

WAIKARETU SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number: 2052

Principal: Justine Brock

School Address: 1448 Waikaretu Valley Road, Waikaretu

School Postal Address: 1448 Waikaretu Valley Road RD 5, Tuakau, 2695

School Phone: 09 233 3014

School Email: admin@waikaretu.school.nz

Accountant / Service Provider:

Education  **Services.**
Dedicated to your school

WAIKARETU SCHOOL

Annual Report - For the year ended 31 December 2022

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Waikaretu 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.

SIAN KNAUF

Full Name of Presiding Member



Signature of Presiding Member

23/11/2023

Date:

JUSTINE BROCK

Full Name of Principal



Signature of Principal

23/11/2023

Date:

Waikaretu School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

		2022	2022	2021
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	441,209	407,529	495,761
Locally Raised Funds	3	42,721	41,020	81,595
Interest Income		1,424	250	364
		485,354	448,799	577,720
Expenses				
Locally Raised Funds	3	13,260	8,670	13,659
Learning Resources	4	299,098	289,292	353,707
Administration	5	47,661	41,314	44,909
Finance		254	100	154
Property	6	89,140	110,082	81,614
		449,413	449,458	494,043
Net Surplus / (Deficit) for the year		35,941	(659)	83,677
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		35,941	(659)	83,677

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

Waikaretu School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		268,469	214,792	184,792
Total comprehensive revenue and expense for the year		35,941	(659)	83,677
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		2,468	-	-
Equity at 31 December		306,878	214,133	268,469
Accumulated comprehensive revenue and expense		306,878	214,133	268,469
Equity at 31 December		306,878	214,133	268,469

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.

Waikaretu School
Statement of Financial Position
As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	7	104,771	67,146	77,148
Accounts Receivable	8	20,380	16,505	36,982
GST Receivable		220	-	18,913
Prepayments		3,490	2,345	2,133
Inventories	9	1,444	1,446	1,555
Investments	10	49,591	49,113	49,235
Funds Receivable for Capital Works Projects	16	8,235	-	-
		188,131	136,555	185,966
Current Liabilities				
GST Payable		-	6,324	-
Accounts Payable	12	25,974	21,106	59,615
Revenue Received in Advance	13	-	509	509
Provision for Cyclical Maintenance	14	15,250	4,335	14,969
Finance Lease Liability	15	1,794	3,996	2,107
Funds held for Capital Works Projects	16	-	-	510
		43,018	36,270	77,710
Working Capital Surplus/(Deficit)		145,113	100,285	108,256
Non-current Assets				
Property, Plant and Equipment	11	169,482	115,495	162,980
		169,482	115,495	162,980
Non-current Liabilities				
Provision for Cyclical Maintenance	14	2,667	-	2,000
Finance Lease Liability	15	5,050	1,647	767
		7,717	1,647	2,767
Net Assets		306,878	214,133	268,469
Equity		306,878	214,133	268,469

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

Waikaretu School
Statement of Cash Flows
For the year ended 31 December 2022

		2022	2022	2021
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		146,282	110,587	169,670
Locally Raised Funds		41,646	41,020	81,581
Goods and Services Tax (net)		18,693	-	(25,237)
Payments to Employees		(71,183)	(72,200)	(81,115)
Payments to Suppliers		(77,982)	(9,302)	(82,003)
Interest Paid		(254)	(100)	(154)
Interest Received		1,310	250	328
Net cash from/(to) Operating Activities		58,512	70,255	63,070
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(15,426)	(6,600)	(43,944)
Purchase of Investments		(355)	-	(122)
Net cash from/(to) Investing Activities		(15,781)	(6,600)	(44,066)
Cash flows from Financing Activities				
Furniture and Equipment Grant		2,468	-	-
Finance Lease Payments		(1,849)	(2,106)	(3,509)
Funds Administered on Behalf of Third Parties		(15,727)	(15,000)	41,056
Net cash from/(to) Financing Activities		(15,108)	(17,106)	37,547
Net increase/(decrease) in cash and cash equivalents		27,623	46,549	56,551
Cash and cash equivalents at the beginning of the year	7	77,148	20,597	20,597
Cash and cash equivalents at the end of the year	7	104,771	67,146	77,148

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.

