



## ANNUAL REPORT

**FOR THE YEAR ENDED 31 DECEMBER 2022**

**School Directory**

**Ministry Number:** 3580

**Principal:** Trena Watt

**School Address:** 20 Wakanui School Road, Wakanui, Ashburton

**School Postal Address:** 20 Wakanui School Road, R D 7, Ashburton 7777

**School Phone:** 03 302 3899

**School Email:** [office@wakanui.school.nz](mailto:office@wakanui.school.nz)

# WAKANUI SCHOOL

Annual Report - For the year ended 31 December 2022

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# Wakanui School

## Statement of Responsibility

For the year ended 31 December 2022


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 2022 fairly reflects the financial position and operations of the School.

The School's 2022 financial statements are authorised for issue by the Board.

Gayle Smith-Busch  
Full Name of Presiding Member

  
Signature of Presiding Member

31 May 2023  
Date:

Trena Lynn Watt  
Full Name of Principal

  
Signature of Principal

31 May 2023  
Date:

# **Wakanui School**

## **Members of the Board**

For the year ended 31 December 2022

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Gayle Smith	Presiding Member	Elected	Sep 2025
Rebekah Clement	Principal	ex Officio	Aug 2022
Trena Watt	Acting Principal	ex Officio	
Chris Rickard	Parent Representative	Elected	Sep 2022
Iain Inglis	Parent Representative	Elected	Dec 2023
Carlos Cuadradro	Parent Representative	Elected	Sep 2025
Bryn Brockhurst	Parent Representative	Elected	Dec 2023
Peter Fawcett	Parent Representative	Elected	Sept 2025
Dylan Stoddart	Staff Representative	Elected	Sep 2025
Trena Watt	Staff Representative	Elected	Aug 2022

# Wakanui School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>				
Government Grants	2	1,121,562	1,098,200	1,049,167
Locally Raised Funds	3	72,612	37,200	66,417
Interest Income		7,623	6,000	3,104
		<u>1,201,797</u>	<u>1,141,400</u>	<u>1,118,688</u>
<b>Expenses</b>				
Locally Raised Funds	3	25,377	2,500	28,274
Learning Resources	4	886,160	807,300	876,472
Administration	5	99,217	76,670	69,762
Finance		1,669	100	1,912
Property	6	241,625	320,450	247,248
Loss on Disposal of Property, Plant and Equipment		-	-	69,518
		<u>1,254,048</u>	<u>1,207,020</u>	<u>1,293,186</u>
<b>Net (Deficit)/Surplus for the year</b>		(52,251)	(65,620)	(174,498)
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>(52,251)</u>	<u>(65,620)</u>	<u>(174,498)</u>

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 2022

Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Equity at 1 January</b>	478,619	478,619	640,800
Total comprehensive revenue and expense for the year	(52,251)	(65,620)	(174,498)
Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	30,600	-	-
Contribution - Te Mana Tuhono	-	-	12,317
<b>Equity at 31 December</b>	456,968	412,999	478,619
Accumulated comprehensive revenue and expense	456,968	412,999	478,619
<b>Equity at 31 December</b>	456,968	412,999	478,619

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 2022

		2022	2022	2021
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	7	78,401	548,960	614,580
Accounts Receivable	8	62,984	71,913	71,913
GST Receivable		41,076	-	-
Prepayments		5,705	4,357	4,357
Investments	9	346,855	270,402	270,402
		535,021	895,632	961,252
<b>Current Liabilities</b>				
GST Payable		-	31,020	31,020
Accounts Payable	11	128,407	82,094	82,094
Revenue Received in Advance	12	900	2,471	2,471
Provision for Cyclical Maintenance	13	41,611	11,000	31,300
Finance Lease Liability	14	7,486	6,615	6,615
Funds held for Capital Works Projects	15	92,085	530,906	530,906
		270,489	664,106	684,406
<b>Working Capital Surplus/(Deficit)</b>		264,532	231,526	276,846
<b>Non-current Assets</b>				
Property, Plant and Equipment	10	209,047	229,357	229,357
		209,047	229,357	229,357
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	13	6,901	34,300	14,000
Finance Lease Liability	14	9,710	13,584	13,584
		16,611	47,884	27,584
<b>Net Assets</b>		456,968	412,999	478,619
<b>Equity</b>		456,968	412,999	478,619

