



ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number:	3580
Principal:	Trena Watt
School Address:	21 Wakanui School Road, Wakanui, Ashburton
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WAKANUI SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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Wakanui 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.

Carlos Cuadras

Full Name of Presiding Member

Carlos Cuadras

Signature of Presiding Member

31/05/2024

Date:

Trena Watt

Full Name of Principal

Trena Watt

Signature of Principal

31-05-2024

Date:

Wakanui School

Members of the Board

For the year ended 31 December 2023

Name	Position	How Position Gained	Term Expired/ Expires
Carlos Cuadradro	Presiding Member	Elected	Sep 2025
Trena Watt	Principal	ex Officio	
Iain Inglis	Parent Representative	Elected	Dec 2023
Gayle Smith	Parent Representative	Elected	Dec 2023
Bryn Brockhurst	Parent Representative	Elected	Dec 2023
Peter Fawcett	Parent Representative	Elected	Sept 2025
Dylan Stoddart	Staff Representative	Elected	Sep 2025
Steph Hunt	Parent Representative	Elected	Sept 2026
Will Grayling	Parent Representative	Elected	Sept 2026

Wakanui School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

		2023	2023	2022
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	1,290,707	1,024,423	1,106,659
Locally Raised Funds	3	100,796	57,500	87,515
Interest		16,815	2,000	7,623
Gain on Sale of Property, Plant and Equipment		9	-	-
Total Revenue		1,408,327	1,083,923	1,201,797
Expenses				
Locally Raised Funds	3	18,633	4,500	25,377
Learning Resources	4	984,214	788,490	886,160
Administration	5	96,627	90,300	99,217
Interest		1,265	1,650	1,669
Property	6	302,698	248,833	241,625
Total Expense		1,403,437	1,133,773	1,254,048
Net Surplus/(Deficit) for the year		4,890	(49,850)	(52,251)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		4,890	(49,850)	(52,251)

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



Wakanui 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		456,968	456,968	478,619
Total comprehensive revenue and expense for the year		4,890	(49,850)	(52,251)
Contribution - Furniture and Equipment Grant		1,875	-	30,600
Equity at 31 December		463,733	407,118	456,968
Accumulated comprehensive revenue and expense		463,733	407,118	456,968
Equity at 31 December		463,733	407,118	456,968

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.



Wakanui School

Statement of Financial Position

As at 31 December 2023

		2023	2023	2022
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	7	78,563	74,434	78,401
Accounts Receivable	8	85,908	62,984	62,984
GST Receivable		94	41,076	41,076
Prepayments		5,530	5,705	5,705
Investments	9	288,575	286,022	346,855
		458,670	470,221	535,021
Current Liabilities				
Accounts Payable	11	120,182	128,407	128,407
Revenue Received in Advance	12	2,802	900	900
Provision for Cyclical Maintenance	13	15,345	-	41,611
Finance Lease Liability	14	6,848	7,486	7,486
Funds held for Capital Works Projects	15	27,455	92,085	92,085
		172,632	228,878	270,489
Working Capital Surplus		286,038	241,343	264,532
Non-current Assets				
Property, Plant and Equipment	10	194,401	200,047	209,047
		194,401	200,047	209,047
Non-current Liabilities				
Provision for Cyclical Maintenance	13	12,664	24,562	6,901
Finance Lease Liability	14	4,042	9,710	9,710
		16,706	34,272	16,611
Net Assets		463,733	407,118	456,968
Equity		463,733	407,118	456,968

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



Wakanui School

Statement of Cash Flows

For the year ended 31 December 2023

		2023	2023	2022
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		304,659	232,400	321,780
Locally Raised Funds		111,536	57,500	72,515
Goods and Services Tax (net)		40,982	-	(72,096)
Payments to Employees		(189,381)	(136,700)	(270,288)
Payments to Suppliers		(254,415)	(189,000)	(96,877)
Interest Received		13,004	2,000	7,027
Net cash from/(to) Operating Activities		26,385	(33,800)	(37,939)
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(15,094)	(31,000)	(6,821)
Purchase of Investments		-	-	(87,191)
Proceeds from Sale of Investments		58,280	60,833	10,738
Net cash from/(to) Investing Activities		43,186	29,833	(83,274)
Cash flows from Financing Activities				
Furniture and Equipment Grant		1,875	-	30,600
Finance Lease Payments		(6,654)	-	(6,745)
Funds Administered on Behalf of Other Parties		(64,630)	-	(438,821)
Net cash (to) Financing Activities		(69,409)	-	(414,966)
Net increase/(decrease) in cash and cash equivalents		162	(3,967)	(536,179)
Cash and cash equivalents at the beginning of the year	7	78,401	78,401	614,580
Cash and cash equivalents at the end of the year	7	78,563	74,434	78,401

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.



Wakanui School

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

1.1. Reporting Entity

Wakanui 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 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 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 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 13.

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 10.



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 14. Future operating lease commitments are disclosed in note 20b.

Recognition of grants

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

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 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 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. 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 not trivial.

1.8. Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements	10–75 years
Furniture and equipment	5 - 10 years
Information and communication technology	4–5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value



1.9. 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.

1.10. 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.

1.11. 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 surplus or deficit in the period in which they arise.

1.12. 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.

1.13. 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.



1.14. 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 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.

1.15. Financial Instruments

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

The School's financial liabilities comprise accounts payable, 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.

1.16. 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.

