

BOMBAY SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number: 1234

Principal: Paul Petersen

School Address: 35 Paparata Road, Bombay 2675

School Postal Address: 35 Paparata Road, RD, Bombay 2675

School Phone: 09 236 1012

School Email: admin@bombay.school.nz

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Kelly Jones	Presiding Member	Elelcted	2025
Paul Petersen	Principal ex Officio		
Eruera Brown	Community Representative	Seconded	2025
Stephanie Hooper	Parent Representative	Elelcted	2025
Darren O Shea	Parent Representative	Elelcted	2025
Jamie Lyons	Parent Representative	Elelcted	2025
Kirsty McLean	Parent Representative	Elelcted	2025
Susie Stafford Bush	Staff Representative	Elelcted	2025

Accountant / Service Provider:

Edtech Financial Services Ltd

BOMBAY SCHOOL

Annual Report - For the year ended 31 December 2023

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Bombay 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.

Kelley Jones

Full Name of Presiding Member

KJ

Signature of Presiding Member

31 May 2024

Date:

Paul Petersen

Full Name of Principal

P Petersen

Signature of Principal

31 May 2024

Date:

Bombay School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue				
Government Grants	2	2,915,576	2,626,115	2,664,536
Locally Raised Funds	3	296,998	91,827	164,712
Interest		39,691	6,500	9,938
Gain on Sale of Property, Plant and Equipment		(3,079)	-	(88)
Total Revenue		3,249,186	2,724,442	2,839,098
Expense				
Locally Raised Funds	3	143,157	23,952	92,216
Learning Resources	4	2,207,199	1,998,607	1,986,737
Administration	5	213,699	148,619	157,698
Interest		2,709	3,000	3,955
Property	6	631,564	509,986	531,729
Other Expense	7	-	-	123,110
Total Expense		3,198,328	2,684,164	2,895,445
Net Surplus / (Deficit) for the year		50,858	40,278	(56,347)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		50,858	40,278	(56,347)

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

Bombay School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		895,894	802,061	948,016
Total comprehensive revenue and expense for the year		50,858	40,278	(56,346)
Contribution - Furniture and Equipment Grant		22,472	-	4,224
Equity at 31 December		969,224	842,339	895,894
Accumulated comprehensive revenue and expense		969,224	842,339	895,894
Reserves		-	-	-
Equity at 31 December		969,224	842,339	895,894

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.

Bombay School

Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets				
Cash and Cash Equivalents	8	147,658	424,101	515,683
Accounts Receivable	9	158,103	163,335	154,205
GST Receivable		16,741	15,000	15,836
Prepayments		15,773	12,000	12,913
Inventories	10	2,494	2,000	1,928
Investments	11	780,725	350,000	356,735
Funds Receivable for Capital Works Projects	18	6,881	-	13,662
		1,128,375	966,436	1,070,962
Current Liabilities				
Accounts Payable	13	186,964	179,214	178,892
Revenue Received in Advance	14	54,540	70,000	58,910
Provision for Cyclical Maintenance	15	56,390	20,000	42,443
Finance Lease Liability	16	23,560	23,000	23,350
Funds held in Trust	17	45,168	-	70,357
Funds held for Capital Works Projects	18	15,985	60,000	61,013
		382,607	352,214	434,965
Working Capital Surplus		745,768	614,222	635,997
Non-current Assets				
Property, Plant and Equipment	12	272,234	279,956	311,956
		272,234	279,956	311,956
Non-current Liabilities				
Provision for Cyclical Maintenance	15	26,855	36,839	36,839
Finance Lease Liability	16	21,923	15,000	15,220
		48,778	51,839	52,059
Net Assets		969,224	842,339	895,894
Equity		969,224	842,339	895,894

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

Bombay School

Statement of Cash Flows

For the year ended 31 December 2023

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash flows from Operating Activities				
Government Grants		593,722	555,115	581,262
Locally Raised Funds		293,654	104,816	102,591
Other Revenue		-	-	22,414
Goods and Services Tax (net)		(905)	836	3,025
Payments to Employees		(343,450)	(211,600)	(216,798)
Payments to Suppliers		(441,170)	(430,845)	(260,823)
Interest Paid		(2,709)	(3,000)	(3,955)
Interest Received		35,705	6,471	9,867
Net cash from Operating Activities		134,847	21,793	237,583
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment		(3,079)	-	(88)
Purchase of Property Plant & Equipment		(26,849)	(79,460)	(59,801)
Purchase of Investments		(423,990)	6,735	(356,735)
Net cash from/(to) Investing Activities		(453,918)	(72,725)	(416,624)
Cash flows from Financing Activities				
Furniture and Equipment Grant		7,029	(4,224)	
Finance Lease Payments		(12,084)	(15,306)	(18,642)
Funds Administered on Behalf of Other Parties		(43,899)	(21,120)	51,856
Net cash from/(to) Financing Activities		(48,954)	(40,650)	33,214
Net increase/(decrease) in cash and cash equivalents		(368,025)	(91,582)	(145,827)
Cash and cash equivalents at the beginning of the year	8	515,683	515,683	661,510
Cash and cash equivalents at the end of the year	8	147,658	424,101	515,683

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.

