

WHENUAPAI SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number: 1572

Principal: Adam Cels

School Address: 14 Airport Road, Whenuapai 0618, Auckland

School Postal Address: 14 Airport Road, Whenuapai 0618, Auckland

School Phone: 09 416 8779

School Email: office@whenuapai.school.nz

Accountant / Service Provider:
Canterbury Educations Services Society Limited

WHENUAPAI SCHOOL

Annual Report - For the year ended 31 December 2022

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Whenuapai School

Members of the Board

For the year ended 31 December 2022

Name	Position	How Position Gained	Term Expired/ Expires
Kellie Watkinson	Presiding Member	Elected	Sep 2025
Adam Cels	Principal ex Officio	Appointed	Current
Jane Knobloch	Parent Representative	Elected	Sep 2025
Phil Collins	Parent Representative	Elected	Sep 2025
Rob Greer	Parent Representative	Elected	Sep 2025
Sam Lee	Parent Representative	Elected	Sep 2025
Olivia Mead	Staff Representative	Elected	Sep 2025
Michael Farac	Parent Representative	Elected	Sep 2022
Ivan Millan	Parent Representative	Co-opted	Sep 2022
Jane McLean	Parent Representative	Elected	Sep 2022
Mike Leonard	Parent Representative	Elected	Sep 2022
Tineka Joustra	Parent Representative	Elected	Sep 2022
Greg Berry	Staff Representative	Elected	Sep 2022

Whenuapai 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.

Kellie Watkinson

Full Name of Presiding Member

DocuSigned by:
Kellie Watkinson
77941741C76C47C

Signature of Presiding Member

31 May 2023

Date:

Adam Cels

Full Name of Principal

DocuSigned by:
Adam Cels
3AAFBFF2E612438

Signature of Principal

31 May 2023

Date:

Whenuapai School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	4,266,074	3,551,644	3,669,497
Locally Raised Funds	3	246,397	203,381	193,246
Interest Income		6,741	500	1,360
Total Revenue		4,519,212	3,755,525	3,864,103
Expenses				
Locally Raised Funds	3	99,026	73,850	115,694
Learning Resources	4	2,866,843	2,456,505	2,651,613
Administration	5	267,202	284,500	257,371
Finance		3,273	4,000	3,866
Property	6	859,378	950,428	790,780
Loss on Disposal of Property, Plant and Equipment		80,247	-	2,238
		4,175,969	3,769,283	3,821,562
Net Surplus / (Deficit) for the year		343,243	(13,758)	42,541
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		343,243	(13,758)	42,541

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

Whenuapai 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		718,704	718,702	656,663
Total comprehensive revenue and expense for the year		343,243	(13,758)	42,541
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		13,160	-	19,500
Equity at 31 December		1,075,107	704,944	718,704
Accumulated comprehensive revenue and expense		1,075,107	704,944	718,704
Equity at 31 December		1,075,107	704,944	718,704

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.

Whenuapai 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	521,758	190,131	201,890
Accounts Receivable	8	222,740	162,381	162,381
GST Receivable		-	10,773	10,773
Prepayments		17,198	3,926	3,926
Inventories	9	1,359	1,776	1,776
Investments	10	250,718	200,252	200,252
		1,013,773	569,239	580,998
Current Liabilities				
GST Payable		15,734	-	-
Accounts Payable	12	257,521	217,942	217,943
Revenue Received in Advance	13	-	21,679	21,679
Provision for Cyclical Maintenance	14	28,837	70,399	70,399
Finance Lease Liability	15	13,110	23,349	23,349
Funds held for Capital Works Projects	16	-	5,757	5,757
		315,202	339,126	339,127
Working Capital Surplus/(Deficit)		698,571	230,113	241,871
Non-current Assets				
Property, Plant and Equipment	11	423,422	534,354	536,355
		423,422	534,354	536,355
Non-current Liabilities				
Provision for Cyclical Maintenance	14	31,348	38,883	38,883
Finance Lease Liability	15	15,538	20,640	20,639
		46,886	59,523	59,522
Net Assets		1,075,107	704,944	718,704
Equity		1,075,107	704,944	718,704