1.17. Budget Figures

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

1.18. 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	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Government Grants - Ministry of Education	307,900	232,400	284,515
Teachers' Salaries Grants	763,904	616,490	616,490
Use of Land and Buildings Grants	218,773	175,533	175,533
Other Government Grants	130	-	30,121
	<u>1,290,707</u>	<u>1,024,423</u>	<u>1,106,659</u>

3. Locally Raised Funds

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

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations & Bequests	3,166	4,000	2,450
Fees for Extra Curricular Activities	23,655	5,500	27,032
Trading	3,352	-	4,393
Fundraising & Community Grants	32,102	35,000	37,739
Other Revenue	19,134	1,000	998
Transport Revenue	19,387	12,000	14,903
	<u>100,796</u>	<u>57,500</u>	<u>87,515</u>
Expenses			
Extra Curricular Activities Costs	14,193	2,000	22,682
Trading	1,324	500	891
Fundraising & Community Grant Costs	3,116	2,000	1,804
	<u>18,633</u>	<u>4,500</u>	<u>25,377</u>
<i>Surplus for the year Locally raised funds</i>	<u>82,163</u>	<u>53,000</u>	<u>62,138</u>

4. Learning Resources

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	28,462	29,000	26,838
Information and Communication Technology	4,094	-	518
Employee Benefits - Salaries	912,989	706,490	822,455
Staff Development	7,394	13,000	2,389
Depreciation	31,275	40,000	33,960
	<u>984,214</u>	<u>788,490</u>	<u>886,160</u>

5. Administration

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	5,076	5,500	5,225
Board Fees	4,625	5,000	4,625
Board Expenses	3,568	3,000	4,834
Communication	997	1,200	1,150
Consumables	7,381	2,900	2,926
Operating Lease	4,282	10,500	4,543
Other	13,025	16,500	13,255
Employee Benefits - Salaries	51,969	40,700	57,743
Insurance	1,682	-	1,141
Service Providers, Contractors and Consultancy	4,022	5,000	3,775
	<u>96,627</u>	<u>90,300</u>	<u>99,217</u>



6. Property

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	1,148	800	918
Consultancy and Contract Services	35,724	25,000	24,379
Cyclical Maintenance	6,405	7,350	3,212
Adjustment to the Provision- Other Adjustments	(2,908)	-	-
Heat, Light and Water	14,313	15,000	12,823
Repairs and Maintenance	23,326	18,150	17,386
Use of Land and Buildings	218,773	175,533	175,533
Security	1,847	1,000	1,102
Employee Benefits - Salaries	4,070	6,000	6,272
	<u>302,698</u>	<u>248,833</u>	<u>241,625</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. Cash and Cash Equivalents

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	78,563	74,434	78,401
Cash and Cash Equivalents for Statement of Cash Flows	<u>78,563</u>	<u>74,434</u>	<u>78,401</u>

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

Of the \$78,563 Cash and Cash Equivalents, \$27,455 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 \$78,563 Cash and Cash Equivalents, \$1,961 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	3,250	14,049	14,049
Receivables from the Ministry of Education	1,875	-	-
Interest Receivable	4,936	1,125	1,125
Teacher Salaries Grant Receivable	<u>75,847</u>	<u>47,810</u>	<u>47,810</u>
	<u>85,908</u>	<u>62,984</u>	<u>62,984</u>
Receivables from Exchange Transactions	8,186	15,174	15,174
Receivables from Non-Exchange Transactions	<u>77,722</u>	<u>47,810</u>	<u>47,810</u>
	<u>85,908</u>	<u>62,984</u>	<u>62,984</u>

9. Investments

The School's investment activities are classified as follows:

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	288,575	286,022	346,855
Total Investments	<u>288,575</u>	<u>286,022</u>	<u>346,855</u>



10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Building Improvements	114,821	-	-	-	(2,726)	112,095
Furniture and Equipment	51,233	12,912	-	-	(11,166)	52,979
Information and Communication Technology	25,382	2,191	-	-	(9,531)	18,042
Leased Assets	16,544	1,526	-	-	(7,719)	10,351
Library Resources	1,067	-	-	-	(133)	934
Balance at 31 December 2023	209,047	16,629	-	-	(31,275)	194,401

The net carrying value of equipment held under a finance lease is \$10,351 (2022: \$16,544)

Restrictions

With the exception of the contractual restrictions relating to the above noted finance leases, there are no other 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
	\$	\$	\$	\$	\$	\$
Building Improvements	133,524	(21,429)	112,095	133,524	(18,703)	114,821
Furniture and Equipment	232,657	(179,678)	52,979	219,745	(168,512)	51,233
Information and Communication Technology	80,663	(62,621)	18,042	78,473	(53,091)	25,382
Leased Assets	30,754	(20,403)	10,351	30,944	(14,400)	16,544
Library Resources	27,663	(26,729)	934	27,663	(26,596)	1,067
Balance at 31 December	505,261	(310,860)	194,401	490,349	(281,302)	209,047

11. Accounts Payable

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Creditors	9,450	69,871	69,871
Accruals	14,655	5,225	5,225
Banking Staffing Overuse	17,792	-	-
Employee Entitlements - Salaries	76,380	51,407	51,407
Employee Entitlements - Leave Accrual	1,905	1,904	1,904
	120,182	128,407	128,407
Payables for Exchange Transactions	120,182	128,407	128,407
	120,182	128,407	128,407

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	1,961	-	-
Other Revenue in Advance	841	900	900
	2,802	900	900



13. Provision for Cyclical Maintenance

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	48,512	48,512	45,300
Increase to the Provision During the Year	6,405	7,350	6,789
Other Adjustments	(2,908)	-	(3,577)
Use of the Provision During the Year	(26,873)	(31,300)	-
Provision at the End of the Year	25,136	24,562	48,512
Cyclical Maintenance - Current	15,345	-	41,611
Cyclical Maintenance - Non current	12,664	24,562	6,901
	28,009	24,562	48,512

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 School's most recent 10 Year Property plan, adjusted as identified and confirmed appropriate by the Board, to other reliable sources of evidence.