Waikaretu School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 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 expense threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

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 14.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 21b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

j) Property, Plant and Equipment

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

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

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

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

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	18-50 years
Furniture and Equipment	5-20 years
Information and Communication Technology	4 years
Library Resources	12.5% DV
Leased assets held under a Finance Lease	Term of Lease

k) Intangible Assets

Software costs

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance and research expenditure are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

l) 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 for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information. The valuation is based on a comparison to recent market transactions.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in 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.

m) 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.

n) 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, to 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.

o) 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 students, should the School be unable to provide the services to which they relate.

p) Funds Held in Trust

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

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

q) 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.

r) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expense. In instances where the school is determined to be the principal for providing the service related to the Shared Funds (such as the RTL programme), all income and expenditure related to the provision of the service is 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.

s) Provision for Cyclical Maintenance

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

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

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

t) Financial Instruments

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

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

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

u) 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.

v) 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.

w) Budget Figures

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

x) 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

Government Grants - Ministry of Education
Teachers' Salaries Grants
Use of Land and Buildings Grants
Other Government Grants

2022	2022	2021
Actual	Budget	Actual
\$	(Unaudited)	\$
142,407	110,587	157,003
231,852	213,694	258,405
66,950	83,248	58,483
-	-	21,870
441,209	407,529	495,761

The school has opted in to the donations scheme for this year. Total amount received was \$4,500.

3. Locally Raised Funds

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

Revenue

Donations & Bequests
Fees for Extra Curricular Activities
Trading
Fundraising & Community Grants
Other Revenue

2022	2022	2021
Actual	Budget	Actual
\$	(Unaudited)	\$
17,150	9,000	7,848
435	2,100	3,182
713	1,500	1,289
12,893	10,500	53,168
11,530	17,920	16,108
42,721	41,020	81,595

Expenses

Extra Curricular Activities Costs
Trading
Fundraising & Community Grant Costs
Other Locally Raised Funds Expenditure

2022	2022	2021
Actual	Budget	Actual
\$	(Unaudited)	\$
4,379	2,670	3,957
779	1,500	1,235
1,495	-	4,052
6,607	4,500	4,415
13,260	8,670	13,659
29,461	32,350	67,936

Surplus for the year Locally raised funds

4. Learning Resources

Curricular
Library Resources
Employee Benefits - Salaries
Staff Development
Depreciation

2022	2022	2021
Actual	Budget	Actual
\$	(Unaudited)	\$
11,047	9,270	5,475
125	800	225
267,833	254,194	331,772
2,923	5,500	105
17,170	19,528	16,130
299,098	289,292	353,707

5. Administration

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	3,914	3,914	3,800
Board Fees	1,650	2,500	1,650
Board Expenses	841	2,080	377
Communication	2,627	2,150	2,277
Consumables	2,126	2,200	2,032
Other	8,434	4,190	10,473
Employee Benefits - Salaries	23,489	20,000	20,126
Insurance	-	500	926
Service Providers, Contractors and Consultancy	4,580	3,780	3,248
	<u>47,661</u>	<u>41,314</u>	<u>44,909</u>

6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	756	1,100	388
Cyclical Maintenance Provision	948	2,834	1,469
Grounds	2,767	2,000	2,786
Heat, Light and Water	4,910	5,200	5,136
Repairs and Maintenance	730	4,000	775
Use of Land and Buildings	66,950	83,248	58,483
Employee Benefits - Salaries	12,079	11,700	12,577
	<u>89,140</u>	<u>110,082</u>	<u>81,614</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	104,771	67,146	77,148
Cash and cash equivalents for Statement of Cash Flows	<u>104,771</u>	<u>67,146</u>	<u>77,148</u>

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

8. Accounts Receivable

Receivables
Interest Receivable
Teacher Salaries Grant Receivable

2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
817	-	14,151
150	-	36
19,413	16,505	22,795
20,380	16,505	36,982

Receivables from Exchange Transactions
Receivables from Non-Exchange Transactions

967	-	14,187
19,413	16,505	22,795
20,380	16,505	36,982

9. Inventories

Uniforms

2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
1,444	1,446	1,555
1,444	1,446	1,555

10. Investments

The School's investment activities are classified as follows:

Current Asset
Short-term Bank Deposits

2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
49,591	49,113	49,235
49,591	49,113	49,235

Total Investments

11. Property, Plant and Equipment

2022	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Land	40,000	-	-	-	-	40,000
Buildings	59,400	-	-	-	-	59,400
Building Improvements	5,043	1,931	-	-	(1,800)	5,174
Furniture and Equipment	12,807	12,299	-	-	(754)	24,352
Information and Communication Technology	2,863	2,950	-	-	(5,052)	711
Motor Vehicles	33,909	-	-	-	(1,845)	32,064
Leased Assets	4,648	6,441	-	-	(3,669)	7,420
Library Resources	4,310	51	-	-	(3,504)	857
Balance at 31 December 2022	162,980	23,672	-	-	(17,170)	169,482