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 2022

		2022	2022	2021
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
<b>Cash flows from Operating Activities</b>				
Government Grants		321,780	245,197	243,634
Locally Raised Funds		72,515	37,200	64,765
Goods and Services Tax (net)		(72,096)	-	37,176
Payments to Employees		(270,288)	(176,697)	(200,440)
Payments to Suppliers		(96,877)	(147,320)	(159,418)
Interest Received		7,027	6,000	3,047
Net cash (to)/from Operating Activities		(37,939)	(35,620)	(11,236)
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(6,821)	(30,000)	(5,496)
Purchase of Investments		(87,191)	-	-
Proceeds from Sale of Investments		10,738	-	67,864
Net cash from/(to) Investing Activities		(83,274)	(30,000)	62,368
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		30,600	-	-
Finance Lease Payments		(6,745)	-	(9,049)
Funds Administered on Behalf of Third Parties		(438,821)	-	467,293
Net cash (to)/from Financing Activities		(414,966)	-	458,244
<b>Net (decrease)/increase in cash and cash equivalents</b>		<b>(536,179)</b>	<b>(65,620)</b>	<b>509,376</b>
Cash and cash equivalents at the beginning of the year	7	614,580	614,580	105,204
<b>Cash and cash equivalents at the end of the year</b>	7	<b>78,401</b>	<b>548,960</b>	<b>614,580</b>

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense 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 2022

#### 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 2022 to 31 December 2022 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. 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.

#### **1.5. 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.

#### **1.6. 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.

#### **1.7. 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.

#### **1.8. 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.

#### **1.9. 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 Statement of Comprehensive Revenue and Expense 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

### **1.10. Impairment of property, plant and equipment and intangible assets**

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

#### *Non cash generating assets*

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised 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 Statement of Comprehensive Revenue and Expense.

The reversal of an impairment loss is recognised in the Statement of Comprehensive Revenue and Expense. 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.

### **1.11. 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.

### **1.12. 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 Statement of Comprehensive Revenue and Expense in the period in which they arise.



### 1.13. 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 are recorded as revenue as the obligations are fulfilled and the fees earned.

The School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to provide the services to which they relate.

### 1.14. 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.

### 1.15. 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.

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.

### 1.16. Financial Instruments

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

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

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

### 1.17. Borrowings

Borrowings, on normal commercial terms, are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

### 1.18. 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.



**1.19. Budget Figures**

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

**1.20. 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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	284,515	211,200	243,640
Teachers' Salaries Grants	616,490	590,000	634,227
Use of Land and Buildings Grants	175,533	260,000	157,123
Transport	14,903	12,000	11,420
Other Government Grants	30,121	25,000	2,757
	<u>1,121,562</u>	<u>1,098,200</u>	<u>1,049,167</u>

## 3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>			
Donations & Bequests	2,450	2,500	5,508
Fees for Extra Curricular Activities	27,032	5,500	27,697
Trading	4,393	-	1,900
Fundraising & Community Grants	37,739	28,000	31,242
Other Revenue	998	1,200	70
	<u>72,612</u>	<u>37,200</u>	<u>66,417</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	22,682	-	20,001
Trading	891	1,500	4,366
Fundraising & Community Grant Costs	1,804	-	3,907
Transport (Local)	-	1,000	-
	<u>25,377</u>	<u>2,500</u>	<u>28,274</u>
<i>Surplus / (Deficit) for the year Locally raised funds</i>	<u>47,235</u>	<u>34,700</u>	<u>38,143</u>

## 4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	26,838	33,800	27,480
Equipment Repairs	-	500	300
Information and Communication Technology	518	500	2,111
Employee Benefits - Salaries	822,455	729,000	801,312
Staff Development	2,389	13,500	8,874
Depreciation	33,960	30,000	36,395
	<u>886,160</u>	<u>807,300</u>	<u>876,472</u>

## 5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	5,225	5,670	4,780
Board Fees	4,625	5,000	5,000
Board Expenses	4,834	1,500	401
Communication	1,150	1,200	1,274
Consumables	2,926	4,600	7,384
Operating Lease	4,543	11,000	562
Other	13,255	7,000	8,750
Employee Benefits - Salaries	57,743	35,700	34,542
Insurance	1,141	-	3,539
Service Providers, Contractors and Consultancy	3,775	5,000	3,530
	<u>99,217</u>	<u>76,670</u>	<u>69,762</u>



## 6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	918	800	710
Consultancy and Contract Services	24,379	22,000	21,060
Cyclical Maintenance Provision	3,212	-	27,850
Heat, Light and Water	12,823	14,000	13,010
Repairs and Maintenance	17,386	18,150	19,400
Use of Land and Buildings	175,533	260,000	157,123
Security	1,102	500	2,625
Employee Benefits - Salaries	6,272	5,000	5,470
	<u>241,625</u>	<u>320,450</u>	<u>247,248</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 nationwide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

## 7. Cash and Cash Equivalents

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	78,401	548,960	614,580
Cash and Cash Equivalents for Statement of Cash Flows	<u>78,401</u>	<u>548,960</u>	<u>614,580</u>

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

Of the \$78,401 Cash and Cash Equivalents, \$92,085 is held by the School on behalf of the Ministry of Education. These funds have been provided for 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 2023 on Crown owned school buildings.

