

# WAIKARETU SCHOOL

## ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2023

#### School Directory

**Ministry Number:** 2052

**Principal:** Bernie Denton-van Loon

**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 Financial Statements - For the year ended 31 December 2023

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## Waikaretu School

### Statement of Responsibility

For the year ended 31 December 2023

The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management (including the principal and others, as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2023 fairly reflects the financial position and operations of the school.

The School's 2023 financial statements are authorised for issue by the Board.

Sian Knauf

Full Name of Presiding Member



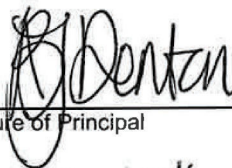
Signature of Presiding Member

23/05/2024

Date:

Bernardina Denton-van Loon

Full Name of Principal



Signature of Principal

23/5/24

Date:

## Waikaretu School

# Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

		2023	2023	2022
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Revenue</b>				
Government Grants	2	514,942	451,950	441,209
Locally Raised Funds	3	46,029	33,250	42,721
Interest		6,371	200	1,424
<b>Total Revenue</b>		567,342	485,400	485,354
<b>Expense</b>				
Locally Raised Funds	3	19,367	13,670	13,260
Learning Resources	4	346,973	357,904	299,098
Administration	5	50,247	47,695	47,661
Interest		609	152	254
Property	6	131,321	86,581	89,140
<b>Total Expense</b>		548,517	506,002	449,413
<b>Net Surplus / (Deficit) for the year</b>		18,825	(20,602)	35,941
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		18,825	(20,602)	35,941

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 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Equity at 1 January</b>		306,878	267,810	268,469
Total comprehensive revenue and expense for the year		18,825	(20,602)	35,941
Contributions from / (Distributions to) the Ministry of Education		3,359	-	-
Contribution - Furniture and Equipment Grant		1,919	-	2,468
<b>Equity at 31 December</b>		330,981	247,208	306,878
Accumulated comprehensive revenue and expense		330,981	247,208	306,878
<b>Equity at 31 December</b>		330,981	247,208	306,878

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 2023

		2023	2023	2022
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	145,324	58,265	104,771
Accounts Receivable	8	20,765	36,982	20,380
GST Receivable		-	18,913	220
Prepayments		3,767	2,133	3,490
Inventories	9	2,041	1,555	1,444
Investments	10	101,305	49,235	49,591
Funds Receivable for Capital Works Projects	16	-	-	8,235
		273,202	167,083	188,131
<b>Current Liabilities</b>				
GST Payable		10,520	-	-
Accounts Payable	12	31,594	59,615	25,974
Revenue Received in Advance	13	947	509	-
Provision for Cyclical Maintenance	14	-	5,501	15,250
Finance Lease Liability	15	1,710	2,107	1,794
Funds held for Capital Works Projects	16	79,221	-	-
		123,992	67,732	43,018
<b>Working Capital Surplus/(Deficit)</b>		149,210	99,351	145,113
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	189,164	148,624	169,482
		189,164	148,624	169,482
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	4,052	-	2,667
Finance Lease Liability	15	3,341	767	5,050
		7,393	767	7,717
<b>Net Assets</b>		330,981	247,208	306,878
<b>Equity</b>		330,981	247,208	306,878

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 2023

		2023	2023	2022
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		171,867	110,795	146,282
Locally Raised Funds		45,977	33,250	41,646
Goods and Services Tax (net)		10,740	-	18,693
Payments to Employees		(78,700)	(82,300)	(71,183)
Payments to Suppliers		(125,561)	(27,773)	(77,982)
Interest Paid		(609)	(152)	(254)
Interest Received		6,013	200	1,310
Net cash from/(to) Operating Activities		29,727	34,020	58,512
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(28,984)	(10,500)	(15,426)
Purchase of Investments		(51,714)	-	(355)
Net cash from/(to) Investing Activities		(80,698)	(10,500)	(15,781)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		1,919	-	2,468
Contributions from / (Distributions to) Ministry of Education		3,359	-	-
Finance Lease Payments		(1,210)	(2,403)	(1,849)
Funds Administered on Behalf of Other Parties		87,456	(40,000)	(15,727)
Net cash from/(to) Financing Activities		91,524	(42,403)	(15,108)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>40,553</b>	<b>(18,883)</b>	<b>27,623</b>
Cash and cash equivalents at the beginning of the year	7	104,771	77,148	77,148
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>145,324</b>	<b>58,265</b>	<b>104,771</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 and other notional items have been excluded.

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

# Waikaretu School

## Notes to the Financial Statements

### For the year ended 31 December 2023

#### 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 2023 to 31 December 2023 and in accordance with the requirements of the Education and Training Act 2020.