The net carrying value of equipment held under a finance lease is \$7,585 (2021: \$4,648)

Restrictions

There are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2022 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$	2021 Cost or Valuation \$	2021 Accumulated Depreciation \$	2021 Net Book Value \$
Land	40,000	-	40,000	40,000	-	40,000
Buildings	90,000	(32,400)	57,600	90,000	(30,600)	59,400
Building Improvements	34,673	(28,453)	6,220	32,742	(27,699)	5,043
Furniture and Equipment	107,314	(87,260)	20,054	95,015	(82,208)	12,807
Information and Communication Technology	28,978	(25,010)	3,968	26,028	(23,165)	2,863
Motor Vehicles	36,694	(6,454)	30,240	36,694	(2,785)	33,909
Leased Assets	19,589	(12,004)	7,585	17,734	(13,086)	4,648
Library Resources	30,424	(26,609)	3,815	30,373	(26,063)	4,310
Balance at 31 December	387,672	(218,190)	169,482	368,586	(205,606)	162,980

12. Accounts Payable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Creditors	1,647	1,956	9,354
Accruals	3,914	2,204	2,550
Banking Staffing Overuse	-	-	23,531
Employee Entitlements - Salaries	19,413	16,505	22,795
Employee Entitlements - Leave Accrual	1,000	441	1,385
	25,974	21,106	59,615
Payables for Exchange Transactions	25,974	21,106	59,615
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	25,974	21,106	59,615

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

Income Received In Advance

2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
-	509	509
-	509	509

14. Provision for Cyclical Maintenance

Provision at the Start of the Year
Increase to the Provision During the Year
Other Adjustments

Provision at the End of the Year

Cyclical Maintenance - Current
Cyclical Maintenance - Non current

2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
16,969	1,501	15,500
2,417	2,834	2,698
(1,469)	-	(1,229)
17,917	4,335	16,969
15,250	4,335	14,969
2,667	-	2,000
17,917	4,335	16,969

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2023. This plan is based on the schools 10 Year Property plan / painting quotes.

15. Finance Lease Liability

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

No Later than One Year
Later than One Year and no Later than Five Years
Future Finance Charges

Represented by

Finance lease liability - Current
Finance lease liability - Non current

2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
2,403	3,996	2,207
5,909	1,647	825
(1,468)	-	(158)
6,844	5,643	2,874
1,794	3,996	2,107
5,050	1,647	767
6,844	5,643	2,874

16. Funds Held (Owed) 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 projects is included under cash and cash equivalents in note 7.

	2022	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
SIP/BOT:Replacement Kitchen		232810	510	2,662	(3,172)	1,931	-
224039 LSC		224039	-	74,109	(82,344)	-	(8,235)
Totals			510	76,771	(85,516)	1,931	(8,235)
Represented by:							-
Funds Held on Behalf of the Ministry of Education							(8,235)
Funds Receivable from the Ministry of Education							-

	2021	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Playground Project		223144	(40,145)	128,499	(88,354)	-	-
Fencing Project		224572	-	167,800	(167,800)	-	-
SIP/BOT:Replacement Kitchen		232810	-	6,581	(6,071)	-	510
Totals			(40,145)	302,880	(262,225)	-	510
Represented by:							510
Funds Held on Behalf of the Ministry of Education							-
Funds Receivable from the Ministry of Education							-

17. Related Party Transactions

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

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

18. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
Board Members Remuneration	1,650	1,650
Leadership Team Remuneration		
Full-time equivalent members	112,155	110,413
	1.00	1.00
Total key management personnel remuneration	113,805	112,063

There are 6 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has Finance (0 members) and Property (0 members) that met 0 and 0 times respectively. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	100 - 110	100 - 110
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	-	-

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	0.00	0.00

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

19. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be board members, committee members, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2022 Actual \$100	2021 Actual
Total Number of People	1	-

20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets 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.

21. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board has entered into contract agreements for capital works as follows:

\$85,633.10 contract for the 224039 LSC as agent for the Ministry of Education. This project is fully funded by the Ministry and \$74,109 has been received of which \$82,344 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments as at 31 December 2021:

\$7,312.52 contract for the SIP/BOT:Replacement Kitchen as agent for the Ministry of Education. This project is fully funded by the Ministry and \$6,581 has been received of which \$6,071 has been spent on the project to balance date. This project has been approved by the Ministry.)

(b) Operating Commitments

There are no operating commitments as at 31 December 2022 (Operating commitments at 31 December 2021: nil).