## 8. Accounts Receivable

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	14,049	15,523	15,523
Interest Receivable	1,125	529	529
Teacher Salaries Grant Receivable	47,810	55,861	55,861
	<u>62,984</u>	<u>71,913</u>	<u>71,913</u>
Receivables from Exchange Transactions	15,174	16,052	16,052
Receivables from Non-Exchange Transactions	47,810	55,861	55,861
	<u>62,984</u>	<u>71,913</u>	<u>71,913</u>

## 9. Investments

The School's investment activities are classified as follows:

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	346,855	270,402	270,402
Total Investments	<u>346,855</u>	<u>270,402</u>	<u>270,402</u>





## 10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Building Improvements	117,548	-	-	-	(2,727)	114,821
Furniture and Equipment	59,205	5,051	-	-	(13,023)	51,233
Information and Communication Technology	31,647	4,226	-	-	(10,490)	25,383
Leased Assets	19,737	4,374	-	-	(7,567)	16,544
Library Resources	1,220	-	-	-	(153)	1,067
<b>Balance at 31 December 2022</b>	<b>229,357</b>	<b>13,651</b>	<b>-</b>	<b>-</b>	<b>(33,960)</b>	<b>209,048</b>

The net carrying value of equipment held under a finance lease is \$16,544 (2021: \$19,737)

### 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.

	2022 Cost or Valuation	2022 Accumulated Depreciation	2022 Net Book Value	2021 Cost or Valuation	2021 Accumulated Depreciation	2021 Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	133,524	(18,703)	114,821	133,524	(15,976)	117,548
Furniture and Equipment	219,745	(168,512)	51,233	214,694	(155,489)	59,205
Information and Communication Technology	78,473	(53,091)	25,382	74,247	(42,600)	31,647
Leased Assets	30,944	(14,400)	16,544	29,479	(9,742)	19,737
Library Resources	27,663	(26,596)	1,067	27,663	(26,443)	1,220
<b>Balance at 31 December</b>	<b>490,349</b>	<b>(281,302)</b>	<b>209,047</b>	<b>479,607</b>	<b>(250,250)</b>	<b>229,357</b>

## 11. Accounts Payable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	69,871	12,491	12,491
Accruals	5,225	4,930	4,930
Banking Staffing Overuse	-	3,003	3,003
Employee Entitlements - Salaries	51,407	60,073	60,073
Employee Entitlements - Leave Accrual	1,904	1,597	1,597
	<b>128,407</b>	<b>82,094</b>	<b>82,094</b>
Payables for Exchange Transactions	128,407	82,094	82,094
	<b>128,407</b>	<b>82,094</b>	<b>82,094</b>

The carrying value of payables approximates their fair value.

## 12. Revenue Received in Advance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Other Revenue in Advance	900	2,471	2,471
	<b>900</b>	<b>2,471</b>	<b>2,471</b>



### 13. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	45,300	45,300	17,450
Increase to the Provision During the Year	6,789	-	7,350
Other Adjustments	(3,577)	-	20,500
Provision at the End of the Year	<u>48,512</u>	<u>45,300</u>	<u>45,300</u>
Cyclical Maintenance - Current	41,611	11,000	31,300
Cyclical Maintenance - Non current	6,901	34,300	14,000
	<u>48,512</u>	<u>45,300</u>	<u>45,300</u>

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:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	8,634	8,030	8,030
Later than One Year and no Later than Five Years	10,357	14,956	14,956
Future Finance Charges	(1,795)	(2,787)	(2,787)
	<u>17,196</u>	<u>20,199</u>	<u>20,199</u>
<b>Represented by:</b>			
Finance lease liability - Current	7,486	6,615	6,615
Finance lease liability - Non current	9,710	13,584	13,584
	<u>17,196</u>	<u>20,199</u>	<u>20,199</u>

### 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.

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	<u>530,906</u>	<u>358,696</u>	<u>(797,517)</u>	<u>-</u>	<u>92,085</u>

**Represented by:**

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

2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Amphitheatre Build and New Admin Block	63,613	500,000	(32,707)	-	530,906
Totals	<u>63,613</u>	<u>500,000</u>	<u>(32,707)</u>	<u>-</u>	<u>530,906</u>