Bombay School

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

Bombay School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2023 to 31 December 2023 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

The financial statements have been prepared on a going concern basis, and the accounting policies have been consistently applied throughout the period.

Financial Reporting Standards Applied

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as 'having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders'.

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expense threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

The financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

Presentation Currency

These financial statements are presented in New Zealand dollars, rounded to the nearest dollar.

Specific Accounting Policies

The accounting policies used in the preparation of these financial statements are set out below.

Bombay School

Notes to the Financial Statements

For the year ended 31 December 2023

Critical Accounting Estimates And Assumptions

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

Critical Judgements in Applying Accounting Policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 16.

Recognition of grants

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

Bombay School

Notes to the Financial Statements

For the year ended 31 December 2023

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.

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

Bombay School

Notes to the Financial Statements

For the year ended 31 December 2023

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Bombay School

Notes to the Financial Statements

For the year ended 31 December 2023

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements	10–25 years
Furniture and equipment	5 - 8 years
Information and communication technology	5 - 8 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

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 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.

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.

Bombay School

Notes to the Financial Statements

For the year ended 31 December 2023

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.

n) Revenue Received in Advance

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

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) Funds Held for Capital Works

The School directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose. As such, these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

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

q) Provision for Cyclical Maintenance

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

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

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

Bombay School

Notes to the Financial Statements

For the year ended 31 December 2023

r) Financial Instruments

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

The School's financial liabilities comprise accounts payable 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.

s) 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.

t) Budget Figures

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

u) 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.

Bombay School

Notes to the Financial Statements

For the year ended 31 December 2023

2. Government Grants

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Government Grants - Ministry of Education	592,407	565,115	563,219
Teachers' Salaries Grants	1,860,012	1,740,000	1,751,727
Use of Land and Buildings Grants	460,842	320,000	344,158
Other Government Grants	2,315	1,000	5,432
	<u>2,915,576</u>	<u>2,626,115</u>	<u>2,664,536</u>

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

3. Locally Raised Funds

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

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Revenue			
Donations & Bequests	81,478	37,217	34,549
Fees for Extra Curricular Activities	161,553	15,086	100,332
Trading	7,056	8,000	6,903
Fundraising & Community Grants	537	1,524	514
Other Revenue	46,374	30,000	22,414
	<u>296,998</u>	<u>91,827</u>	<u>164,712</u>
Expense			
Extra Curricular Activities Costs	133,736	14,952	81,631
Trading	9,421	9,000	10,585
	<u>143,157</u>	<u>23,952</u>	<u>92,216</u>
<i>Surplus for the year Locally Raised Funds</i>	<u>153,841</u>	<u>67,875</u>	<u>72,496</u>

Bombay School

Notes to the Financial Statements

For the year ended 31 December 2023

4. Learning Resources

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Curricular	52,056	43,255	27,823
Information and Communication Technology	3,360	5,402	4,743
Library Resources	1,688	1,250	1,139
Employee Benefits - Salaries	2,024,551	1,832,600	1,820,122
Staff Development	39,980	16,100	19,470
Depreciation	85,564	100,000	113,440
	<u>2,207,199</u>	<u>1,998,607</u>	<u>1,986,737</u>

5. Administration

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Audit Fees	8,163	8,163	8,514
Board Fees	4,560	4,300	2,890
Board Expenses	11,730	6,600	7,618
Communication	3,034	3,400	2,742
Consumables	17,966	14,400	15,718
Operating Leases	1,044	470	460
Other	8,518	9,836	9,577
Employee Benefits - Salaries	148,621	87,000	100,788
Insurance	3,210	7,500	4,303
Service Providers, Contractors and Consultancy	6,853	6,950	5,088
	<u>213,699</u>	<u>148,619</u>	<u>157,698</u>

Bombay School

Notes to the Financial Statements

For the year ended 31 December 2023

6. Property

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	13,918	16,017	18,531
Cyclical Maintenance	3,963	10,500	23,300
Grounds	13,920	33,200	9,509
Heat, Light and Water	22,741	25,700	32,465
Repairs and Maintenance	80,262	71,869	65,126
Use of Land and Buildings	460,842	320,000	344,158
Security	2,538	700	8,092
Employee Benefits - Salaries	33,380	32,000	30,548
	<u>631,564</u>	<u>509,986</u>	<u>531,729</u>

The use of land and buildings figure represents 5% of the School's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Other Expense

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
Impairment of Property, Plant and Equipment	-	-	123,110
	<u>-</u>	<u>-</u>	<u>123,110</u>

8. Cash and Cash Equivalents

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Bank Accounts	147,658	424,101	515,683
Cash and cash equivalents for Statement of Cash Flows	<u>147,658</u>	<u>424,101</u>	<u>515,683</u>

Of the \$147,658 Cash and Cash Equivalents, \$15,985 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the School's 5 Year Agreement funding for upgrades to the School's buildings. The funds are required to be spent in 2024 on Crown owned School buildings.

Of the \$147,658 Cash and Cash Equivalents, \$45,168 is held by the School on behalf of the Home and School PTA . This funding is subject to conditions which specify how the grant is required to be spent.