###### **Basis of Preparation**

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

###### **Financial Reporting Standards Applied**

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

###### **PBE Accounting Standards Reduced Disclosure Regime**

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

###### **Measurement Base**

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

###### **Presentation Currency**

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

###### **Specific Accounting Policies**

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

###### **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 Lunches and 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 material.

### **j) Property, Plant and Equipment**

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

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

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

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

### **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	8 years 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 or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are 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. 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

	2023	2023 Budget	2022
	Actual	(Unaudited)	Actual
	\$	\$	\$
Government Grants - Ministry of Education	170,211	111,531	142,407
Teachers' Salaries Grants	258,421	281,936	231,852
Use of Land and Buildings Grants	82,065	58,483	66,950
Other Government Grants	4,245	-	-
	<b>514,942</b>	<b>451,950</b>	<b>441,209</b>

The school has opted in to the donations scheme for this year. Total amount received was \$4,161.

## 3. Locally Raised Funds

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

	2023	2023 Budget	2022
	Actual	(Unaudited)	Actual
	\$	\$	\$
<b>Revenue</b>			
Donations & Bequests	9,611	5,000	17,150
Fees for Extra Curricular Activities	5,630	3,300	435
Trading	1,332	450	713
Fundraising & Community Grants	13,021	7,500	12,893
Other Revenue	16,435	17,000	11,530
	<b>46,029</b>	<b>33,250</b>	<b>42,721</b>
<b>Expense</b>			
Extra Curricular Activities Costs	6,238	5,260	4,379
Trading	1,399	900	779
Fundraising & Community Grant Costs	7,384	650	1,495
Other Locally Raised Funds Expenditure	4,346	6,860	6,607
	<b>19,367</b>	<b>13,670</b>	<b>13,260</b>
<i>Surplus for the year Locally raised funds</i>	<b>26,662</b>	<b>19,580</b>	<b>29,461</b>

## 4. Learning Resources

	2023	2023 Budget	2022
	Actual	(Unaudited)	Actual
	\$	\$	\$
Curricular	19,988	12,940	11,047
Library Resources	500	500	125
Employee Benefits - Salaries	301,985	327,036	267,833
Staff Development	6,684	5,500	2,923
Depreciation	17,816	11,928	17,170
	<b>346,973</b>	<b>357,904</b>	<b>299,098</b>

## 5. Administration

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fees	4,031	4,031	3,914
Board Fees	2,215	1,800	1,650
Board Expenses	-	290	841
Communication	2,254	2,424	2,627
Consumables	1,598	3,000	2,126
Other	9,305	7,010	8,434
Employee Benefits - Salaries	24,774	24,000	23,489
Insurance	1,090	640	-
Service Providers, Contractors and Consultancy	4,980	4,500	4,580
	<u>50,247</u>	<u>47,695</u>	<u>47,661</u>

## 6. Property

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	577	1,000	756
Cyclical Maintenance Provision	20,171	2,698	948
Grounds	2,720	3,000	2,767
Heat, Light and Water	6,196	5,200	4,910
Repairs and Maintenance	7,132	3,000	730
Use of Land and Buildings	82,065	58,483	66,950
Employee Benefits - Salaries	12,460	13,200	12,079
	<u>131,321</u>	<u>86,581</u>	<u>89,140</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

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	145,324	58,265	104,771
Cash and cash equivalents for Statement of Cash Flows	<u>145,324</u>	<u>58,265</u>	<u>104,771</u>

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

Of the \$145,324 Cash and Cash Equivalents \$79,221 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2024 on Crown owned school buildings.

## 8. Accounts Receivable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	1,014	14,151	817
Interest Receivable	508	36	150
Teacher Salaries Grant Receivable	19,243	22,795	19,413
	<u>20,765</u>	<u>36,982</u>	<u>20,380</u>
Receivables from Exchange Transactions	1,522	14,187	967
Receivables from Non-Exchange Transactions	19,243	22,795	19,413
	<u>20,765</u>	<u>36,982</u>	<u>20,380</u>

## 9. Inventories

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Uniforms	2,041	1,555	1,444
	<u>2,041</u>	<u>1,555</u>	<u>1,444</u>

## 10. Investments

The School's investment activities are classified as follows:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Asset			
Short-term Bank Deposits	101,305	49,235	49,591
Total Investments	<u>101,305</u>	<u>49,235</u>	<u>49,591</u>

## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Land	40,000	-	-	-	-	40,000
Buildings	57,600	-	-	-	(1,800)	55,800
Building Improvements	6,220	-	-	-	(852)	5,368
Furniture and Equipment	20,054	28,295	-	-	(5,976)	42,374
Information and Communication Technology	3,968	9,203	-	-	(2,223)	10,948
Motor Vehicles	30,240	-	-	-	(3,669)	26,570
Leased Assets	7,585	-	-	-	(2,819)	4,765
Library Resources	3,815	-	-	-	(477)	3,339
<b>Balance at 31 December 2023</b>	<b>169,482</b>	<b>37,498</b>	<b>-</b>	<b>-</b>	<b>(17,816)</b>	<b>189,164</b>