**Represented by:**

Funds Held on Behalf of the Ministry of Education 530,906



## 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.

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	4,625	5,000
<i>Leadership Team</i>		
Remuneration	209,541	233,025
Full-time equivalent members	1.74	2.00
Total key management personnel remuneration	214,166	238,025

There are 6 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:

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	100-110	120-130
Benefits and Other Emoluments	0-2	0 - 3

### Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 -110	1.00	1.00
	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:

	2022 Actual \$	2021 Actual \$
Total	-	-
Number of People	-	-



## 19. Contingencies

There are no contingent liabilities and no contingent assets except as noted below as at 31 December 2022 (Contingent liabilities and assets at 31 December 2021: 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's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2022, a contingent liability for the school may exist.

### Additional funding wash up payment

The Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School has not been notified of the final wash up calculation relating to 31 December 2022. The final calculations impact on the financial statements is unable to be determined at the date of reporting.

## 20. Commitments

### (a) Capital Commitments

As at 31 December 2022 the Board has entered into the following contract agreements for capital works.

(a) A contract for School Investment package - \$901,635 has been received from the Ministry of Education of which \$838,515 has been spent.

(Capital commitments in relation to Ministry projects at 31 December 2021: \$530,906)

### (b) Operating Commitments

As at 31 December 2022 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2021: 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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	78,401	548,960	614,580
Receivables	62,984	71,913	71,913
Investments - Term Deposits	346,855	270,402	270,402
Total Financial assets measured at amortised cost	<u>488,240</u>	<u>891,275</u>	<u>956,895</u>

### Financial liabilities measured at amortised cost

Payables	128,407	82,094	82,094
Finance Leases	17,196	20,199	20,199
Total Financial liabilities measured at amortised Cost	<u>145,603</u>	<u>102,293</u>	<u>102,293</u>