Bombay School

Notes to the Financial Statements

For the year ended 31 December 2023

9. Accounts Receivable

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Receivables	2,784	6,000	6,899
Receivables from the Ministry of Education	-	10,000	-
Interest Receivable	4,057	100	71
Teacher Salaries Grant Receivable	151,262	147,235	147,235
	<u>158,103</u>	<u>163,335</u>	<u>154,205</u>
Receivables from Exchange Transactions	6,841	6,100	6,970
Receivables from Non-Exchange Transactions	151,262	157,235	147,235
	<u>158,103</u>	<u>163,335</u>	<u>154,205</u>

10. Inventories

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Stationery	2,494	2,000	1,928
	<u>2,494</u>	<u>2,000</u>	<u>1,928</u>

11. Investments

The School's investment activities are classified as follows:

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	780,725	350,000	356,735
	<u>780,725</u>	<u>350,000</u>	<u>356,735</u>
Total Investments			

Bombay School

Notes to the Financial Statements

For the year ended 31 December 2023

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Land	35,000	-	-	-	-	35,000
Building Improvements	150,753	-	-	-	(25,077)	125,676
Furniture and Equipment	40,153	4,439	-	-	(18,509)	26,083
Information and Communication Technology	22,420	4,540	(1,504)	-	(10,006)	15,450
Leased Assets	40,029	36,826	-	-	(28,795)	48,060
Library Resources	23,603	3,115	(1,576)	-	(3,177)	21,965
Balance at 31 December 2023	311,958	48,920	(3,080)	-	(85,564)	272,234

The net carrying value of furniture and equipment held under a finance lease is \$48,060 (2022: \$40,029)

Restrictions

With the exception of the contractual restrictions related to the above noted finance leases, there are no restrictions over the title of the School's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Land	35,000	-	35,000	35,000	-	35,000
Building Improvements	507,200	(381,524)	125,676	510,887	(360,134)	150,753
Furniture and Equipment	514,788	(488,705)	26,083	509,015	(468,862)	40,153
Information and Communication Technology	303,845	(288,395)	15,450	296,770	(274,350)	22,420
Leased Assets	104,261	(56,201)	48,060	85,264	(45,235)	40,029
Library Resources	87,677	(65,712)	21,965	90,770	(67,169)	23,601
Balance at 31 December	1,552,771	(1,280,537)	272,234	1,527,706	(1,215,750)	311,956

Bombay School

Notes to the Financial Statements

For the year ended 31 December 2023

13. Accounts Payable

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Creditors	18,930	17,000	17,151
Accruals	7,703	9,000	8,527
Employee Entitlements - Salaries	149,875	144,764	144,764
Employee Entitlements - Leave Accrual	10,456	8,450	8,450
	<u>186,964</u>	<u>179,214</u>	<u>178,892</u>
Payables for Exchange Transactions	186,964	179,214	178,892
	<u>186,964</u>	<u>179,214</u>	<u>178,892</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	-	-	1,000
Other revenue in Advance	54,540	70,000	57,910
	<u>54,540</u>	<u>70,000</u>	<u>58,910</u>

15. Provision for Cyclical Maintenance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Provision at the Start of the Year	79,282	48,261	59,304
Increase to the Provision During the Year	3,963	10,500	14,273
Other Adjustments		(1,922)	5,705
Provision at the End of the Year	<u>83,245</u>	<u>56,839</u>	<u>79,282</u>
Cyclical Maintenance - Current	56,390	20,000	42,443
Cyclical Maintenance - Non current	26,855	36,839	36,839
	<u>83,245</u>	<u>56,839</u>	<u>79,282</u>

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

Bombay School

Notes to the Financial Statements

For the year ended 31 December 2023

16. Finance Lease Liability

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

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
No Later than One Year	23,560	23,000	23,350
Later than One Year and no Later than Five Years	21,923	15,000	15,220
	<u>45,483</u>	<u>38,000</u>	<u>38,570</u>
Represented by			
Finance lease liability - Current	23,560	23,000	23,350
Finance lease liability - Non current	21,923	15,000	15,220
	<u>45,483</u>	<u>38,000</u>	<u>38,570</u>

17. Funds held in Trust

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	45,168	-	70,357
	<u>45,168</u>	<u>-</u>	<u>70,357</u>

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

Bombay School

Notes to the Financial Statements

For the year ended 31 December 2023

18. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 9.

2023	Opening Balances	Receipts from MOE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
Block 1 & 2 Acoustic Wall Coverings	4,655	-	(4,655)	-	-
Sanitary Sewerage Remediation	1,528	-	(1,528)	-	-
Block 1 New Deck	(1,508)	-	-	1,508	-
Block 1 & 11 Carpet	383	-	(383)	-	-
Block 5 Rms 10-13 refurbishment	14,672	-	(14,672)	-	-
SIP - Fencing, Safety Gates	8,463	-	(8,463)	-	-
Block 5 Deck	(6,955)	-	-	6,955	-
New Storage Shed	(3,498)	-	(2,403)	-	(5,901)
Demolition of Classroom 8	(1,701)	-	-	1,701	-
LSC Relocatable Office	31,312	-	(15,327)	-	15,985
Fire Alarm System	-	-	(980)	-	(980)
Totals	47,351	-	(48,411)	10,164	9,104

Represented by:

Funds Held on Behalf of the Ministry of Education	15,985
Funds Receivable from the Ministry of Education	(6,881)