The net carrying value of equipment held under a finance lease is \$4,765 (2022: \$7,585)

### Restrictions

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

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Land	40,000	-	40,000	40,000	-	40,000
Buildings	90,000	(34,200)	55,800	90,000	(32,400)	57,600
Building Improvements	34,673	(29,305)	5,368	34,673	(28,453)	6,220
Furniture and Equipment	135,608	(93,234)	42,374	107,314	(87,260)	20,054
Information and Communication Technology	38,181	(27,233)	10,948	28,978	(25,010)	3,968
Motor Vehicles	36,694	(10,124)	26,570	36,694	(6,454)	30,240
Leased Assets	7,884	(3,119)	4,765	19,589	(12,004)	7,585
Library Resources	30,424	(27,085)	3,339	30,424	(26,609)	3,815
<b>Balance at 31 December</b>	<b>413,464</b>	<b>(224,300)</b>	<b>189,164</b>	<b>387,672</b>	<b>(218,190)</b>	<b>169,482</b>

## 12. Accounts Payable

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	7,323	9,354	1,647
Accruals	4,031	2,550	3,914
Banking Staffing Overuse	-	23,531	-
Employee Entitlements - Salaries	19,243	22,795	19,413
Employee Entitlements - Leave Accrual	997	1,385	1,000
	<b>31,594</b>	<b>59,615</b>	<b>25,974</b>
Payables for Exchange Transactions	31,594	59,615	25,974
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<b>31,594</b>	<b>59,615</b>	<b>25,974</b>

The carrying value of payables approximates their fair value.

### 13. Revenue Received in Advance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Income Received In Advance	-	509	-
Grants in Advance - MOE	947	-	-
	<u>947</u>	<u>509</u>	<u>-</u>

### 14. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	17,917	2,803	16,969
Increase to the Provision During the Year	2,653	2,698	2,417
Use of the Provision During the Year	(34,036)	-	-
Other Adjustments	17,518	-	(1,469)
Provision at the End of the Year	<u>4,052</u>	<u>5,501</u>	<u>17,917</u>
Cyclical Maintenance - Current	-	5,501	15,250
Cyclical Maintenance - Non current	4,052	-	2,667
	<u>4,052</u>	<u>5,501</u>	<u>17,917</u>

Per the cyclical maintenance schedule, the school is next expected to undertake painting works during 2030. This plan is based on the schools 10 Year Property plan and actual costs incurred on work carried out in 2023.

### 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:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	2,128	2,107	2,403
Later than One Year and no Later than Five Years	3,782	767	5,909
Future Finance Charges	(859)	-	(1,468)
	<u>5,051</u>	<u>2,874</u>	<u>6,844</u>
<b>Represented by</b>			
Finance lease liability - Current	1,710	2,107	1,794
Finance lease liability - Non current	3,341	767	5,050
	<u>5,051</u>	<u>2,874</u>	<u>6,844</u>

## 16. 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 projects is included under cash and cash equivalents in note 7.

	2023	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
LSC		224039	(8,235)	8,235	-	-	-
Unforeseen 5YA: Infrastructure Remedial Works		238971	-	7,694	(7,694)	-	-
AMS Combined: A,J, Site: Upgrade & Electrical		225771	-	110,721	(31,500)	-	79,221
Totals			(8,235)	126,650	(39,194)	-	79,221

### Represented by:

Funds Held on Behalf of the Ministry of Education	79,221
Funds Receivable from the Ministry of Education	-

	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	-
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	-
Funds Receivable from the Ministry of Education	(8,235)

## 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.

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	2,215	1,650
<i>Leadership Team</i>		
Remuneration	170,820	112,155
Full-time equivalent members	2.00	1.00
Total key management personnel remuneration	173,035	113,805

There are 5 members of the Board excluding the Principal. The Board has held 10 full meetings of the Board in the year. The Board also has Finance (5 members) and Property (5 members) committees 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

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	120 - 130	100 - 110
Benefits and Other Emoluments	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	2023 FTE Number	2022 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:

	2023 Actual	2022 Actual
Total	-	\$100
Number of People	-	1



## 20. Contingencies

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

In 2023 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 is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2023.

The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2023. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The school has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2024.