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

Whenuapai School

Statement of Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash flows from Operating Activities				
Government Grants		1,127,065	1,024,730	887,390
Locally Raised Funds		224,718	256,531	193,396
Goods and Services Tax (net)		26,507	13,203	13,203
Payments to Employees		(444,622)	(437,803)	(439,716)
Payments to Suppliers		(506,297)	(586,496)	(501,998)
Interest Paid		(3,273)	(4,000)	(3,866)
Interest Received		5,796	1,487	847
Net cash from/(to) Operating Activities		429,894	267,652	149,256
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(43,158)	(90,000)	(65,109)
Purchase of Investments		(50,466)	(200,252)	(200,252)
Net cash from/(to) Investing Activities		(93,624)	(290,252)	(265,361)
Cash flows from Financing Activities				
Furniture and Equipment Grant		13,160	-	11,886
Finance Lease Payments		(23,808)	(20,605)	(19,977)
Funds Administered on Behalf of Third Parties		(5,757)	1,838	77,838
Net cash from/(to) Financing Activities		(16,405)	(18,767)	69,747
Net increase/(decrease) in cash and cash equivalents		319,865	(41,367)	(46,358)
Cash and cash equivalents at the beginning of the year	7	201,890	231,498	248,248
Cash and cash equivalents at the end of the year	7	521,758	190,131	201,890

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.

Whenuapai School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

Whenuapai 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 20b.

Recognition of grants

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

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) 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.

e) 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.

f) 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.

g) 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.

h) 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.

i) 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	40 years
Furniture and equipment	10 years
Information and communication technology	4 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

j) 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.

k) 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.

l) Revenue Received in Advance

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

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

m) 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 Revenue and Expense.

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

n) Provision for Cyclical Maintenance

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

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

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

o) Financial Instruments

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

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

p) 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.

q) Budget Figures

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

r) Services received in-kind

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.

2. Government Grants

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	959,262	915,941	910,390
Government Grants - Ministry of Education Trig Road	179,480	-	-
Teachers' Salaries Grants	2,459,692	1,947,900	2,189,502
Use of Land and Buildings Grants	662,935	687,803	569,605
Other Government Grants	4,705	-	-
	<u>4,266,074</u>	<u>3,551,644</u>	<u>3,669,497</u>

The school has not opted in to the donations scheme for this year.
The Trig Road funding received relates to initial funding received for establishing a second campus at Trig Road.

3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Donations & Bequests	88,076	121,769	76,235
Curriculum related Activities - Purchase of goods and services	4,534	6,412	3,068
Fees for Extra Curricular Activities	30,389	31,200	78,168
Trading	16,904	22,000	13,974
Fundraising & Community Grants	106,494	22,000	21,801
	<u>246,397</u>	<u>203,381</u>	<u>193,246</u>
Expenses			
Extra Curricular Activities Costs	47,810	41,650	93,702
Trading	15,634	25,700	13,821
Fundraising and Community Grant Costs	35,582	6,500	8,171
	<u>99,026</u>	<u>73,850</u>	<u>115,694</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>147,371</u>	<u>129,531</u>	<u>77,552</u>

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	44,040	103,950	73,828
Equipment Repairs	-	2,500	1,459
Library Resources	1,885	1,500	2,110
Employee Benefits - Salaries	2,711,375	2,221,855	2,453,069
Staff Development	19,658	34,700	25,167
Depreciation	89,885	92,000	95,980
	<u>2,866,843</u>	<u>2,456,505</u>	<u>2,651,613</u>