14. 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	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	7,487	8,634	8,634
Later than One Year and no Later than Five Years	4,179	10,357	10,357
Future Finance Charges	(776)	(1,795)	(1,795)
	10,890	17,196	17,196
Represented by:			
Finance lease liability - Current	6,848	7,486	7,486
Finance lease liability - Non current	4,042	9,710	9,710
	10,890	17,196	17,196

15. 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 7.

2023	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
Amphitheatre Build and New Admin Block - 217310	63,120	187,423	(250,543)	-	-
School Investment Project - 222598	28,965	-	(1,510)	-	27,455
Totals	92,085	187,423	(252,053)	-	27,455

Represented by:

Funds Held on Behalf of the Ministry of Education 27,455

2022	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
Amphitheatre Build and New Admin Block	530,906	288,635	(756,421)	-	63,120
School Investment Project	-	70,061	(41,096)	-	28,965
Totals	530,906	358,696	(797,517)	-	92,085

Represented by:

Funds Held on Behalf of the Ministry of Education 92,085



16. Related Party Transactions

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

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and 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.

17. Remuneration

Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	4,625	4,625
<i>Leadership Team</i>		
Remuneration	223,249	209,541
Full-time equivalent members	2.00	1.74
Total key management personnel remuneration	<u>227,874</u>	<u>214,166</u>

There are 5 members of the Board excluding the Principal. The Board had 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	120-130	100-110
Benefits and Other Emoluments	0 - 5	0-2
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

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

18. Compensation and Other Benefits Upon Leaving

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



19. 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.

20. Commitments

(a) Capital Commitments

At 31 December 2023, the Board had capital commitments of \$43,450 (2022:\$63,120) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
SIP-Site Paving & Site Works - 222598	84,546	41,096	43,450
Total	84,546	41,096	43,450

(b) Operating Commitments

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

(Operating commitments at 31 December 2022: nil)

21. Financial Instruments

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

Financial assets measured at amortised cost

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	78,563	74,434	78,401
Receivables	85,908	62,984	62,984
Investments - Term Deposits	288,575	286,022	346,855
Total Financial assets measured at amortised cost	453,046	423,440	488,240

Financial liabilities measured at amortised cost

Payables	120,182	128,407	128,407
Finance Leases	10,890	17,196	17,196
Total Financial liabilities measured at amortised Cost	131,072	145,603	145,603

22. Events After Balance Date

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

23. Comparatives

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



INDEPENDENT AUDITOR'S REPORT**TO THE READERS OF WAKANUI SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2023**

The Auditor-General is the auditor of Wakanui School (the School). The Auditor-General has appointed me, Sam Naylor, using the staff and resources of Nexia Audit Christchurch, 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 3 to 17, that comprise the statement of financial position as at 31 December 2023, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 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 arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Statement of Responsibility, Members of the Board, Analysis of Variance Report, Good Employer Statement, Te Tiriti o Waitangi Statement, and Kiwisport Statement, 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.

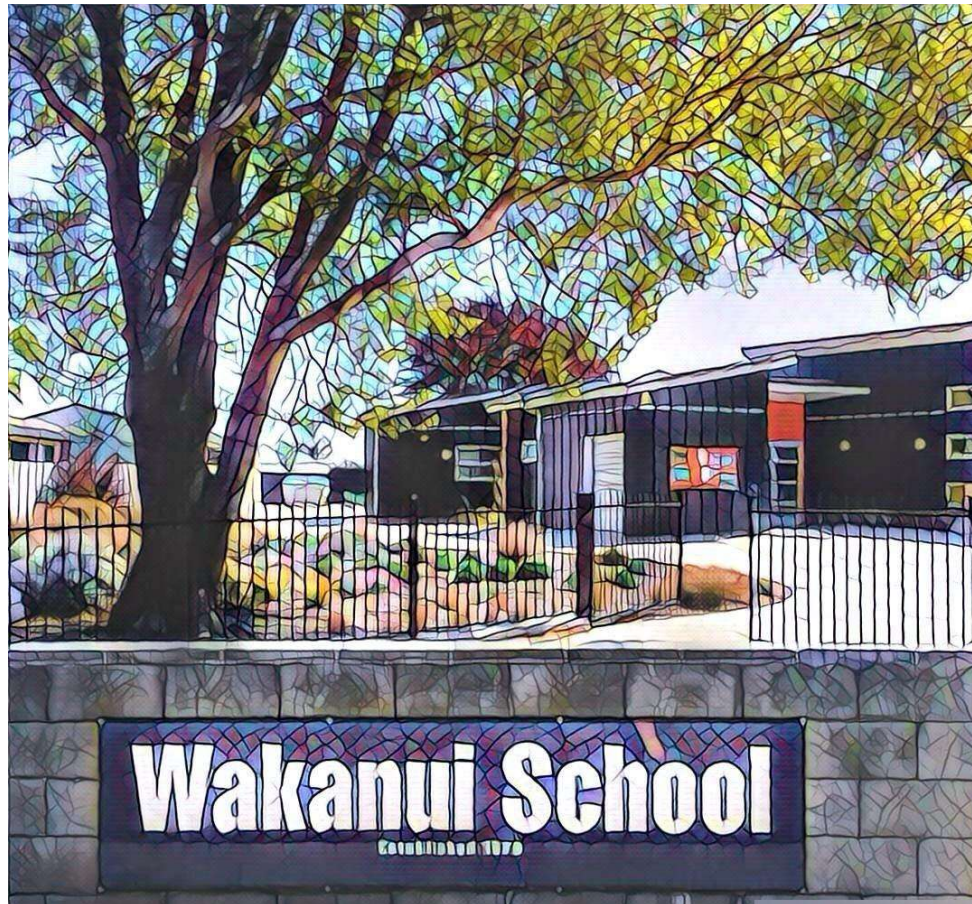


Sam Naylor

Nexia Audit Christchurch
On behalf of the Auditor-General
Christchurch, New Zealand