### Holidays Act Compliance – schools payroll

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

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

## 21. Commitments

### (a) Capital Commitments

As at 31 December 2023, the Board had capital commitments of \$92,605 (2022:\$-91,587) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
AMS Combined: A,J, Site: Upgrade & Electrical	124,105	31,500	92,605
<b>Total</b>	<b>124,105</b>	<b>31,500</b>	<b>92,605</b>

### (b) Operating Commitments

There are no operating commitments as at 31 December 2023 (Operating commitments at 31 December 2022: 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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	145,324	58,265	104,771
Receivables	20,765	36,982	20,380
Investments - Term Deposits	101,305	49,235	49,591
Total financial assets measured at amortised cost	267,394	144,482	174,742

### Financial liabilities measured at amortised cost

Payables	31,594	59,615	25,974
Finance Leases	5,051	2,874	6,844
Total financial liabilities measured at amortised cost	36,645	62,489	32,818

## 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.

**INDEPENDENT AUDITOR'S REPORT****To the readers of Waikaretu School's financial statements for the year ended 31 December 2023**

The Auditor-General is the auditor of Waikaretu School (the 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.

**Qualified 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 2023, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion, except for the matter described in the basis for our qualified opinion section of our report, the financial statements of the School:

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

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

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

**Basis for our qualified opinion**

Our audit was limited because we were unable to obtain sufficient appropriate evidence to determine the completeness and accuracy of the payments to relief teachers during the year, and the corresponding teachers salaries' grant for those relief teachers paid through teachers' salaries funding. This is because the Board did not have appropriate records to support the \$22,796 of payments to relief teachers included in salary costs in Note 4 to the financial statements, and \$18,705 of those funded through the teachers' salaries grant included in Note 2 to the financial statements. There are no satisfactory audit procedures that we could adopt to independently confirm that all the amounts disclosed in the financial statements relating to payments to relief teachers were properly recorded.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.



- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

### **Other information**

The Board is responsible for the other information. The other information obtained at the date of this auditor's report is the information contained in the members of the board listing, statement of compliance with employment policy, statement of Kiwisport funding and the statement 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 performed on the other information obtained prior to the date of this auditor's report, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.



## Independence

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

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

A handwritten signature in blue ink, appearing to read "Paul Walker", with a large loop at the end.

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

## Waikaretu School

### Members of the Board

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Sian Knauf	Presiding Member	Elected	Jun 2025
Justine Brock	Principal	ex Officio	Dec 2023
Jeremy Leigh	Other	Elected	Jun 2025
Sam Welch	Other	Elected	Jun 2025
Thomas Whitford	Other	Elected	Jun 2025
Izak Gifkins	Other	Elected	Jun 2025
Bernardina van Loon-Denton	Principal	ex Officio	

## Waikaretu School

### Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2023, the school received total Kiwisport funding of \$513 (excluding GST). The funding was spent on sporting endeavours.

## Statement of Compliance with Employment Policy

For the year ended 31st December 2023 the Waikaretu School Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.



## School Achievement information

School: Waikaretu School

**Numbers and %ages** 'at and above' curriculum expectation:

Reading (numbers and %ages), e.g. 16/25 = 64%

	2020	2021	2022	2023
<b>All</b>	24/31 77%	21/31 68%	19/29 66%	28/34 82%
<b>Māori</b>	2/5 40%	2/5 40%	4/7 57%	10/12 83%
<b>Pākehā</b>	21/25 80%	18/24 75%	15/21 71%	18/22 82%
<b>Pacific</b>	n/a	0/1	0/1	n/a
<b>Boys</b>	18/22 82%	16/22 73%	13/18 72%	16/20 80%
<b>Girls</b>	6/9 67%	5/9 56%	6/11 55%	11/14 79%

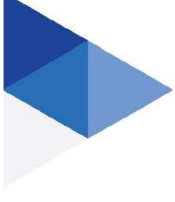
Writing (numbers and %ages)

	2020	2021	2022	2023
<b>All</b>	17/31 55%	18/31 58%	17/29 59%	22/34 65%
<b>Māori</b>	2/5 40%	1/5 20%	3/7 43%	8/12 67%
<b>Pākehā</b>	15/25 60%	16/24 67%	14/21 67%	13/22 59%
<b>Pacific</b>	n/a	0/1	0/1	n/a
<b>Boys</b>	11/22 50%	14/22 64%	12/18 67%	10/20 50%
<b>Girls</b>	6/9 67%	4/9 44%	5/11 45%	11/14 79%

Mathematics (numbers and %ages)

	2020	2021	2022	2023
<b>All</b>	24/31 77%	21/31 68%	21/29 72%	25/34 74%
<b>Māori</b>	3/5 60%	1/5 20%	4/7 57%	9/12 75%
<b>Pākehā</b>	20/25 80%	19/24 79%	17/21 81%	17/22 77%
<b>Pacific</b>	n/a	0/1	0/1	n/a
<b>Boys</b>	17/22 77%	15/22 68%	13/18 72%	14/20 70%
<b>Girls</b>	7/9 78%	6/9 67%	8/11 73%	11/14 79%

