Statement of compliance with employment policy

Reporting on the principles of being a Good Employer	
<b>How have you met your obligations to provide good and safe working conditions?</b>	<p>Our board is responsible for the health and safety of all staff. We aim to create a safe physical and emotional environment, and a positive, inclusive culture to support effective teaching and learning. Our school monitors the health of workers as part of its primary duty of care.</p> <p>At Southland Adventist Christian School:</p> <ul style="list-style-type: none"><li>- we provide appropriate induction and professional guidance</li><li>- workplace harassment or bullying is not tolerated</li><li>- staff may request leave as required</li><li>- staff may request access to professional development and mentoring, as required, to increase competency and confidence and reduce stress</li><li>- we recognise stress in the workplace as a hazard, work to manage it, and encourage staff to speak up if they need support</li><li>- we have guidelines for the use of social media to protect staff and students</li><li>- we understand the increased risk from working alone.</li></ul>
<b>What is in your equal employment opportunities programme? How have you been fulfilling this programme?</b>	<p>As required by the Education and Training Act 2020 (s 597), Southland Adventist Christian School operates an employment policy that complies with the principle of being a good employer and ensures the fair and proper treatment of staff in all aspects of their employment. This Equal Employment Opportunities (EEO) policy is our framework for providing an inclusive, non-discriminatory workplace, and promoting equal opportunities for all staff members.</p>

	<p>We achieve this in the following ways:</p> <ul style="list-style-type: none"> <li>- Recruit staff from diverse backgrounds.</li> <li>- Provide training for all employees.</li> <li>- Implement fair and transparent hiring and promotion processes.</li> <li>- Ensure accessibility for employees with disabilities.</li> <li>- Foster a culture of respect and inclusion throughout the school community.</li> </ul>
<b>How do you practise impartial selection of suitably qualified persons for appointment?</b>	<p>Southland Adventist Christian School operates employment policy which complies with the principle of being a good employer and ensures the fair and proper treatment of staff in all aspects of their employment.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>- Having an appointments committees set by the School Board</li> <li>- A comprehensive application pack</li> <li>- Have comprehensive questions, referee checks and discussions</li> </ul>
<b>How are you recognising,</b> <ul style="list-style-type: none"> <li>- <b>The aims and aspirations of Māori,</b></li> <li>- <b>The employment requirements of Māori, and</b></li> <li>- <b>Greater involvement of Māori in the Education service?</b></li> </ul>	<p>Some ways we recognise Māori at Southland Adventist Christian School:</p> <ul style="list-style-type: none"> <li>- Display artwork, stories, or quotes representing Māori cultural values, aspirations, and goals.</li> <li>- Integrate Māori language greetings, phrases, or proverbs into school communications.</li> <li>- To improve engagement and participation in school activities, actively seek feedback from Māori students, parents, and community members.</li> </ul>
<b>How have you enhanced the abilities of individual employees?</b>	<ul style="list-style-type: none"> <li>- Professional development (Assessment for Learning, Local Curriculum, Aotearoa Histories)</li> <li>- Professional Growth Cycle</li> <li>- Regular class observations</li> </ul>
<b>How are you recognising the employment requirements of women?</b>	<p>Southland Adventist Christian School promotes equal opportunities by applying our EEO framework to all relevant school policies and procedures, particularly those relating to employment (e.g. recruitment and selection, training, professional development, and promotion).</p> <p>This is to ensure that we:</p> <ul style="list-style-type: none"> <li>- treat current and prospective staff fairly</li> <li>- make decisions based on relevant merit</li> <li>- work to eliminate bias and discrimination.</li> </ul>
<b>How are you recognising the employment requirements of persons with disabilities?</b>	<p>Southland Adventist Christian School promotes equal employment opportunities, working alongside individuals with identified needs or conditions.</p> <ul style="list-style-type: none"> <li>(a) good and safe working conditions; and</li> <li>(b) recognition of opportunities for enhancement</li> <li>(c) open and honest dialogue to create a space that meets their needs</li> </ul>

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

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
<b>Do you operate an EEO programme/policy?</b>	√	
<b>Has this policy or programme been made available to staff?</b>	√	
<b>Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?</b>	√	

<b>Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?</b>	√	
<b>Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?</b>	√	
<b>Does your EEO programme/policy set priorities and objectives?</b>	√	

# Financial statements (required)

The following is a summary of the financial statements that must be included in your annual report.

## Statement of responsibility signed and dated

This statement is signed by the principal and the presiding member. It acknowledges that the school board is responsible for the preparation and accuracy of the financial statements and states that the school board has established and maintained a system of internal control to safeguard the assets of the school or kura.

## Statement of comprehensive revenue and expense

This statement summarises the revenue and expense of the school or kura over the financial year. It shows whether the school or kura has managed to operate within the funding they have received.

## Statement of changes in net assets/equity

This statement shows the value and movements of the Government's investment over the course of financial year in the school or kura, (this is known as 'equity') in the financial statement.

## Statement of financial position

This statement shows everything the school or kura owns (assets) and everything it owes (liabilities) as at 31 December of that year.

## Statement of cash flows

This statement shows all cash received and all cash paid by the school or kura over the financial year.

## Notes to the financial statements

The notes to the financial statements provide an extra level of detail that supports the information shown in the front of the accounts.

## Independent auditor's report signed and dated.

This report is prepared by the auditor of the school or kura and must be included in the annual report. It provides an opinion to the readers of the annual report whether the financial statements comply with generally accepted accounting practice, and fairly represent the financial position, financial performance and cash flows of the school or kura.

## **Kiwisport Funding**

Kiwisport is a government funding initiative to support student's participation in organised sport. During 2023, the school received a total Kiwisport fund of \$1465 (excluding GST). The funding was spent on subsidising students' participation in after school sports, namely futsal and summer football.