2022	Opening Balances	Receipts from MOE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
Block 1 & 2 Acoustic Wall Coverings	4,655	-	-	-	4,655
Sanitary Sewerage Remediation	1,528	-	-	-	1,528
Block 1 New Deck	(1,508)	-	-	-	(1,508)
Block 1 & 11 Carpet	383	-	-	-	383
Block 5 Rms 10-13 refurbishment	35,080	-	(20,408)	-	14,672
SIP - Fencing, Safety Gates	8,463	-	-	-	8,463
New Storage Shed	(1,641)	-	-	1,641	-
Block 5 Deck	(6,955)	-	-	-	(6,955)
5YA Block 1 - Wind Break project	1,969	-	(1,969)	-	-
New Storage Shed	(993)	44,752	(47,257)	-	(3,498)
Demolition of Classroom 8	(383)	55,649	(56,967)	-	(1,701)
LSC Relocatable Office	-	73,235	(41,923)	-	31,312
Totals	40,598	173,636	(168,524)	1,641	47,351

Represented by:

Funds Held on Behalf of the Ministry of Education	61,013
Funds Receivable from the Ministry of Education	(13,662)

Bombay School
Notes to the Financial Statements
For the year ended 31 December 2023

19. Related Party Transactions

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

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

Bombay School

Notes to the Financial Statements

For the year ended 31 December 2023

20. Remuneration

Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	4,560	2,890
<i>Leadership Team</i>		
Remuneration	375,762	367,113
Full-time equivalent members	3	3
Total key management personnel remuneration	<u>380,322</u>	<u>370,003</u>

There are 7 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	150 - 160
Benefits and Other Emoluments	0	0
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100 - 110	3.00	2.00
110 - 120	2.00	0.00
	<u>5.00</u>	<u>2.00</u>

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

Bombay School

Notes to the Financial Statements

For the year ended 31 December 2023

21. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity Settlement Wash-up Amounts

In 2023 the Ministry of Education provided additional funding for non-teaching collective and pay equity agreements. The school is yet to receive a final wash-up that adjusts the estimated quarterly instalments for the actual eligible staff members employed in 2023.

The Ministry is in the process of determining wash-up payments or receipts for the year ended 31 December 2023. However, as at the reporting date, this amount had not been calculated and is therefore not recorded in these financial statements.

22. Commitments

(a) Capital Commitments

At 31 December 2023 the Board considers there to be no contractual commitments other than those disclosed in the preceding financial statements.

(b) Operating Commitments

As at 31 December 2023, the Board has entered into no new contracts:

Bombay School

Notes to the Financial Statements

For the year ended 31 December 2023

23. 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	147,658	424,101	515,683
Receivables	158,103	163,335	154,205
Investments - Term Deposits	780,725	350,000	356,735
Total financial assets measured at amortised cost	<u>1,086,486</u>	<u>937,436</u>	<u>1,026,623</u>

Financial liabilities measured at amortised cost

Payables	186,964	179,214	178,892
Finance Leases	45,483	38,000	38,570
Total financial liabilities measured at amortised cost	<u>232,447</u>	<u>217,214</u>	<u>217,462</u>

24. Events After Balance Date

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

25. Restatement

In the comparative year, fees for extra curricular activities and extra curricular activities costs were incorrectly treated as revenue received in advance (netted off). This resulted fees for extra curricular activities income to be understated by \$80,447 and extra curricular activities costs to be understated by \$67,170 within the locally raised funds. The 2022 figures have been changed to correct this.

The impact of this on the 2022 were as follows:

Statement of Comprehensive Revenue and Expense
 Revenue - locally raised funds increased by \$80,447
 Expense - locally raised funds increased by \$67,170
 Total Comprehensive Revenue and Expense for the Year - deficit decreased by \$13,277

Statement of Financial Position
 Current Liabilities - Revenue received in advance decreased by \$13,277
 Equity/Net Assets - increased by \$13,277.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF BOMBAY SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

The Auditor-General is the auditor of Bombay School (the School). The Auditor-General has appointed me, Junita Sen, using the staff and resources of BDO Auckland, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 24, that comprise the statement of financial position as at 31 December 2023, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2023; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards Reduced Disclosure Regime as applicable to entities that qualify as Tier 2.

Our audit was completed on 31 May 2024. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

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

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

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

Independence

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

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



Junita Sen
BDO Auckland
On behalf of the Auditor-General
Auckland, New Zealand

Analysis of Variance

End of Year Data 2023

Data was taken from summative testing but also formative (OTJ's) from teachers.
The data showed the usual trends and also Target students.
Year Zero students have NOT been included in the data.
All Special Needs students ARE included in the data. There are two students who receive ICS and also a further 28 (9%) who have notable learning difficulties or processing problems. There are currently three additional students who are receiving RTLB (Resource Teacher of Learning and Behaviour) support and two who are undertaking LLI (Language and Learning Intervention). These students all face significant learning difficulties and are all included in this data.
The data has been given to the staff for analysis and comment. How can we do things better?