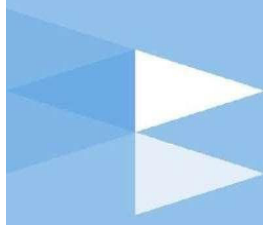
# Statement of Variance Reporting



School Name:	Waikaretu School	School Number: 2052																														
<b>Strategic Aim:</b> <i>Analysis report</i>	Strategic Aim 1 – To incorporate the Statement of National Education and Learning Priorities into the Waikaretu School curriculum as part of our day-to-day work.																															
<b>Annual Aim:</b>	Annual Aim 1 – To strengthen teaching, leadership, and learner support capability in literacy (Writing) to increase/accelerate achievement for Waikaretu students particularly focus students not achieving at expectation.																															
<b>Target:</b>	<b>70% at or above expectation</b>																															
<b>Baseline Data:</b>	<table border="1"> <thead> <tr> <th>2021</th><th>2022</th><th>2023</th></tr> </thead> <tbody> <tr> <td>Writing Years 1-3</td><td>Writing Years 1-3</td><td>Writing Years 1-3</td></tr> <tr> <td>6 out of 9 students are at/above expectation 67%</td><td>6 out of 12 students are at/above expectation 50%</td><td>7 out of 14 students are at/above expectation 50%</td></tr> <tr> <td>3 out of 9 students are below expectation 33%</td><td>6 out of 12 students are below expectation 50%</td><td>7 out of 14 students are below expectation 50%</td></tr> <tr> <td>Years 4-8</td><td>Years 4-8</td><td>Years 4-8</td></tr> <tr> <td>9 out of 17 students are at/above expectation 53%</td><td>11 out of 17 students are at/above expectation 65%</td><td>13 out of 20 students are at/above expectation 65%</td></tr> <tr> <td>8 out of 17 students are below expectation 47%</td><td>6 out of 17 students are below expectation 35%</td><td>7 out of 20 students are below expectation 35%</td></tr> <tr> <td>Whole school</td><td>Whole school</td><td>Whole school</td></tr> <tr> <td>15 out of 26 students are at/above expectation 58%</td><td>17 out of 29 students are at/above expectation 59%</td><td>22 out of 34 students are at/above expectation 65%</td></tr> <tr> <td>11 out of 26 students are below expectation 42%</td><td>12 out of 29 students are below expectation 41%</td><td>12 out of 34 students are below expectation 35%</td></tr> </tbody> </table>		2021	2022	2023	Writing Years 1-3	Writing Years 1-3	Writing Years 1-3	6 out of 9 students are at/above expectation 67%	6 out of 12 students are at/above expectation 50%	7 out of 14 students are at/above expectation 50%	3 out of 9 students are below expectation 33%	6 out of 12 students are below expectation 50%	7 out of 14 students are below expectation 50%	Years 4-8	Years 4-8	Years 4-8	9 out of 17 students are at/above expectation 53%	11 out of 17 students are at/above expectation 65%	13 out of 20 students are at/above expectation 65%	8 out of 17 students are below expectation 47%	6 out of 17 students are below expectation 35%	7 out of 20 students are below expectation 35%	Whole school	Whole school	Whole school	15 out of 26 students are at/above expectation 58%	17 out of 29 students are at/above expectation 59%	22 out of 34 students are at/above expectation 65%	11 out of 26 students are below expectation 42%	12 out of 29 students are below expectation 41%	12 out of 34 students are below expectation 35%
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# Tātaritanga raraunga





## Tātaritanga raraunga

<p>Teachers were engaged in the ALL project to accelerate learning for target students.</p>	<p>The GAP analysis in Term 4 - 2023 showed an overall improvement in achievement for most students in years 4-8 compared to Term 1 of 2023. This allows for good potential to increase the achievements in writing further from 2024 onwards through the delivery of SL.</p>	<p>1-3 throughout Term 3 &amp; Term 4 - 2023</p> <p>It may be fair to say that due to the impact of Covid-19, a cohort of younger students have been coming to school with educational gaps; in particular, some new entrant students have started up to a year later than they would have pre-Covid times.</p>	<p>up and running consistently by Term 2 in 2024.</p>
<p>Writing samples were analysed and collaboratively moderated across all year levels.</p>	<p>Students have become more aware of their personal writing goals and have started to refer to the self-assessment in their books. This also allows for growth and potential increase in achievement through student agency from 2024 onwards.</p>	<p>Other reasons for variances may include:</p> <p>The school has experienced some significant staff shortages and inconsistencies in delivering a writing programme in the years 1-3.</p>	<p>We will continue to implement and use the SL - The Code by Liz Kane.</p>
<p>In Term 3- 2023, all staff attended Structured Literacy PLD (e.g. Liz Kane - The Code)</p>			<p>We will endeavour to strengthen student agency in writing and support all students to understand their writing goals and achievements.</p>
<p>Mid 2023, the school purchased a varied range of Structured Literacy resources. Teachers have been actively using these during their literacy programmes in term 4.</p>			<p>RTLB services will support us to implement a programme in 2024 called The Writing Toolbox. This will involve PLD for all staff at the beginning of 2024.</p>
<p>A new reliever started working part-time in the year 1-3 class in Term 4 of 2023. She has been employed full-time for 2024. She is freshly graduated from Universtity and has the latest and up to date knowledge of the curriculum. This alligs with the training all teachers have completed for SL in 2023.</p>		<p>After collaboratively analysing writing samples aiming to grow teacher understanding of students' next learning steps, there was still a mis-alignment between the teachers' individual</p>	<p>We will continue to collaboratively collect, analyse and moderate writing samples to grow teachers' understanding and help them to support their students to identify their next steps in their learning.</p>