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EOY reporting on Annual Goals 2023- Analysis of Variance 2023



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Wakanui School is a full primary 10km east of Ashburton in Mid Canterbury. We are a decile 8, U3 School with a current roll of 117. We have a steady school roll with most new entrants in our area attending our school and most Years 7 and 8 students remaining with us until they go to secondary school. An enrolment scheme is in place to help regulate roll growth. We anticipate our roll to grow to around 134 by the end of 2023.

Cohort Entry was introduced to Wakanui School in 2021. Students begin school at the beginning and mid points of each term following their fifth birthday. This streamlines 'school visits' for pre-schoolers and supports the establishment of routines and peer groups for students.

Many of our students live in our local area but about 30% travel from town for a rural school experience. Most students travel to and from school by bus or car.

Our roll is made up of a diverse range of ethnicities: New Zealand European/Pakeha (74.7%), Maori (5%), Latin American (6%), (9.4%), Filipino (5.9%), African (0.8%), British (1.7%), Dutch (0.8%) and Other European (0.8%), Other (1.7%)

In 2023 we are operating 6 classrooms (Year 0/1, Year 1 /2, Year 3, Year 4/5, Year 5/6, Year 7/8), all of which enjoy a modern learning environment and high levels of digital capacity.

We are a member of the Hakatere Kahui Ako alongside 11 other Mid Canterbury schools. Our staff are all passionate about student centred learning and we continue to develop pedagogy, systems, and resources to improve outcomes for all students. Our students are engaged in their learning and care about each other. They demonstrate the core school's values (Respect, Resilience, Responsibility and Excellence) inside and outside of school on a regular basis. Senior students have leadership roles and act as role models. Our families support the school in numerous ways and have a voice in the ongoing development of targets and goals. Student voice is an important part of our planning and reporting.

Our heated swimming pool gives us opportunity for a longer swimming season and improved aquatic skills. We intend to use it for most of Terms 1 and 4 with lessons facilitated by both classroom teachers and specialist tutors from the EA Networks Centre, Ashburton. Also supporting the physical education programme is the employment of a Sports Coordinator facilitating weekly lessons for each class throughout the year. There is restructuring currently so without a Sports co ordinator in Term 1 2023.



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OUR VISION (Where are we going?)

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OUR MISSION (How we will get there?)

Providing an environment which promotes a desire for all to reach their full potential

OUR KEY VALUES (Helping us achieve)

Respect Resilience Responsibility Excellence

OUR AIMS (*What we want to achieve*)

STUDENT ACHIEVEMENT (STUDENTS, CURRICULUM, ASSESSMENT, INCLUSIVE PRACTICE, CULTURAL RESPONSIVENESS)

- Improved learning outcomes for all students in all areas
- Access to a quality, contemporary, relevant curriculum
- Feedback on progress and achievement that fosters further growth
- Empower students to have the skills and knowledge for success in life

INQUIRY (TEACHING, EQUITY, EXCELLENCE, SELF REVIEW, EVIDENCE OF IMPACT)

- Ensuring our teachers are the best that they can be and apply current best practice
- All learners have access to equitable processes allowing their potential to be achieved
- We know why we do what we do and we know what does and will make a difference
- We strive for excellence in all aspects of school life

COMMUNITY (LEARNERS, FAMILIES, STAFF, WIDER COMMUNITY, KAHUI AKO, ENVIRONMENT, WELLBEING/HAUORA)

- Our people work in partnership together to achieve common goals
- We are inclusive of all and demonstrate cultural responsiveness
- We care about our environment and appreciate our unique rural aspect
- We are an active member of the Hakatere Kahui Ako and see ourselves as part of a wider community.



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Our Broad Strategic Goals: (unlikely to change from year to year, business as usual)

1. Meet our obligations under the Treaty of Waitangi.
2. Embrace and celebrate our multicultural school community
3. Meet all legislative requirements asked of us.
4. Ensure our school values are woven through all that we do.
5. Celebrate our rural location and resources.
6. Deliver the best that we are capable of, in all that we do.
7. Give priority to the English and Mathematics curricula.
8. Provide sustainable programmes in sport and physical education with the use of kiwi sport funding.
9. Ensure our school environment is healthy and safe for all.
10. Be cognizant of the changing face of education and ensure we are at the forefront of providing future focused education.