Reading: Total for School At or Above 78% 2022 83%

Reading	Well below		Below		At		Above		Total	Total At or
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number	Above
End of Year 1	3	6%	14	29%	9	18%	23	47%	49	65%
End of Year 2	2	4%	6	13%	6	13%	33	70%	47	83%
End of Year 3	1	2%	6	11%	20	37%	27	50%	54	87%
End of Year 4	0		15	29%	10	20%	28	55%	51	76%
End of Year 5	1	3%	5	16%	8	26%	17	55%	31	81%
End of Year 6	0		5	13%	18	45%	17	43%	40	88%
End of Year 7	3	13%	4	17%	6	25%	11	46%	24	71%
End of Year 8	3	13%	5	21%	5	21%	11	46%	24	67%

Reading Cohort Comparative Data: 2022 / 2023				
		2023 Year 1 Cohort	32 / 49 = 65%	
2022 Year 1 Cohort	34 / 45 = 76%	2023 Year 2 Cohort	39 / 47 = 83%	5 extra students Gain 7%
2022 Year 2 Cohort	39 / 51 = 76%	2023 Year 3 Cohort	47 / 54 = 87%	3 extra students Gain 11%
2022 Year 3 Cohort	40 / 50 = 80%	2023 Year 4 Cohort	38 / 51 = 76%	1 extra student Loss 4%
2022 Year 4 Cohort	27 / 30 = 87%	2023 Year 5 Cohort	25 / 31 = 81%	1 extra student Loss 7%
2022 Year 5 Cohort	36 / 41 = 88%	2023 Year 6 Cohort	35 / 40 = 88%	1 Less students Same %
2022 Year 6 Cohort	36 / 41 = 88%	2023 Year 7 Cohort	17 / 24 = 71%	17 Less students Loss 17%
2022 Year 7 Cohort	23 / 27 = 86%	2023 Year 8 Cohort	16 / 24 = 67%	3 Less students Loss 19%

Reading	Well below		Below		At		Above		Total	Total At or
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number	Above
All students	12	4%	60	19%	82	26%	166	52%	320	
Māori	4	10%	10	24%	15	36%	13	31%	42	67%
Pasifika	0		1	11%	1	11%	7	78%	9	89%
Asian	1		2		1		5		9	67%
Indian	2		6		6		12		26	69%
Other	2		6		5		6		19	58%
NZ European	3	1%	35	16%	54	25%	123	57%	215	82%
Male	8	6%	35	25%	38	27%	59	42%	140	69%
Female	4	2%	25	14%	44	24%	107	59%	180	84%

Reading Ethnicity Comparative Data: 2022 / 2023				
2022 All Students	261 / 313 = 83%	2023 All Students	248 / 320 = 78%	7 more students Loss 5 %
2022 Maori Students	38 / 47 = 81%	2023 Maori Students	28 / 42 = 67%	5 Less students Loss 20%
2022 Pasifika Students	9 / 11 = 82%	2023 Pasifika Students	8 / 9 = 89%	2 Less students Gain 7%
2022 Asian / Indian	21 / 25 = 84%	2023 Asian Students	6 / 9 = 97%	These groups have been separated due to the number of Indian students being enrolled.
		2023 Indian Students	18 / 26 = 69%	
2022 Other Students	11 / 15 = 73%	2023 Other Students	11 / 19 = 58%	4 more students Loss 15%
2022 NZ European	182 / 215 = 85%	2023 NZ European	177 / 215 = 82%	Same no. students Loss 3%
2022 Male Students	117 / 148 = 79%	2023 Male Students	97 / 140 = 69%	8 Less students Loss 10%
2022 Female Students	144 / 165 = 87%	2023 Female Students	151 / 180 = 84%	15 Less Students Loss 3%

Although the cohorts are slightly different between 2022 and 2023, the indication that a significant downward trend with both Maori, Other students and Male students is concerning. Some of those students regarded as ‘Other’ are ESOL and had no English when joining Bombay School. We have seen more transient students within the Maori cohort and these students have enrolled being significantly below classmates who began their schooling at Bombay School. We need to really focus on the programmes we are delivering to lift achievement within both the Maori and Male cohort. We also note that some of our students who are below have high absenteeism. Of the 60 students who are below - 19 (32% of total) have regular absences (always explained). 15 (79%) of these are boys and four (21%) are girls. Looking deeper into the absenteeism with regards to Maori students - of the 19 students who showed higher rates of absenteeism 15 of these students are Maori (79%). Of the 15 Maori students, nine are boys (60%) and six are girls (40%). Maybe a suggestion could be that those students who have high rates of attendance >90% are awarded a certificate at the end of each term. Those with 100% could also receive a badge. At the end of the year four badges equals a special prize. Working alongside our Maori and Pasifika parents so they understand the expectations of reading to and with their children.

What we are doing for our male students in reading is not appealing to them. Over the years we have spent a significant amount of money purchasing resources aimed to entice them into reading. These need to be used within the school and further purchases will need to be made. Teachers will need to ensure that their programmes are varied and interesting to these students. A diet of reading sheets is not conducive to a varied, structured Literacy programme.