MINISTRY OF EDUCATION

Te Tari Kōwhiri Mātauranga

## Tātaritanga raraunga

<p>In term 4 - 2023, teachers distributed to students their personal writing goals and self-assessment sheets.</p> <p>RTLB services were applied for and implemented in 2023.</p> <p>Speech Language support was applied for and implemented in 2023.</p>	<p>content knowledge and the delivery of the content to students.</p> <p>A whole class RTLB referral was made at the start of 2023 to support both students and the classroom teacher in the year 1-3 class. This was seized, when the classroom teacher resigned and specific targeted students started to make some individual improvements in Term 2 - 2023.</p>	<p>Beyond SL, management will seek additional support for those students who have been (recently) identified with learning disabilities. For example, by supplying assistive technology, applying for RTLB support, implementing regular Learning Assistant support and by implementing targeted literacy programmes such as Rev IT UP!, Toe by Toe and one on one in class writing support.</p> <p>Continue to utilise support available through Too Taatou Haerenga and participate in collective actions to support the growth of leaders, teachers and learners in literacy.</p>
Planning for next year:		
<p>From 2024, the Strategic and Annual aims will include deliberate actions to increase achievement and <i>equitable outcomes</i> in Literacy and Mathematics with a focus on Structured Literacy and Writing. The Board and Principal also aim to further strengthen <i>internal evaluation practices</i></p>		

to enable sustainability for continuous improvement. The aims will include data analysis from a variety of assessments, including strengthening student agency, to inform reflective teaching practices and differentiated planning.

<b>Strategic Aim:</b>	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.
<b>Annual Aim:</b>	Annual Aim 2 – To implement rich and meaningful learning experiences that incorporate te reo Māori and tikanga Māori into the everyday life of our school.
<b>Target:</b>	Increase the weekly hours of taught te reo Māori content in Waikaretu school to a minimum of 3 hours or more per week.
<b>Baseline Data:</b>	<b>Students’ and teachers’ confidence in practising and presenting in te reo Māori has increased. Our knowledge of local tikanga and te reo has improved as well.</b>

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
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## Tātaritanga raraunga

<p>Implemented the Te Reo Tuatahi Programme to strengthen teacher and leader knowledge and capability to understand, teach and share te reo Māori and tikanga Māori in our school.</p> <p>Implemented kapa haka within the school by utilising online resources until local support can be established.</p> <p>Utilise support available through Too Taatou Haerenga and participate in collective actions to support the growth of te reo Māori and tikanga Māori within the Kaahui Ako.</p> <p>Since Term 3 - 2023 we have had significant support from our local Ngaati Tahinga kaumatua (Board supported and funded). He provided lessons 2 x a week for an hour aiming to instill local te reo Māori, local tikanga and local</p>	<p>Both students and staff have enjoyed the structure and consistency of the daily Te Reo Tuatahi Programme.</p> <p>All students and their whānau were invested in finding out about their ancestral roots to create a quality pepeha.</p> <p>We have noticed that students across the school have gained skills and confidence in reciting simple and/or more complex pepeha.</p> <p>We have used the online Kapa Haka resource called Online Kapa Haka from 2022. This has engaged students across year levels to become confident in simple Kapa Haka and Poi movements.</p> <p>The students have performed these skills, with growing mana, at several community events and in</p>	<p>All staff, management and students have been very open to learning te reo and tikanga Māori.</p> <p>School management has established strong and regular connections with our local Marae.</p> <p>A robust daily programme in the morning has provided consistency and structure for both students and staff.</p> <p>Our kaumatua has gone over and beyond the school's expectations by gifting local stories, inoi and waiata.</p> <p>Our kaumatua and Ngaati Tahinga representatives have established invested interests in carving a Waharoa for our school which will be presented/blessed, together with the students' completed mural for our Centenary in Term 1 - 2024.</p>	<p>We are looking forward to building onto and sustaining relationships between the school community and the wider community with help from our kaumatua.</p> <p>We will aim to continue Te Reo Tuatahi in our morning programme.</p> <p>We will aim to secure funding to maintain regular te reo Māori and tikanga lessons from our kaumatua for 2024.</p> <p>Management and teachers will organise frequent visits per term for student leaders in years 6-8 to engage them in activities at Weraroa marae. Together with our kaumatua, management will develop a programme that allows students to provide community support to the marae. We will also organise a whole school visit again to the marae.</p>
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## Tātaritanga raraunga