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WAKANUI SCHOOL SPECIFIC STRATEGIC GOALS 2021-2023

EOY

Aim	Key strategies to achieve goals 2021 - 2023
<p>Student Achievement</p> <p><i>All students experience success through challenge, choice, striving for excellence and seeking feedback to further improve outcomes.</i></p>	<ul style="list-style-type: none">• Ensure that staff share quality feedback and feedforward with students and together use this information to set goals which are relevant, challenging, and achievable.• Kahui Ako – Coherence – Strengthen our collective understanding of success and implement consistent use of indicators for success• Build on academic success in reading, writing and maths for all students using data, student voice, parent voice and tools that help us understand and plan for continued success <p>Maths Focus was well received by students and teachers- a positive shift to enhance enjoyment and developing coverage happened through this Professional Development .</p> <p>Achievement in 2023 highlighted larger improvements across Reading Writing and Maths in relation to shift up in students achieving 'above' and a shift down in the numbers of students achieving 'below' from beginning to end of year.</p> <p>Moderation and the teacher ability to make OTJ's (Overall Teacher Judgement) will continue to be a focus as we have made improvements this year.</p>



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Aim	Key strategies to achieve goals 2021 -2023
<p>Inquiry</p> <p><i>Through the use of effective inquiry, programme, policy and pedagogy will allow us to be effective in meeting our goals.</i></p>	<ul style="list-style-type: none">● Curriculum review will focus on competencies and concepts. All areas of our curriculum will allow for deep thinking and development from concrete to abstract● Our teachers engage in positive appraisal which is aimed at growing better practice with critical conversations, targeted observations and shadow coaching. <p>Curriculum reviews including consulting with staff, whānau and students took place this year in the areas of:</p> <ul style="list-style-type: none">● Digital Technologies● Literacy● Health and Physical Education <p>*Professional Growth Cycles were developed to run in a continuous way than previously starting at the beginning of year and ending at the end of a year, allowing for development to cycle and repeat. This included observations, shadow coaching as well as staff meeting that were specific to support development.</p>



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Aim	Key strategies to achieve goals 2021 -2023
<p>Community</p> <p><i>We embrace and demonstrate equity and excellence and through our values, grow a community that is future focused, inclusive, and prepared to work in partnership.</i></p>	<ul style="list-style-type: none">• Our values of excellence, respect, resilience, and responsibility guide all that we do. We expect students, staff, and families to always demonstrate these.• We continue to develop our physical environment to allow better teaching and learning experiences for staff and students.• Kahui Ako – Develop a sense of unity and belonging through enhanced professional networks <p>Values are consistently acknowledged via both awards and verbal recognitions.</p> <p>Kāhui Connect weeks were well supported by Wakanui Staff as well as other opportunities.</p>



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WAKANUI SCHOOL ANNUAL PLAN 2023

Target progressing, Target achieved

Student Achievement				
ANNUAL GOAL	ANNUAL TARGET	ACTION	DEVELOPMENT	OUTCOME
FROM 2022 Ensure that staff share quality feedback and feedforward with students and together use this information to set goals which are relevant, challenging, and achievable.	Quality feedback and feedforward is communicated to students and families through written reports, Seesaw and goal setting/goal review.	Professional development around: What is the difference between feedback and feedforward? What does quality feedback/feedforward look/sound like?	Change to the written report for 2022 was instead of reporting directly on the key competencies to report on the School Values. This is because this is the area of the written report that we ask the students to reflect. The values are much more widely discussed and more accessible for the students to understand.	This Student voice section of the twice-yearly written report is able to be more widely understood by students whanau and kaiako.



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<p>Feedback/feed-forward</p> <p>Specific, constructive feedback about learning, as it is unfolding, is one of the most powerful influences on student achievement. Positive feedback celebrates success, and helps keep students motivated, whilst constructive feedback highlights important aspects to focus on. Feed-forward provides an outline of the next steps to be taken. Feedback/feed-forward includes all dialogue to support learning in both formal and informal situations.</p>	<p>Incorporate quality FB/FF in our written reports, class Seesaw posts/commenting, goal setting formats (amend templates to allow for this) and in learning conversations with students</p> <p>An expectation that if feedback is given, it is followed by feedforward</p>		<p>Delivery of written report was changed to online in 2023</p> <p>In time reporting using tools as See saw and one note continues to need development and consistency</p>
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Student Achievement				
ANNUAL GOAL	ANNUAL TARGET	ACTION	DEVELOPMENT	OUTCOME
<p>FROM 2022</p> <p>Kahui Ako – Coherence – Strengthen our collective understanding of success and implement consistent use of indicators for success</p>	<p>Continue to develop an understanding of the Learning Progressions Framework (LPF) , how these are used to make judgements about student learning, and use PaCT to record these and inform teaching and learning goals</p>	<p>Continue to use PaCT to record progress and achievement in reading, writing and maths</p> <p>Create reports to suit reporting purpose</p> <ul style="list-style-type: none"> - Reporting to Board - Class progress <p>Staff professional development in LPF (Kahui Ako) to familiarise with learning pathways of students</p> <p>Use LPF to inform teaching</p>	<p>Data entered and reporting function used by teachers to identify student ‘gaps’ in learning/capabilities</p> <p>Reporting function used to track cohorts over time.</p>	<p>Teaching staff are confident creating and using PaCT reports.</p> <p>Teaching staff across the Kahui Ako have clear and consistent understandings of the LPFs and how students progress through them.</p>