22. 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	104,771	67,146	77,148
Receivables	20,380	16,505	36,982
Investments - Term Deposits	49,591	49,113	49,235
Total Financial assets measured at amortised cost	174,742	132,764	163,365

Financial liabilities measured at amortised cost

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Payables	25,974	21,106	59,615
Finance Leases	6,844	5,643	2,874
Total Financial Liabilities Measured at Amortised Cost	32,818	26,749	62,489

23. Events After Balance Date

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

24. 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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INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF WAIKARETU SCHOOL'S FINANCIAL
STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2022

The Auditor-General is the auditor of Waikaretu School. The Auditor-General has appointed me, Paul Walker, using the staff and resources of Crowe New Zealand Audit Partnership, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 20, that comprise the 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 Public Sector – Public Benefit Entity Standards.

Our audit was completed on 23 November 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.

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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 arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Kiwi Sport Note and Analysis of Variance 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.



Paul Walker
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Hastings, New Zealand

Waikaretu School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Sam Welch	Presiding Member	Elected	Jun 2025
Justine Brock	Principal	ex Officio	
Justine Whiti	Staff Representative	Co-opted	Jun 2025
Jeremy Leigh	Other	Elected	Jun 2025
Tim Orlando-Reep	Other	Elected	Sep 2022
Sian Knauf	Other	Elected	Jun 2025
Thomas Whitford	Other	Elected	Jun 2025
Izak Gifkins		Elected	Jun 2025

Waikaretu School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received total Kiwisport funding of \$471 (excluding GST). The funding was spent on sporting endeavours.

Statement of Variance Reporting



School Name:	Waikaretu School			School Number:	2052
Strategic Aim:	<p>Strategic Aim 1 – To incorporate the Statement of National Education and Learning Priorities into the Waikaretu School local curriculum as part of our day-to-day work.</p> <p>Strategic Aim 2 – To deepen and broaden the Waikaretu School local curriculum to enhance hands-on, and connected learning experiences within a variety of contexts.</p> <p>Strategic Aim 3 – To partner with family/whānau and community to respond to learner needs and sustain identity, language and culture.</p>				
Annual Aim:	<p>Annual Aim 1 – Identify and critically respond to learners who are not making sufficient progress in key foundation skills, particularly, literacy, and numeracy.</p> <p>Annual Aim 2 – Continue to refine our school local curriculum to provide rich learning experiences within a range of contexts.</p> <p>Annual Aim 3 – Build relationships with students, whānau and community to support teachers and leaders to identify and value learner strengths, needs, interests, culture and whānau aspirations.</p> <p>Annual Aim 4 – In consultation with stakeholders, Waikaretu School will continue to develop/refine a schoolwide plan implemented as part of a system of support for all learners, and in particular our diverse learners.</p>				
Target:	<p>25 out of 31 students at or above expectation in maths. 81%</p> <p>25% reduction in identified problem behaviours</p>				
Baseline Data:	Number of students at or above expectation	2021	2022 Actual	2022 Target	
	Maths	21 out of 31 68%	21 out of 29 72%	25 out of 31 students at or above expectation. 81%	