<p>stories and waiata from our ancestors.</p> <p>From August 2023, school management implemented the self-Review tool Whangarangi Arotake from the Poutama Reo Document to identify where the school sits in terms of leading, teaching and learning, Whaanau, Hapuu, and iwi and student agency.</p>	<p>our Centenary Movie. The community feedback has been overall very positive.</p> <p>A very supportive and reciprocal relationship has been established between the local Marae and our school community; between our local kaumatua and all staff and students at school. This is evident by the extent of the ongoing support given by our kaumatua.</p> <p>The students and their whaanau enjoyed a schooltrip to Weraroa Marae.</p> <p>A community consultation survey indicated most families feel satisfied with the quality and quantity</p>	<p>Management will support all staff to become more confident and to strengthen knowledge about the curriculum and assessment expectations per year level for te reo and tikanga through PLD.</p> <p>The Principal and senior leaders at the school will continue to update the self-review tool Whanarangi Arotake in the Poutamia Reo / Maaori Language Strategy Plan for the school to inform all dimensions and the next steps to take for student learning.</p>
<p><b>Planning for next year:</b></p> <p>From here, Waikaretu School Board of Trustees objectives ensure that we give effect to Te Tiriti o Waitangi by:</p> <ul style="list-style-type: none"> <li>- working to ensure that its plans, policies, and local curriculum reflect local tikanga Maaori, maatauranga</li> </ul>		



MINISTRY OF EDUCATION  
Te Tāhaki o ngā Mātauranga

## Tātaritanga raraunga

Māori, and te ao Māori; and

- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
- achieving equitable outcomes for Māori students. Our school data over time reflects that Māori students consistently are achieving just as non-māori students are.

Waikaretu School uses Poutama Reo to support us to review and improve our provision of Māori language schoolwide.

<b>Strategic Aim:</b>	Strategic Aim 3 – To partner with family/whānau and community to respond to learner needs and sustain identity, language and culture.
<b>Annual Aim:</b>	Annual Aim 3 – To increase student attendance and engagement where students/aakonga are present, participating and progressing.

## Baseline Data:

Ministry of Education Attendance Targets				
Measure	2022 WS	2023 EOY Target	2023 WS	
Percentage of akōnga attending school regularly (attending more than 90%, an average of 9 days a fortnight)	7%	Aim 55% EOY	40%	
Percentage of akōnga who are moderately absent (attending more than 70% up to 90%, missing two to three days a fortnight)	63%	Aim 37.5%	55%	
Percentage of akōnga who are chronically absent (attending 70% or less, missing three or more days a fortnight)	30%	Aim 7.5% EOY	5%	



MINISTRY OF EDUCATION  
Te Taitiaki o te Kaitiaki

## Tātaritanga raraunga

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>At the end of 2022 Too Taatou Haerenga applied for the Regional Response Fund (RRF).</p> <p>This funding supported an initiative to employ a kaiawhina or support a school to complete the following:</p> <ul style="list-style-type: none"><li>Investigate unexplained absences and communicate the findings with the school/s.</li><li>Visit homes</li><li>Attend weekly Attendance committee meetings at the contributing schools</li><li>When necessary, network with appropriate agencies to assist student reengagement.</li></ul>	<p>95% of our students come to school 70-100% of the time. This is an increase of 25% since the start of 2022.</p> <p>5% of our students remain chronically absent, missing 3 or more days out of every 10 school days. This has dropped significantly by 25% since the start of 2022.</p> <p>The Aim of 55% to increase the students that come to school regularly, remains.</p>	<p>The unprecedented closures of schools during Covid-19 lockdowns ceased in 2023.</p> <p>Overall, health measures causing restrictions and possibly fear of Covid-19 have been minimised.</p> <p>Management and LSC have worked together with parents and caregivers of targeted students on a very regular basis.</p> <p>Regular collection and analysis of data informed our next actions.</p>	<p>Our target now will be to increase shifts between students that are moderately absent to coming to school regularly to reach the set targets for 2023 (55% and 37.5% respectively).</p> <p>Create an environment that is inclusive of all students (physical environment, values and pedagogy).</p> <p>Provide information and create awareness within the whaanau community that every day of absences counts in relation to student achievement.</p>