## 22. Events After Balance Date

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

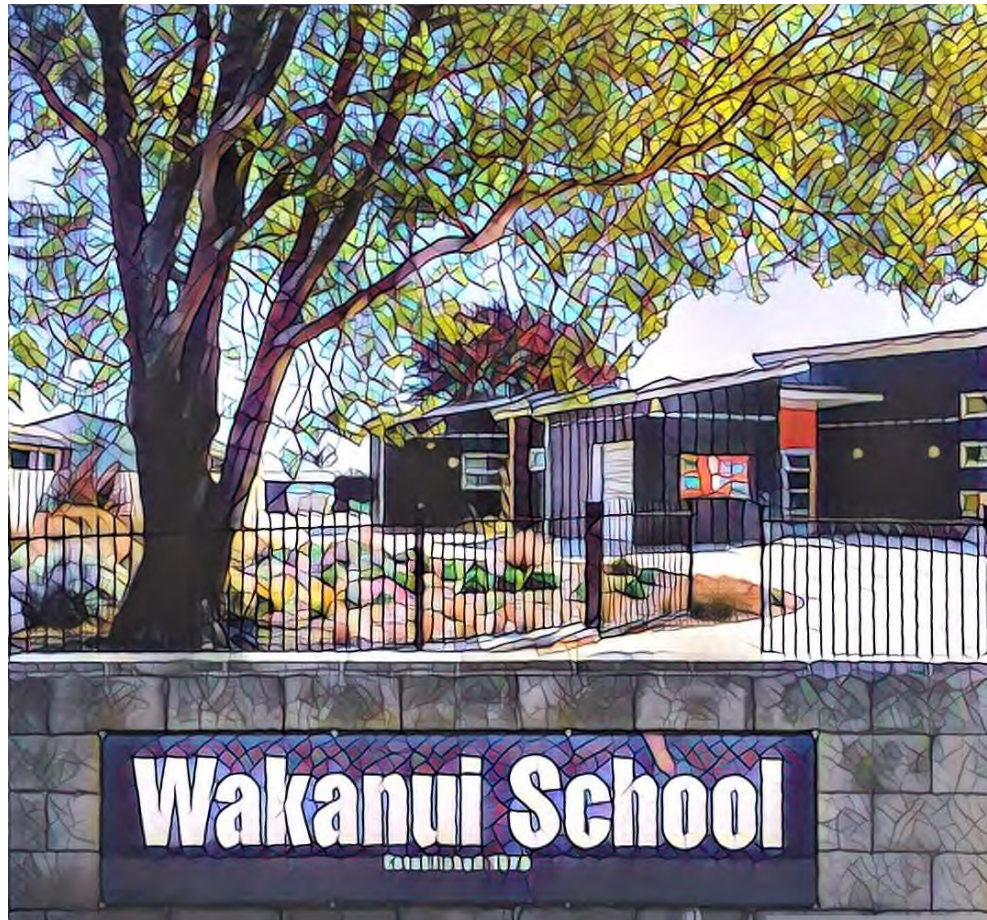
## 23. Comparatives

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



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# Analysis of Variance 2022



## WAKANUI SCHOOL SPECIFIC STRATEGIC GOALS 2021-2023

Aim	Key strategies to achieve goals 2021 - 2023
<p><b>Student Achievement</b>  <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"> <li>• Ensure that staff share quality feedback and feedforward with students and together use this information to set goals which are relevant, challenging and achievable.</li> <li>• Kahui Ako – Coherence – Strengthen our collective understanding of success and implement consistent use of indicators for success</li> <li>• 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</li> </ul>
<p><b>Inquiry</b>  <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"> <li>• Curriculum review will focus on competencies and concepts. All areas of our curriculum will allow for deep thinking and development from concrete to abstract</li> <li>• Our teachers engage in positive appraisal which is aimed at growing better practice through the use of critical conversations, targeted observations and shadow coaching.</li> </ul>
<p><b>Community</b>  <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"> <li>• 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.</li> <li>• We continue to develop our physical environment to allow better teaching and learning experiences for staff and students.</li> <li>• Kahui Ako – Develop a sense of unity and belonging through enhanced professional networks</li> </ul>

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## Reading

Reading	Well Below	Below	At	Above	Total	
Year 1			1	16	1	18
Year 2			4	8	5	17
Year 3		2	2	7	5	16
Year 4		2	3	6	1	12
Year 5		2	1	9	3	15
Year 6		3	2	4	5	14
Year 7			1	10	5	16
Year 8			1	4	3	8
<b>Total</b>	<b>9</b>	<b>15</b>	<b>64</b>	<b>28</b>	<b>116</b>	
<b>Percent</b>	<b>8%</b>	<b>13%</b>	<b>55%</b>	<b>24%</b>		

Baseline Data at or above 79%

## Reading

Reading	Well Below	Below	At	Above	Total	22-Jul
Year 1		1	17	3	21	
Year 2		4	8	5	17	
Year 3	1	3	5	6	15	
Year 4	2	3	7	1	13	
Year 5		2	10	3	15	
Year 6	3	2	4	5	14	
Year 7		1	10	4	15	
Year 8		1	4	3	8	
<b>Total</b>	<b>8</b>	<b>17</b>	<b>65</b>	<b>30</b>	<b>118</b>	
<b>Percent</b>	<b>6%</b>	<b>14%</b>	<b>55%</b>	<b>25%</b>		At or above 80%
					Mid 2021	83% down 3%

Mid Year at or above 80%



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Reading	Well Below	Below	At	Above	Total	Nov 22
Year 1			20	5	25	
Year 2		4	8	6	18	
Year 3	1	3	4	7	15	
Year 4	2	2	7	2	13	
Year 5		2	9	4	15	
Year 6	3	2	4	5	14	
Year 7		1	8	6	15	
Year 8		2	3	3	8	
<b>Total</b>	6	16	63	38	123	
<b>Percent</b>	<b>5%</b>	<b>13%</b>	<b>51%</b>	<b>31%</b>		<b>At or above 83%</b>

End Year up 4% from baseline

Reading Baseline, Mid and End Year Comparison

	Well below	Below	At	Above		% At or above
Baseline Boys	1	8	31	15	56	80%
Baseline Girls	5	7	34	13	59	80%
Baseline data-all	9	15	64	28	116	79%
Mid Year Boys	1	10	32	14	57	80%
Mid Year Girls	5	8	32	16	61	79%
Mid Year Data-all	6	18	64	30	118	80%
End Year Boys	1	10	35	18	64	83%



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End Year Girls	5	6	28	26	65	83%
End Year Data-all	6	16	63	38	123	83%

**Methods for raising achievement**

- Provision of literacy rich classroom environments
- Effective use of digital resources to support learning
- Use Teacher Aide to support those working well below and below
- Making the best use of dedicated literacy times as well as integrating literacy into other curriculum areas
- Regularly assess abilities and next steps for all children
- Modify teaching strategies and classroom practices if needed (Teaching as Inquiry)
- Use 3 way interviews to inform families on their child’s progress and how they can help at home
- All children having a balance between reading challenges and successes
- Allowing for fluid ability groupings to ensure individual needs are being met
- Engaging the services of the RTLit or RTLB where necessary
- Implementing BOOST Programme in school (for target students)
- Supporting whanau to access learning assessments for SLD
- Individual Education Plans for students with learning difficulties
- Better Start Literacy Programme
- 0.2 Student Support Teacher supporting those Well Below and Below curriculum expectations
- Learning Support Coordinator supporting teachers and students
- Accessing private TA funding (PCSS) for two students who qualify for this – this equates to 15 TA hours per student per week
- Language and Learning Intervention programme for 1 student