Teachers have suggested that:
Reading needs to be taken daily - To, With and By
Exposing students to a variety of texts, not just books - poems, recipes, instructions, pamphlets, comics, charts, timetables etc
Vary the questions in discussions - use inference to make students think and justify their thinking. Use modelling books and sticky notes rather than copious worksheets
Have in depth discussions about text - compare texts, analyse characters and their behaviours - draw what students think a character looks like from their description,
Vary the activities in the reading tumble, don't have the same tumble week after week.
Expose students to different types of reading - Kiwikids news, National Geographic, have book boxes, pick n mix boxes,

Read New Zealand Authors - Des Hunt, David Hill, Margaret Mahy, Maurice Gee etc - look at their writing styles, compare the different writers, look at the settings - where in NZ are the books set? Write / email a writer and ask questions about a character / plot line.

Reinstating the Buddy Reading Programme. This could begin with some students in Kakahu working with students in lower classes. This has worked well in the past - reading mileage.

Incentives for reading at home. There has been a downward trend of parents listening to their children read at night - too busy, at work, life pressures. We need to ensure that students are having the reading mileage as this builds reading knowledge and fluency. Suggest at the end of each week those that have had reading signed each night get a reward and this goes toward an end of term achievement.

Writing: Total for School At or Above 81% 2022 83%

Writing	Well below		Below		At		Above		Total	Total At or
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number	Above
End of Year 1	0		2	4%	39	80%	8	16%	49	96%
End of Year 2	0		7	15%	22	47%	18	38%	47	85%
End of Year 3	1	2%	13	24%	30	56%	10	19%	54	74%
End of Year 4	1	2%	11	22%	17	33%	22	43%	51	76%
End of Year 5	0		6	19%	12	39%	13	42%	31	81%
End of Year 6	0		5	13%	21	53%	14	35%	40	88%
End of Year 7	0		8	33%	12	50%	4	17%	24	67%
End of Year 8	2	8%	4	17%	9	38%	9	38%	24	75%

Writing Cohort Comparative Data: 2022 / 2023				
		2023 Year 1 Cohort	47 / 49 = 96 %	
2022 Year 1 Cohort	45 / 45 = 100 %	2023 Year 2 Cohort	40 / 47 = 85 %	5 extra students Loss 15 %
2022 Year 2 Cohort	47 / 51 = 92 %	2023 Year 3 Cohort	40 / 54 = 74 %	3 extra students Loss 18 %
2022 Year 3 Cohort	42 / 50 = 84%	2023 Year 4 Cohort	39 / 51 = 76%	1 extra student Loss 8 %
2022 Year 4 Cohort	22 / 30 = 73 %	2023 Year 5 Cohort	25 / 31 = 81%	1 extra student Gain 8 %
2022 Year 5 Cohort	37 / 41 = 90 %	2023 Year 6 Cohort	35 / 40 = 88%	1 Less students Loss 2 %
2022 Year 6 Cohort	28 / 41 = 68 %	2023 Year 7 Cohort	16 / 24 = 67 %	17 Less students Loss 1 %
2022 Year 7 Cohort	18 / 27 = 67 %	2023 Year 8 Cohort	18 / 24 = 75 %	3 Less students Gain 8 %

Writing	Well below		Below		At		Above		Total	Total At
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number	or Above
All students	4	1%	55	17%	163	51%	98	31%	320	
Māori	1	2%	20	48%	15	36%	6	14%	42	50%
Pasifika	0		0		5	56%	4	44%	9	100%
Asian	1		0		7		1		9	89%
Indian	1		5		9		11		26	69%
Other	1		4		8		6		19	74%
NZ European	0		30	14%	109	51%	76	35%	215	86%
Male	4	3%	42	30%	65	46%	29	21%	140	67%
Female	0		13	7%	98	54%	69	38%	180	93%

Writing Ethnicity Comparative Data: 2022 / 2023				
2022 All Students	254 / 313 = 81%	2023 All Students	261 / 320 = 81 %	7 more students Same %
2022 Maori Students	34 / 47 = 72 %	2023 Maori Students	21 / 42 = 50 %	5 Less students Loss 22 %
2022 Pasifika Students	8 / 11 = 73 %	2023 Pasifika Students	9 / 9 = 100 %	2 Less students Gain 27%
2022 Asian / Indian	22 / 25 = 88%	2023 Asian Students	8 / 9 = 89 %	These groups have been separated due to the number of Indian students being enrolled.
		2023 Indian Students	20 / 26 = 69%	
2022 Other Students	10 / 15 = 67 %	2023 Other Students	14 / 19 = 74 %	4 more students Gain 7 %
2022 NZ European	180 / 215 = 84 %	2023 NZ European	185 / 215 = 86 %	Same no. students Gain 2 %
2022 Male Students	99 / 148 = 67 %	2023 Male Students	94 / 140 = 67%	8 Less students Same %
2022 Female Students	161 / 165 = 98 %	2023 Female Students	167 / 180 = 93 %	15 Less Students Loss 5 %

Although the cohorts are slightly different between 2022 and 2023, there has been an overall raising of achievement by 2%.

Again we note that 50% of Maori students are at the expected levels.

We also note that 67% of Males are at the expected levels. Girls sit at 93% which is a slight drop from 2022.

From the data it is clear that the programmes within the classes are not catering for the interest of boys. They are also not engaging our Maori students.

We are working to continually build Best Practice within the school. Regular staff meetings are used to upskill teachers. We have employed Louise Dempsey for our Teacher Only Day on 3 April. We follow the Sheena Cameron and Louise Dempsey Programme as they are seen as Literacy Guru's in New Zealand and across the world.