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Student Achievement				
ANNUAL GOAL	ANNUAL TARGET	ACTION	DEVELOPMENT	OUTCOME
Build on academic success in reading, writing and maths for all students using data, student voice, parent voice and tools that help us understand and plan for continued success.	<p>There are 3 tiers of support to guide our students to reach their academic potential.</p> <p>Teacher Aide time To support the students who are 'well below' or 'below.'</p> <p>Writing: (21% Students were identified in the Dec 2022 data as working well below or below)</p> <p>Reading: (18% Students were identified in the Dec 2022 data as working well below or below)</p> <p>Maths: (17% Students were identified in the Dec 2022 data as working well below or below)</p>	<p>Students selected for any of these programmes are those that are chosen as the most beneficial.</p> <p>Collect relevant assessment data and use moderation to make valid judgements about progress and achievement</p> <p>Use Teaching as Inquiry to investigate and adjust class learning programmes to support those learners identified as needing support to achieve curriculum expectations</p> <p>Teaching staff regularly reflect on progress of these students and share learnings.</p> <p>Access professional development to build pedagogy and skills.</p>	<p>Teacher Aides</p> <p>Weekly PD sessions for them, with the LSC as well as specific training in BSL and Structured literacy to be able to support classroom programmes.</p> <p>They either work in the classroom or in a space with small groups out of the classroom. This depends on the needs of the student as ascertained by the classroom teacher.</p> <p>Student Support programme by teacher</p> <p>In this situation we can use Teacher strengths to both develop and teach small groups in either Writing, Reading or Maths.</p> <p>This is a block system which is designed to give the students at least 18 sessions over the course of the term. This is decided by classroom teachers (Term 1 2023 is Writing)</p>	<p>Increase in student levels of achievement.</p> <p>Gains appropriate.</p> <p>e.g 'below' to 'at' 'at' to a secure at 'at' to 'above'</p> <p>'above' to a broadening of skills and development around an understanding beyond 'above'</p>



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<div><div><div><div><div><div></div><div></div></div><div><div><div>SPECIFIC TARGETS</div></div></div><div><div><div>Writing</div><div>By the end of 2023</div><div>will be working at or above:</div><table><tr><td>2022</td><td>2023</td></tr><tr><td>78%</td><td>82%</td></tr></table></div><div><div><div>Reading</div><div>By the end of 2023</div><div>will be working at or above:</div><table><tr><td>2022</td><td>2023</td></tr><tr><td>82%</td><td>85%</td></tr></table></div><div><div><div>Maths</div><div>By the end of 2023</div><div>will be working at or above:</div><table><tr><td>2022</td><td>2023</td></tr><tr><td>83%</td><td>85%</td></tr></table></div></div></div><div><div><div>Teacher support</div><div>for those that teachers consider to be an insecure ‘at’</div><div>Writing: <i>(61% Students were identified in the Dec 2022 data as working ‘at’ the security of the student at this level is decided throughTeacher OTJ)</i></div><div>Reading: <i>(51% Students were identified in the Dec 2022 data as working ‘at’ the security of the student at this level is decided throughTeacher OTJ)</i></div><div>Maths: <i>(68% Students were identified in the Dec 2022 data as working ‘at’ the security of the student at this level is decided throughTeacher OTJ)</i></div></div></div><div><div><div>Collaborate with other staff to support learners</div><div>Access relevant support for students e.g., RTLB, In class support (SENCO and LSC)</div><div>Whanau informed of student goals, progress, achievement and how they can help at home to support their learning.</div></div></div><div><div><div>The intention of this is to Target the students chosen by their teachers who are operating ‘at’ but it is an insecure ‘at’. In other words, those students that teachers have identified as having the potential to ‘slip’ below.</div></div></div></div><div><div><div>At or above Shifts were minimal from the beginning of the year. Our starting of year data was also much lower than the 2022 EOY</div><div><div><div>Reading</div><table><tr><td>Beginning</td><td>EOY</td></tr><tr><td>78%</td><td>79%</td></tr></table><div>Writing</div><table><tr><td>Beginning</td><td>EOY</td></tr><tr><td>73%</td><td>73%</td></tr></table><div>Maths</div><table><tr><td>Beginning</td><td>EOY</td></tr><tr><td>76%</td><td>76%</td></tr></table></div><div>See Below</div></div></div></div></div></div></div></div>	2022	2023	78%	82%	2022	2023	82%	85%	2022	2023	83%	85%	Beginning	EOY	78%	79%	Beginning	EOY	73%	73%	Beginning	EOY	76%	76%
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	<p>Teacher for those students tracking 'above' for their level</p> <p>Writing: <i>(17% Students were identified in the Dec 2022 data as working 'above' their expected level.</i></p> <p>Reading: <i>(31% Students were identified in the Dec 2022 data as working 'above' their expected level.</i></p> <p>Maths: <i>(15% Students were identified in the Dec 2022 data as working 'above' their expected level.</i></p>	<p>Release (to support a teacher to develop Gifted and Talented programmes and knowledge)</p>	<p>Student Extension programme by Teacher In this situation we can use Teacher strengths to both develop and teach small groups in either Writing, Reading or Maths. This is a block system which is designed to give the students at least 12 sessions over the course of the term. This is decided by classroom teachers (Term 1 2023 is Maths)</p> <p>This is reliant on Principal release so the days/ time will vary.</p> <p>Gifted and Talented support needed around understanding and developing a closer relationship with Mind Plus.</p> <p>Timetabled specifically for 2024</p> <p>LSC to also provide PLD in this area</p>	<p>However the gains from well below to below and at to above were far more significant in Reading, Writing and Maths</p> <p>Reading At-Above</p> <table><tr><td>Beginning</td><td>EOY</td></tr><tr><td>27.7%</td><td>30.2%</td></tr></table> <p>Well below- Below</p> <table><tr><td>Beginning</td><td>EOY</td></tr><tr><td>22.7%</td><td>20.7%</td></tr></table> <p>Writing At-Above</p> <table><tr><td>Beginning</td><td>EOY</td></tr><tr><td>16%</td><td>17.4%</td></tr></table> <p>Well below- Below</p> <table><tr><td>Beginning</td><td>EOY</td></tr><tr><td>13.4%</td><td>12.2%</td></tr></table>	Beginning	EOY	27.7%	30.2%	Beginning	EOY	22.7%	20.7%	Beginning	EOY	16%	17.4%	Beginning	EOY	13.4%	12.2%
Beginning	EOY																			
27.7%	30.2%																			
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Beginning	EOY																			
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				<div>Maths</div> <div>At-Above</div> <table><tr><td>Beginning</td><td>EOY</td></tr><tr><td>15%</td><td>19%</td></tr></table> <div>Well below- Below</div> <table><tr><td>Beginning</td><td>EOY</td></tr><tr><td>26.9%</td><td>24.1%</td></tr></table>	Beginning	EOY	15%	19%	Beginning	EOY	26.9%	24.1%
Beginning	EOY											
15%	19%											
Beginning	EOY											
26.9%	24.1%											