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<b>Writing</b>						<b>Writing Data</b>	
<b>Writing</b>	Well Below	Below	At	Above	Total		
Year 1			1	17		18	
Year 2			4	13		17	
Year 3	1		2	13		16	
Year 4	2		2	7	1	12	
Year 5			3	9	3	15	
Year 6	4		2	3	5	14	
Year 7	1		3	9	3	16	
Year 8			2	3	3	8	
<b>Total</b>	<b>8</b>	<b>19</b>	<b>74</b>	<b>15</b>	<b>116</b>		
<b>Percent</b>	<b>7%</b>	<b>16%</b>	<b>64%</b>	<b>13%</b>			

Baseline at or above 77%

<b>Writing</b>	Well Below	Below	At	Above	Total	22-Nov
Year 1			20	1	21	
Year 2		5	12		17	
Year 3		4	11		15	
Year 4	2	2	8	1	13	
Year 5		3	9	3	15	
Year 6	4	2	3	5	14	
Year 7	1	3	6	5	15	
Year 8		1	4	3	8	
<b>Total</b>	<b>7</b>	<b>20</b>	<b>73</b>	<b>18</b>	<b>118</b>	
<b>Percent</b>	<b>6%</b>	<b>17%</b>	<b>62%</b>	<b>15%</b>		At or Ab 77%
					Mid 2021	81% down 4%

Mid at or above 77%

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<b>Writing</b>						
<b>Writing</b>	Well Below	Below	At	Above	Total	22-Nov
Year 1			21	4	25	
Year 2		5	13		18	
Year 3		4	11		15	
Year 4	2	1	9	1	13	
Year 5		3	8	4	15	
Year 6	4	1	4	5	14	
Year 7	1	3	7	4	15	
Year 8		2	3	3	8	
<b>Total</b>	7	19	75	21	123	
<b>Percent</b>	<b>6%</b>	<b>15%</b>	<b>61%</b>	<b>17%</b>		<b>At or Ab 78%</b>

End at or above 78%

<b>Writing Baseline, Mid and End Year Comparison</b>						
	Well below	Below	At	Above		At or above
Baseline Boys	2	15	34	5	56	70%
Baseline Girls	6	5	40	8	59	81%
Baseline data-all	8	19	75	15	117	77%
Mid Year Boys	1	14	34	8	57	74%
Mid Year Girls	6	6	39	10	61	80%
Mid Year Data-all	7	20	73	18	118	77%
End Year Boys	1	15	36	8	60	73%
End Year Girls	6	4	41	12	63	84%

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End Year Data-all	6%	15%	61%	17%		78%
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**Methods for raising achievement**

- Provision of literacy rich classroom environments
- Effective use of digital resources to support learning
- Use Teacher Aide to support those working well below and below
- Making the best use of dedicated literacy times as well as integrating literacy into other curriculum areas
- Regularly assess abilities and next steps for all children
- Modify teaching strategies and classroom practices if needed (Teaching as Inquiry)
- Use 3 way interviews to inform families on their child’s progress and how they can help at home
- All children having a balance between reading challenges and successes
- Allowing for fluid ability groupings to ensure individual needs are being met
- Engaging the services of the RTLit or RTLB where necessary
- Implementing BOOST Programme in school (for target students)
- Supporting whanau to access learning assessments for SLD
- Individual Education Plans for students with learning difficulties
- Better Start Literacy Programme
- 0.2 Student Support Teacher supporting those Well Below and Below curriculum expectations
- Learning Support Coordinator supporting teachers and students
- Accessing private TA funding (PCSS) for two students who qualify for this – this equates to 15 TA hours per student per week
- Language and Learning Intervention programme for 1 student

## Maths

### Maths Baseline Data

Maths	Well Below	Below	At	Above	Total	
Year 1				18	18	
Year 2			3	14	17	
Year 3			2	12	2	16
Year 4	2		1	8	1	12
Year 5	1		2	11	1	15
Year 6	2		3	6	3	14
Year 7			4	9	3	16
Year 8			3	2	3	8
<b>Total</b>	<b>5</b>	<b>18</b>	<b>80</b>	<b>13</b>	<b>116</b>	
<b>Percent</b>	<b>4%</b>	<b>16%</b>	<b>69%</b>	<b>11%</b>		