We need to look carefully at the programmes that are occurring in classes. We must ensure that Writing mileage is happening. A variety each day - Quick Writes each day for the Middle / Senior students BEFORE they work on the writing tumble. This needs to be varied and interesting. A selection of different structures and writing types, giving students a range of choices that they can make their own. We also must bear in mind that we need hands-on experiences and the building of vocabulary to assist our students who do not have the experiences that their peers have.

With the introduction of our new Spelling Programme - WordLab (Teacher Only Day 25 January) we have a two pronged approach to developing and building on vocabulary and seeing this being reflected in students' writing. (PACT: Writing meaningful text - Encoding and also Writing meaningful text: Using knowledge of text structure and features.)

We note (as above) that absenteeism has played a role in the progress of our students.

We also accept that although we have been assessing using PACT for a couple of years, with new staff we are working to ensure consistency across the school. We share marking with teams and across the school, working with each other to try to establish a common understanding. Continued Professional Development has been scheduled and Team Leaders are making regular visits into classes to observe what is happening with the programmes. Exercise books are being shared at Team Meetings and Management will also be working through classes and looking at both programmes, planning and student achievement in the classes.

We also note a significant rise in Indian students to our school. These students arrive with little or no English and have become the third largest ethnicity at Bombay School. The ESOL students are supported both in the class and with specialised learning, but will not reach the expectation of a student who has English as their native language when they enter school.

Maths: Total for School At or Above 77 %
 2022 78 %

Maths	Well below		Below		At		Above		Total	Total At or
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number	Above
End of Year 1	0		2	4%	31	63%	16	33%	49	96%
End of Year 2	0		7	15%	28	60%	12	26%	47	85%
End of Year 3	1	2%	23	43%	16	30%	14	26%	54	56%
End of Year 4	0		11	22%	21	41%	19	37%	51	78%
End of Year 5	1	3%	5	16%	17	55%	8	26%	31	81%
End of Year 6	0		7	18%	15	38%	18	45%	40	83%
End of Year 7	3	13%	5	21%	12	50%	4	17%	24	67%
End of Year 8	2	8%	8	33%	6	25%	8	33%	24	58%

Comparative Data: 2022 / 2023				
		2023 Year 1 Cohort	47 / 49 = 96 %	
2022 Year 1 Cohort	45 / 45 = 100 %	2023 Year 2 Cohort	40 / 47 = 85 %	5 extra students Loss 15 %
2022 Year 2 Cohort	38 / 51 = 75 %	2023 Year 3 Cohort	40 / 54 = 56 %	3 extra students Loss 19 %
2022 Year 3 Cohort	35 / 50 = 70 %	2023 Year 4 Cohort	40 / 51 = 78 %	1 extra student Gain 8 %
2022 Year 4 Cohort	22 / 30 = 73 %	2023 Year 5 Cohort	25 / 31 = 81%	1 extra student Gain 8 %
2022 Year 5 Cohort	38 / 41 = 83 %	2023 Year 6 Cohort	33 / 40 = 82 %	1 Less students Loss 1 %
2022 Year 6 Cohort	34 / 41 = 83 %	2023 Year 7 Cohort	16 / 24 =67 %	17 Less students Loss 16 %
2022 Year 7 Cohort	18 / 27 =67 %	2023 Year 8 Cohort	14 / 24 = 58 %	3 Less students Loss 9 %

Maths	Well below		Below		At		Above		Total	Total Number # or Above
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number	
All students	7	2%	68	21%	145	45%	100	31%	320	
Māori	3	7%	12	29%	21	50%	6	14%	42	64%
Pasifika	0		0		4	44%	5	56%	9	100%
Asian	1		2		5		1		9	67%
Indian	1		8		10		1		26	42%
Other	1		3		11		4		19	79%
NZ European	1	0%	43	20%	94	44%	77	36%	215	80%
Male	5	4%	32	23%	55	39%	48	34%	140	76%
Female	2	1%	36	20%	90	50%	52	29%	180	79%

Comparative Data: 2022 / 2023				
2022 All Students	243 / 313 = 78 %	2023 All Students	245 / 320 = 77 %	7 more students Loss 1 %
2022 Maori Students	32 / 47 = 68 %	2023 Maori Students	27 / 42 = 64 %	5 Less students Loss 4 %
2022 Pasifika Students	7 / 11 = 64 %	2023 Pasifika Students	9 / 9 = 100 %	2 Less students Gain 36 %
2022 Asian / Indian	21 / 25 = 84 %	2023 Asian Students	6 / 9 = 67 %	These groups have been separated due to the number of Indian students being enrolled.
		2023 Indian Students	11 / 26 = 42 %	
2022 Other Students	12 / 15 = 80 %	2023 Other Students	15 / 19 =79 %	4 more students Loss 1 %
2022 NZ European	171 / 215 = 80 %	2023 NZ European	171 / 215 = 80 %	Same no. students Same %
2022 Male Students	1219 / 148 = 76 %	2023 Male Students	103 / 140 = 76 %	8 Less students Same %
2022 Female Students	131 / 165 =79 %	2023 Female Students	142 / 180 = 79 %	15 Less Students Same %

Although the cohorts are slightly different between 2022 and 2023, there has been a tiny improvement in the Maths Data - 1%.