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<p>Māori Achievement Target In 2023 we have the addition of 2 more Māori students, 1 who as a current Year 5 has now been enrolled at our school since November 2022. The other also a current Year 5 came late October. Neither feature in our 2022 data.</p> <p>TARGET by the end of 2023:</p> <p>Reading: 25% Well Below 50% Below 25% At</p> <p>Writing 25% Well Below 50% Below 25% At</p> <p>Maths 25% Well Below 50% Below 25% At Maintained in 2023</p>	<p>Māori Achievement</p> <p>End of 2022 reporting on 4 students</p> <p>Reading: 75% Well Below 25% Below</p> <p>Writing 50% Well Below 50% Below</p> <p>Maths 25% Well Below 50% Below 25% At</p> <p>2 of the Māori Students receive Permanent Caregiver Support (PCSSS) 1 student has ‘In class support’ funding. The remaining student is ‘piggy backed and an application in process for both testing and In Class Support</p>	<p>TA hours are in all the student’s classes thorough both PCSSS and ICS</p>	<p>Whānau follow up on progress.</p> <p>In particular because of the 6 Māori students that make up 5% of our roll 3 are involved with supporting agencies. While another 2 students we are investigating further support from outside agencies. e.g Seabrook McKenzie testing. Mana Ake</p>	<p>Māori Achievement Target EOY 2023</p> <p>2 Māori students left during the year the total of 4 Māori students makes up our data.</p> <p>Maths</p> <table><tr><td>Beginning</td><td>EOY</td></tr><tr><td>Well Below 75%</td><td>Well Below 25%</td></tr><tr><td>Below 25%</td><td>Below 75%</td></tr></table> <p>this means that ¾ of our Māori students shifted from well below to below in maths during 2023</p> <p>In both Reading and writing all our Māori Students were unable to shift from Well below. There were shifts within the level but not enough to adjust when the level also increases throughout the year.</p>	Beginning	EOY	Well Below 75%	Well Below 25%	Below 25%	Below 75%
Beginning	EOY									
Well Below 75%	Well Below 25%									
Below 25%	Below 75%									



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Inquiry				
ANNUAL GOAL	ANNUAL TARGET	ACTION	DEVELOPMENT	OUTCOME
<p>Curriculum review will focus on competencies and concepts. All areas of our curriculum will allow for deep thinking and development from concrete to abstract.</p>	<p>Revise the Wakanui School Curriculum model.</p>	<p>Review the current document/model – does it meet our needs? Is it still relevant? What do we keep/discard? Future proofing? Consult with key stakeholders – students, staff, whanau.</p> <p>Some progress was made on this in 2022 but it is recommended that this is further developed in the first ½ of 2023 to make a user-friendly document for all.</p> <p>PLD of the NZ Curriculum Refresh will be managed alongside our Curriculum development.</p>	<p>Use curriculum related resources and documents to ensure legislative requirements are met, all curriculums are covered (including Digital Curriculum) and that it is relevant to our school and our community. Share draft documents with key stakeholders for feedback.</p>	<p>Wakanui School has a revised curriculum that is relevant to us and is fit for purpose for the future. It defines who we are and how we go about teaching and learning at our school.</p> <p>This has constantly adapted throughout the year with Te Mātaiaho (the refreshed NZ curriculum) being put on hold during the year and not as far forward as was originally predicted.</p> <p>Our local Curriculum is a major focus in 2023 with PD support already secured.</p>



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Inquiry				
ANNUAL GOAL	ANNUAL TARGET	ACTION	DEVELOPMENT	OUTCOME
<p>Our teachers engage in positive appraisal which is aimed at growing better practice through the use of critical conversations, targeted observations and shadow coaching.</p>	<p>Develop Professional Growth Cycle to be streamlined and meet our needs</p>	<p>Embed Shadow Coaching process by being regularly timetabled</p> <ul style="list-style-type: none"> - focus area, data, questioning, problem solving/suggestions <p>Attend Kahui Ako professional development and/or focus groups to collaborate and learn from others</p> <p>Teaching as Inquiry – teaching staff develop genuine inquiries to enhance their own teaching practices to support student learning</p>	<p>Trena and Dylan undertake PLD specifically to guide improvement and progress in the Professional Growth Cycle.</p> <p>As well as a clear timeline which includes checking and support throughout the year to ensure these are done in a realistic time frame.</p>	<p>Professional Growth Cycles will be relevant and beneficial to everyone.</p> <p>PLD will be able to be targeted for the future needs of staff.</p> <p>See Above: *providing PLD has been a focus during 2023. Maths was a highlight for all staff alongside some Physical Education support.</p>



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Community				
STRATEGIC GOAL	ANNUAL GOAL	ACTION	DEVELOPMENT	OUTCOME
Our values of excellence, respect, resilience and responsibility guide all that we do. We expect students, staff and families to demonstrate these at all times.	To make our school values more visual/apparent to the school community. Allow opportunities for this to happen.	Written Reports include our school values.	Signage of buildings (SIP) Signage for classrooms	Our school values are clear and defined for any school visitor.
	To support students hauora, we will work on building friendships and connections within the school and the community. This goal aligns with the Kāhui achievement challenge	Community events. A minimum of one event per term (discounting assemblies, interviews, meet the teacher) These events can be used as a platform for sharing learning being undertaken at school, a different focus per term. Term 1-Colour Run Term 2-Cultural Day Term 3-Matariki Term 4 Games evening and shared meal.		