Baseline at or above  
80%

### Maths

Maths	Well Below	Below	At	Above	Total	22-Nov
Year 1			21		21	
Year 2		3	13	1	17	
Year 3		3	11	1	15	
Year 4	2	1	9	1	13	
Year 5	1	2	9	3	15	
Year 6	2	3	6	3	14	
Year 7		5	8	2	15	
Year 8		3	2	3	8	
<b>Total</b>	<b>6</b>	<b>20</b>	<b>79</b>	<b>14</b>	<b>118</b>	
<b>Percent</b>	<b>5%</b>	<b>17%</b>	<b>66%</b>	<b>12%</b>		At or Above 78%
					Mid 2021	79% down 1%

Mid Year at or above  
78%

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**Maths**

<b>Maths</b>	Well Below	Below	At	Above	Total	22-Nov
Year 1			23	2	25	
Year 2		2	15	1	18	
Year 3		3	11	1	15	
Year 4	1	2	8	2	13	
Year 5		2	10	3	15	
Year 6	2	3	6	3	14	
Year 7		4	9	2	15	
Year 8		3	2	3	8	
<b>Total</b>	3	<b>19</b>	84	18	123	
<b>Percent</b>	<b>2%</b>	<b>15%</b>	<b>68%</b>	<b>15%</b>		<b>At or Above 83%</b>

End Year up 5% at or above 83%

Maths Baseline Mid year and End of Year Comparison

Maths	Well below	Below	At	Above		% At or above
Baseline Boys	<b>0</b>	<b>14</b>	<b>33</b>	<b>9</b>	<b>56</b>	<b>76%</b>
Baseline Girls	<b>5</b>	<b>4</b>	<b>46</b>	<b>4</b>	<b>59</b>	<b>85%</b>
Baseline data-all	<b>5</b>	<b>18</b>	<b>80</b>	<b>13</b>	<b>118</b>	<b>79%</b>
Mid Year Boys	<b>1</b>	<b>13</b>	<b>33</b>	<b>10</b>	<b>57</b>	<b>74%</b>
Mid Year Girls	<b>4</b>	<b>8</b>	<b>45</b>	<b>4</b>	<b>61</b>	<b>79%</b>

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Mid Year Data-all	5	21	78	14	118	79%
End Year Boys	0	11	37	12	60	82%
EndYear Girls	3	8	47	5	63	83%
EndYear Data-all	3	19	84	18	123	83%

**Methods for raising achievement**

- Engaging resources that support strategies taught and knowledge learnt
- Effective use of digital resources to support learning
- Continued exposure to particular units and strands after the period of teaching by way of follow up/mini activities, games etc
- Use Learning Conferences to inform families on their child’s progress and how they can help at home
- Use Teacher Aide to support those working well below and below
- Maintain a balance between Number and the other strands – ensuring a coverage of each
- Fluid ability groupings within the class and interchange between the classes depending on need
- Teaching maths in context wherever possible and integration with other curriculums eg Science
- 0.2 Student Support Teacher supporting those Well Below and Below curriculum expectations
- Learning Support Coordinator supporting teachers and students
- Accessing private TA funding (PCSS) for two students who qualify for this – this equates to 15 TA hours per student per week



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## WAKANUI SCHOOL ANNUAL PLAN 2022

Target progressing, Target achieved

Student Achievement				
ANNUAL GOAL	ANNUAL TARGET	ACTION	DEVELOPMENT	OUTCOME
<p>Ensure that staff share quality feedback and feedforward with students and together use this information to set goals which are relevant, challenging and achievable.</p>	<p>Quality feedback and feedforward is communicated to students and families through written reports, Seesaw and goal setting/goal review.</p>	<p>Professional development around:                      What is the difference between feedback and feedforward?                      What does quality feedback/feedforward look/sound like?</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><b>Feedback/feed-forward</b></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>				



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Student Achievement				
ANNUAL GOAL	ANNUAL TARGET	ACTION	DEVELOPMENT	OUTCOME
<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"> <li>- Reporting to Board</li> <li>- Class progress</li> </ul> <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><b>Writing</b></p> <p>For <b>Year 4 and 5</b> students working well below and below in writing to be working below (for those who are well below) and at (for those who are below) the curriculum expectations by December <i>(10 out of 27 students were identified in the Dec 2021 data as working well below or below)</i></p> <p>For <b>Year 6 and 7</b> students working well below and below in writing to be working below (for those who are well below) and at (for those who are below) the curriculum expectations by December <i>(9 out of 31 students were identified in the Dec 2021 data as working well below and below)</i></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 make adjustments to 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>Collaborate with other staff to support learners (Student Support Teacher)</p> <p>Access relevant supports for students eg RTLB</p>		