There was little disparity between boys and girls in this data, although girls did slightly better (3%).

Although Pasifika students achieved 100% meeting expectations, Maori students achieved 64%. This is 13% lower than all students and 16% below European students. It is however slightly below Asian students and above Indian Students.

Absenteeism is a feature in our student’s achievement - as discussed earlier.

In 2022 we began working unpacking the new Maths Curriculum and working through designing our own Bombay Curriculum. As a management team we discovered that many different ways of teaching had crept into the school and programmes did not necessarily reflect the needs of the students. Traditionally we have used the Numeracy Project Framework. Due to the inconsistencies across the school we decided to write own own curriculum reflecting our needs and community and also aligning it with the New Maths Curriculum. This was put aside with the change of government as the announcement that a new curriculum was to be written. We have our initial draft across four strand areas that we can use to compare with the new version when it is delivered.

In 2024 we are going to look closely at Maths and ‘get back to basics’.
 Using assessment data to understand where there are problems in knowledge and understanding.
 Ensuring that targeted teaching for groups is happening and students are getting a varied diet of meaningful activities. Worksheets are not the sole teacher focus.
 That materials are being used in every class and where necessary, further materials are purchased.
 Strand and Problem solving are a focus in Years 5 -8.
 Games and activities reinforce maintenance of previously covered work.
 Basic Facts are a feature in every lesson, every day.
 A new teacher for 2023 has undertaken extensive PD from her last school and we will be calling on her expertise in Staff Meetings and as a model for others to emulate. Teachers can visit as part of their CRT days to explore what is happening in her maths programme. With Kim being on study leave we will be without the Maths Lead in the school.

Further Notes:

The loss of students at the end of Year Six impacts the following years. In 2023 17 students left for other schools. A large number went to the newly opened St Ignatius Catholic School. They built their foundation roll, stating that places would only be available at Year Seven should they wish to be there for High School. We also lose a number of students to the Intermediate. These students usually live in Pukekohe and it is easier for them to walk to the Intermediate than to be transported to Bombay each day. A few students also move to Strathallan, again wanting to 'get in'.

We are cognisant that in some areas of the school programmes need to change and are working n this. We have a few changes to staffing and this should assist us moving together as a Team. Management has undertaken to be in classes more regularly - this made possible with us not teaching every day and having flexibility. We are also releasing Team Leaders on a regular basis to see that programmes are catering for the needs of students. Target students and action plans will be discussed and completed at Team Meetings. Appraisal Cycles will be undertaken as Team Inquiries and must reflect the acceleration of students - Boys and Maori students.

How we have given effect to Te Tiriti o Waitangi

Giving effect to Te Tiriti o Waitangi is one of the board's primary objectives

We are working with Ngati Tamaoho to give effect to Te Tiriti o Waitangi. We are working to ensure that our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and we have developed a Te Reo Maori curriculum. We are striving to achieve equitable outcomes for Maori. Our Maori student achievement data indicates that Maori students are achieving on par with other students. The school is seeking to employ the services of a Kapa Haka tutor as current staff do not have capability in this area.

Responsible Employer: Compliance with Employment Policy.

Bombay School complies with its employment policies as well as any Employment relevant legislation.

Bombay School is committed to being a responsible employer in the New Zealand primary school context. We ensure compliance with all relevant employment laws and regulations, including the Education Act and the Employment Relations Act, to protect the rights of our staff. Providing a safe and healthy work environment is paramount, and we implement robust health and safety policies and practices to safeguard the well-being of our staff, students, and visitors.

Diversity and inclusion are core values at Bombay School. We respect the cultural backgrounds and individual differences of all our staff members, fostering a supportive and inclusive workplace. Our commitment to fair and competitive remuneration and benefits reflects our dedication to valuing and rewarding our staff. We offer opportunities for professional development and advancement, encouraging continuous learning and growth. Moreover, we promote work-life balance by providing flexible work arrangements where possible, ensuring that our staff can maintain a healthy balance between their professional and personal lives.

Paul Petersen
Principal

Kiwisport Report 2023

Kiwisport is a Government funding initiative to support students' participation in organised sport.

In 2023, the funding was spent on [Franklin school sports subs, balls, various sports equipment from several retailers, school swimming sports fees, bus travel, cricket balls, entry fees to Aims games and part cost of stadium hire].

Expenditure included but is not limited to :

- Franklin Primary School Sport Subs
- Franklin Primary School Registration
- North Group Athletics
- Sport reward and recognition trophies / certificates
- Franklin Zone subs
- Orienteering champs of champs
- Sport Teacher admin
- NZAIMS - Aims games subs
- Cross country entry fees
- Affiliation fees
- Tackle rugby entry fees
- Touch Rugby entry fees
- Netball fees
- venue hire
- sports equipment
- New Sports Shirts
- Year 7 & 8 Sports Levy
- Subsidy for bus travel to Rugby
- Entry Fees for Aims Games
- Payment for St Johns attendance at Tackle Day.
- Buses to netball games.
- Buses to swimming
- Buses to Athletics
- Buses to Orienteering
- Entry fee for Franklin Gym Competition
- Entry fee for Auckland Schools Gymnastics
- Field hire for North Group

The number of students participating in organised sport increased in 2023.

Paul Petersen

Principal