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Community				
STRATEGIC GOAL	ANNUAL GOAL	ACTION	DEVELOPMENT	OUTCOME
We continue to develop our physical environment to allow better teaching and learning experiences for staff and students.	Environment Programme developed and implement to benefit our school environment – cont. from 2022	<p>Various initiatives are established – better recycling systems, food waste management, vegetable garden revival etc.</p> <p>For the first time in many years there has become an opportunity for Wakanui to become an Enviro School.</p> <p>To commit to this Staff have requested the opportunity to investigate this further and see other schools who have successfully imbedded an Enviro Schools programme.</p>	The programme is lead by Enviro teacher and team of senior students. All students have opportunity to contribute and learn about the purpose and benefits of these initiatives.	<p>Recycling systems that better meet our needs are established and are easy to maintain.</p> <p>Vege gardens are revived and created and become another avenue for learning and recreation at school.</p> <p>Make these programmes sustainable for future years.</p>



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Community				
STRATEGIC GOAL	ANNUAL GOAL	ACTION	DEVELOPMENT	OUTCOME
Kahui Ako – Develop a sense of unity and belonging through enhanced professional networks	<p>For Wakanui School staff to connect with others across the Kahui Ako</p> <p>Through this platform develop a cultural narrative for Wakanui School</p>	<p>Within School Teacher (WST) attend meetings and share learning/information at WS staff meetings.</p> <p>Wakanui staff participate in professional development offered by the Kahui Ako by opting into an area of focus (PLG – Professional Learning Group). Consider how learnings could enhance Wakanui practice and feedback at staff meetings</p> <p>Connect to and engage with Kahui Ako communications – newsletter/Panui, Hakatere Kahui Ako facebook page</p>		Targeted PLD supporting all our Kaiako.



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Property				
STRATEGIC GOAL	ANNUAL GOAL	ACTION	IMPLICATIONS	OUTCOME
Property is safe, maintained, and reflective of quality learning environments.	Implement 10YPP SIP Funding	<p>Amphitheater under construction.</p> <p>Cyclical Maintenance painting from 2022 to take place now that Admin block complete</p> <p>Ensure the remaining funding is used for property development in the first half of 2023.</p> <p>Sandpit to be built in new location</p>	<p>Lessens our ground space. Worksite noise</p> <p>Delayed due to enough building projects during 2022.</p> <p>Working around current major building projects</p>	<p>Completion April 2023</p> <p>This is booked for April School holidays, to lessen disruption.</p>



12 December 2023

KIWISPORT

Kiwisport is a funding initiative to support student participation in organised sport.

In 2023, Kiwisport funding (\$1,831.24) was used to employ a specialist Physical Education teacher as a part of a Mid Canterbury Schools cluster. All students at Wakanui School participated in this.



Trena Watt

Tumuaki | Principal

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2023.

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<i>Health and safety conditions at the school are reported at every board meeting 8 x a year as part of the schools obligation to provide safe working conditions.</i>
What is in your equal employment opportunities programme?	<i>The board have documented that we as Employers are following the ministry guidelines for providing Equal Employment opportunities.</i>
How have you been fulfilling this programme?	Yes
How do you practise impartial selection of suitably qualified persons for appointment?	<i>We ensure that there is at least one member of the board and the school principal on any selection panel.</i>
How are you recognising, <ul style="list-style-type: none"> – The aims and aspirations of Maori, – The employment requirements of Maori, and – Greater involvement of Maori in the Education service? 	<i>We welcome any Maori person to become a part of our team.</i> Through investing time for our staff to be involved in Tikanga, Te Reo and professional development to include cultural capability.
How have you enhanced the abilities of individual employees?	<i>Professional development is a requirement to ensure staff have fulfilled their professional growth cycle.</i> Therefore the opportunity for professional development is provided for all staff.
How are you recognising the employment requirements of women?	<i>As predominantly female profession requirements for women are well met.</i>
How are you recognising the employment requirements of persons with disabilities?	<i>Our school is modern and able to have adequate resourcing, parking and structures to support any persons with disabilities.</i>

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

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
---------------------------------------------------------------------------	------------	-----------

Do you operate an EEO programme/policy?	yes	
Has this policy or programme been made available to staff?	yes	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	At board level	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	yes	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	yes	
Does your EEO programme/policy set priorities and objectives?	no	

Giving effect to Te Tiriti o Waitangi



Wakanui Kura has given effect to Te Tiriti o Waitangi in the following ways:

- Te Reo Māori and Tikanga are taught, valued and celebrated
- Whānau are consulted in meaningful and reciprocal ways.
- The diversity of Māori is recognised and valued.
- Educational barriers and inequalities are addressed to ensure equitable educational outcomes.
- Education content and delivery reflects Aotearoa and our dual heritage
- Akonga participate in kapa haka (Y0-3 and Y4-8)
- All staff are encouraged and supported to increase their own learning of Te Reo. This opportunity is also extended to Board members.

We value the support and connections through the Hakatere Kāhui Ako which Wakanui School are apart of. Both the Tumuaki and several Kaiako are involved in Cultural capability development.