MINISTRY OF EDUCATION  
Te Tākahi o te Mātauranga

## Tātaritanga raraunga

<ul style="list-style-type: none"><li>Assist in implementing initiatives to counteract truancy</li></ul> <p>The person hired to fulfil this role visited our school at the end of 2022.</p> <p>Each school provided data on their overall attendance for this report. The leader in charge of attendance in the school worked with the kaiawhina to share the names of students, and numbers of students that this initiative targeted.</p> <p>Staff continued with our PB4L framework to further develop our schoolwide behaviour and response plan.</p> <p>On a daily basis, administration followed up on reasons for absenteeism. Moreover, the school conveyed the message of importance in our newsletter to our community that a reason was needed to fulfil our administrative</p>		<p>Provide holistic support to whaanau of those students that are still chronically absent.</p> <p>Provide support for learning at home through targeted workshops especially created for parents and caregivers.</p> <p>Support and involve staff in regular data collection procedures and analysis of the data to inform future actions on a short-term basis.</p> <p>Gain feedback from parents and students about how we can better work together to improve attendance, and the underlying reasons for some absences and student lateness.</p> <p>Use school assemblies, newsletters, Social Media and websites to keep the community informed and celebrate improvements regularly.</p>
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MINISTRY OF EDUCATION  
Te Tākahi o te Mātauranga

## Tātaritanga raraunga

<p>and legal obligations to the Ministry.</p> <p>Continued to strengthen whaanau and community relationships.</p> <p>Our Learning Support Coordinator for 2022 and 2023 established strong connections with families of students who needed support in increasing their attendance.</p> <p>Management engaged whaanau in school activities and invited them into the school on a regular basis to discuss student progress.</p> <p>In 2023, we secured funding and implemented the Creatives in Schools programme. We worked together with a local artist (Sam Welch) to help students to create a school mural depicting our local history. All students have been positively engaged on a regular basis with this project during Term 3 &amp; 4 of 2023.</p>		<p>Recognise and acknowledge positive attendance rates more regularly. Celebrate 100% attendance rates at assemblies.</p> <p>Support parents / caregivers to have their child/ren at school on time, especially where circumstances beyond their control are impacting on this.</p> <p>Learning Support Coordinator to continue to engage and work with families.</p> <p>Gather student and parent / caregiver voices around engagement from a survey during school events.</p> <p>Utilise the pedagogy of culturally responsiveness to develop relationships with families whose children have patterns of absenteeism.</p>
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				PB4L-SW practices will support this target.
Planning for next year:				
The Board and Principal will include in their Strategic and Annual aims to extend reciprocal learning-centred partnerships to improve student attendance and student achievement outcome. They will aim to identify whaanau aspirations to build on community relationships that will enable teachers to identify and support students' needs, interests and cultural values.				

Waikaretu School gives effect to the **Treaty of Waitangi** by following The Poutama Reo Framework.

The Poutama Reo framework is a self-evaluation tool to support improvement in te reo Maaori provision in English-medium schools.

The framework was informed by the voices of learners, whaanau, educators and leaders in English-medium schools and provides clarity and clear next steps on how to build upon what we have in place to maximise impact.

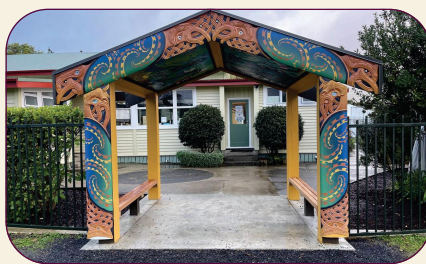
This is an evolving document and gives us feedback and feedforward as a school community to support our students to learn Te Reo and Tikanga Maaori.

The framework helps our school explore key focus areas:

- leadership,
- whaanau, hapuu and iwi relationships
- student agency
- teaching and learning.

As we proceed with using the framework, we will discover indicators and examples of effective practice to support us and our school's goals.

We currently work in partnership with our local Kaumaatua (Ngaati Tahinga) from our local Weraroa Marae to engage our students in local te reo Maaori and tikanga.



Alongside The Poutama Reo framework, Waikaretu School is also developing leadership knowledge and local curriculum knowledge for our teaching staff through PLD within the local Too Taatou Haerenga Kaahui Ako (Waikato-Tainui informed). Our Kaahui Ako consists of Waikaretu School, Te Kauwhata Primary School, Te Kauwhata College, Kimihia School, Ohinewai School and Te Paina School.

At Waikaretu School we are dedicated to implementing Te Maataiaho | the refreshed curriculum. This will support students to experience success in their learning. It will give practical effect to Te Tiriti o Waitangi, and will be inclusive over the next few years.

All the above, gives our students, including Maaori students, an opportunity to achieve their learning goals within our local context.