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Maths:</p> <ol style="list-style-type: none"> Teachers to utilise online learning and e-ako PLD 360 Collaboratively review and develop assessment overview Identify learner levels and needs Identify target learners 3-4 learners per class Teachers to work collaboratively and inquire into which strategies work best and for whom <p>Local Curriculum</p> <ul style="list-style-type: none"> Further develop use of the technology curriculum at Waikaretu School through the use of the food trailer, ePro8, Mindstorm EV3, Drones and Sphero. Further develop the Garden to Table programme. <ul style="list-style-type: none"> Start with Garden Group using volunteers. Move to integrated approach within classrooms Continue to develop the outside area outside the library to allow for outdoor gatherings. Utilise the food trailer and equipment gained through the Lotteries grants to hold community events which 	<p>Maths – There were shifts in student engagement and attitude towards maths. A small number of individual students (4) showed accelerated progress in maths. Most students showed good progress in maths. 21 out of 29 - 72% at or above expectation. This is an increase from 2021 at 68%</p> <p>All teachers responded enthusiastically after the online PLD session. Teachers in the senior class changed maths planning and teaching to ensure rich tasks and maths talk were part of the taught curriculum in their class.</p> <p>There has been an increase in problem solving tasks given to students across the school.</p> <p>Local Curriculum – Students actively engaged in a range of technology and integrated inquiry topics.</p> <p>Teachers observed distinct development of key competencies through representing the school in EPro8 and school-based technology learning.</p>	<p>Maths – Teachers all attended online PLD and worked collaboratively to plan and teach maths lessons.</p> <p>Teachers fed back what worked in staff and planning meetings.</p> <p>Teachers strongly emphasised the need for and monitored progress with basic facts numeracy knowledge.</p> <p>Changes in teaching pedagogy in the junior room did not sustain due to teacher illness.</p> <p>Local Curriculum –</p> <p>Our local curriculum become more embedded as teachers are more consistently planning collaboratively and integrating inquiry topics.</p> <p>Increased teacher confidence in teaching technology supported inquiry learning.</p> <p>Increased and deliberate resourcing continued to support teaching of our local curriculum.</p> <p>Community partnership</p> <p>All staff recognised the importance of inviting our community into school each term. We discussed how our families do not come to the school</p>	<p>Maths – Rich tasks, problem solving, and maths talk remain embedded in our senior room.</p> <p>A teacher from the senior room will support and mentor a new junior class teacher.</p> <p>Senior leadership will continue to monitor maths teaching through planning checks, classroom walkthroughs and profession reflection/discussions.</p> <p>Local Curriculum –</p> <p>Continue to strengthen local curriculum through community partnerships.</p> <p>Continue to develop resources and expertise to support sustained teaching and learning of our local curriculum.</p> <p>Community partnership</p> <p>We continue to explore how we can make ourselves accessible to our community.</p> <p>We have identified that we need to connect with mana whenua more directly.</p>

<p>promote school and community connection</p> <p>Community partnership</p> <ul style="list-style-type: none"> Utilise events to gather community voice and survey whaanau aspirations. <p>Schoolwide Behaviour Plan Using PB4L framework to continue our schoolwide behaviour and response plan in year 2.</p> <ul style="list-style-type: none"> Sustaining principal commitment Setting up for success Identifying positive expectations Teaching expected behaviour Acknowledging expected behaviour Discouraging inappropriate behaviour Monitoring and evaluation <p>For year 2 we are looking to further develop documentation and processes that will continue the development of our Waikaretu School PB4L framework.</p>	<p>Senior students engaged in Garden to Table programme showed leadership and key competency development. Classroom participation in Garden to Table occurred periodically during 2022.</p> <p>Community partnership School community shared their delight in more school and community events.</p> <p>School and community whaanau discussed local curriculum. A lot of positive feedback for the rich and varied learning experiences provided. A few questions were raised about health and sexuality curriculum.</p> <p>Schoolwide Behaviour Plan There has been a slight increase in reported incidents at our school.</p> <p>Students report that teachers listen to them and respond when incidents are reported.</p> <p>Incidents in target areas decreased when MOE behavioural support student data removed.</p> <p>PB4L procedures are consistently used.</p>	<p>gate as most travel on the school bus and the importance of ensuring opportunities for our school whaanau to come on site to connect with us.</p> <p>Schoolwide Behaviour Plan All staff are actively reporting/recording PB4L data. An increase in reporting from students and staff has meant there is an increase in incidents on eTap.</p> <p>Target areas see a rise in positive behaviour when staff focus response in these areas.</p> <p>Staff view PB4L and the WAI Way positively. This means that staff actively promote and engage with PB4L procedures.</p> <p>Students are actively engaging in PB4L and WAI way procedures and conversations.</p>	<p>We are aware of the need to evaluate how our Maaori students experience school at Waikaretu. Achievement and anecdotal data positions Maaori as under performing when compared with the rest of the school cohort.</p> <p>Schoolwide Behaviour Plan We have identified the need to consult with our community about our PB4L and WAI way system and procedures.</p> <p>We have identified the need to explore student agency and look into peer mediation.</p> <p>We are considering how to ensure our PB4L system is sustainable.</p>
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	<p>Students can talk about school values/WAI Way and give examples.</p> <p>Students actively engage in WAI Way reward system.</p>		
Planning for next year:			
<p>Our EOY data has highlighted the need to focus on writing pedagogy for teacher PLD. We are aware that we need to continue to monitor and strengthen our maths pedagogy as appropriate.</p> <p>Our EOY data also shows that Maaori students are under performing when compared with the rest of the school cohort. Continuing to inquire into engagement and achievement of Maaori students at our school is a priority.</p> <p>Community consultation for Maaori whaanau is needed in 2023. Community consultation for our Health and Sexuality Education is needed in 2023. Community consultation, education and feedback is needed for our PB4L evaluation.</p> <p>Monitoring attendance will continue as we identify students and whaanau who may need further support.</p>			