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	<p><b>Maths</b></p> <p>For Year 4 -8 students working below in maths to be working at the curriculum expectations by December <i>(16 out of 68 students were identified in the Dec 2021 data as working well below and below)</i></p>	<p>Whanau informed of student goals, progress, achievement and how they can help at home to support the learning</p>		
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Inquiry				
ANNUAL GOAL	ANNUAL TARGET	ACTION	DEVELOPMENT	OUTCOME
Curriculum review will focus on competencies and concepts. All areas of our curriculum will allow for deep thinking and development from concrete to abstract.	Revise the Wakanui School Curriculum model.	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.  1 x Management Unit for Curriculum Development	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 document with key stakeholders for feedback.	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.



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Inquiry				
ANNUAL GOAL	ANNUAL TARGET	ACTION	DEVELOPMENT	OUTCOME
Our teachers engage in positive appraisal which is aimed at growing better practice through the use of critical conversations, targeted observations and shadow coaching	Develop Professional Growth Cycle to be streamlined and meet our needs	<p>Embed Shadow Coaching process by being regularly timetabled</p> <ul style="list-style-type: none"> <li>- focus area, data, questioning, problem solving/suggestions</li> </ul> <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>		

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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 school community	<p>Investigate physical signage options</p> <p>Written Reports to include our school values rather than Key Competencies (feedback from 2021 Reporting Consult)</p> <p>Values promoted through:</p> <ul style="list-style-type: none"> <li>- Admin Assemblies</li> <li>- House tokens</li> <li>- Seesaw</li> <li>- Newsletters</li> <li>- Facebook page</li> </ul>	<p>Signage of buildings (SIP)</p> <p>Signage for classrooms</p>	Our school values are clear and defined for any school visitor.

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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 implemented to benefit our school environment – cont. from 2020	Various initiatives are established – better recycling systems, food waste management, vegetable garden revival etc.	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.	Recycling systems that better meet our needs are established and are easy to maintain.  Vege gardens are revived and created and become another avenue for learning and recreation at school.
	Develop the Fitness course to add to both class curriculum and break time activities	Investigate and fundraise for options that will develop what we currently have	Working bee to create/add to course	The fitness course is used more regularly and suits the needs of all students and includes challenges.

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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	For Wakanui School staff to connect with others across the Kahui Ako	<p>Across School Teacher (AST) and 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>		



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Property				
STRATEGIC GOAL	ANNUAL GOAL	ACTION	IMPLICATIONS	OUTCOME
<p>Property is safe, maintained and reflective of quality learning environments.</p>	<p>Implement 10YPP</p> <p>SIP Funding (\$84,000)</p> <p>Still some to use 2023</p>	<p>Administration building and amphitheatre construction underway</p> <p>Project approved by MoE (concrete painting, scooter track, values signage) and underway as soon as possible</p>	<p>Limited spaces for staff/tutor/release/meetings until complete</p> <p>Working around current major building projects</p>	<p>Scooter Track and signage completed</p>



25 February 2023

## **Kiwisport**

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

In 2022, Kiwisport funding (\$1,697.04) was used to employ a specialist Physical Education teacher as part of a Mid Canterbury Schools cluster. All students at Wakanui School participated in this.



Trena Watt  
Principal

**Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2022.**

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

<b>Reporting on the principles of being a Good Employer</b>	
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?  How have you been fulfilling this programme?	<i>The board have documented that we as Employers are following the ministry guidelines for providing Equal Employment opportunities.</i>  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"> <li>- The aims and aspirations of Maori,</li> <li>- The employment requirements of Maori, and</li> <li>- Greater involvement of Maori in the Education service?</li> </ul>	<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:

<b>Reporting on Equal Employment Opportunities (EEO) Programme/Policy</b>	<b>YES</b>	<b>NO</b>
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	

**INDEPENDENT AUDITOR'S REPORT****TO THE READERS OF WAKANUI SCHOOL'S FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2022**

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 18, that comprise statement of financial position as at 31 December 2022, 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 2022; 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 the Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 31 May 2023. 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, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

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

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

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

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

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

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

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

- We assess the risk of material misstatement arising from the 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 information included on KiwiSport, Analysis of Variance and Good Employer Disclosure but does not include the financial statements, and our auditor's report thereon.

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

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

### **Independence**

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

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



### **Sam Naylor**

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