5. Administration

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	8,710	8,500	8,810
Board Fees	3,260	3,750	2,725
Board Expenses	7,121	13,800	2,411
Communication	5,368	6,700	5,616
Consumables	71,648	75,500	55,944
Operating Lease	1,134	1,300	530
Other	12,630	26,650	20,622
Employee Benefits - Salaries	134,719	127,000	138,755
Insurance	5,872	6,300	6,552
Service Providers, Contractors and Consultancy	16,740	15,000	15,406
	<u>267,202</u>	<u>284,500</u>	<u>257,371</u>

6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	74,266	81,000	67,330
Cyclical Maintenance Provision	14,037	60,000	22,874
Grounds	15,081	16,500	20,129
Heat, Light and Water	31,176	25,000	26,459
Rates	121	125	124
Repairs and Maintenance	7,120	24,000	30,507
Use of Land and Buildings	662,935	687,803	569,605
Security	2,818	6,000	3,206
Employee Benefits - Salaries	51,824	50,000	50,546
	<u>859,378</u>	<u>950,428</u>	<u>790,780</u>

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

7. Cash and Cash Equivalents

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	521,758	190,131	201,890
Cash and cash equivalents for Statement of Cash Flows	<u>521,758</u>	<u>190,131</u>	<u>201,890</u>

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

8. Accounts Receivable

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Interest Receivable	1,458	513	513
Teacher Salaries Grant Receivable	221,282	161,868	161,868
	<u>222,740</u>	<u>162,381</u>	<u>162,381</u>
Receivables from Exchange Transactions	1,458	513	513
Receivables from Non-Exchange Transactions	221,282	161,868	161,868
	<u>222,740</u>	<u>162,381</u>	<u>162,381</u>

9. Inventories

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
School Uniforms	1,359	1,776	1,776
	<u>1,359</u>	<u>1,776</u>	<u>1,776</u>

10. Investments

The School's investment activities are classified as follows:

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	250,718	200,252	200,252
	<u>250,718</u>	<u>200,252</u>	<u>200,252</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Building Improvements	186,009	-	(76,948)	-	(4,308)	104,753
Furniture and Equipment	255,362	30,632	(3,299)	-	(43,063)	239,631
Information and Communication Technology	31,379	4,985	-	-	(13,813)	22,550
Leased Assets	43,567	8,468	-	-	(24,557)	27,477
Library Resources	20,038	13,118	-	-	(4,144)	29,011
Balance at 31 December 2022	<u>536,355</u>	<u>57,203</u>	<u>(80,247)</u>	<u>-</u>	<u>(89,885)</u>	<u>423,422</u>

The net carrying value of furniture and equipment held under a finance lease is \$27,477 (2021: \$43,567)

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	2022	2022	2021	2021	2021
	Cost or	Accumulated	Net Book	Cost or	Accumulated	Net Book
	Valuation	Depreciation	Value	Valuation	Depreciation	Value
	\$	\$	\$	\$	\$	\$
Building Improvements	172,323	(67,570)	104,753	290,918	(104,909)	186,009
Furniture and Equipment	621,575	(381,944)	239,631	684,044	(428,682)	255,362
Information and Communication T	333,377	(310,827)	22,550	393,402	(362,023)	31,379
Leased Assets	57,937	(30,460)	27,477	78,068	(34,501)	43,567
Library Resources	85,177	(56,166)	29,011	72,059	(52,021)	20,038
Balance at 31 December	1,270,389	(846,967)	423,422	1,518,491	(982,136)	536,355

12. Accounts Payable

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Creditors	17,452	28,749	28,750
Accruals	17,114	8,450	8,450
Banking Staffing Overuse	-	10,806	10,806
Employee Entitlements - Salaries	213,437	161,868	161,868
Employee Entitlements - Leave Accrual	9,518	8,069	8,069
	<u>257,521</u>	<u>217,942</u>	<u>217,943</u>
Payables for Exchange Transactions	257,521	217,942	217,943
	<u>257,521</u>	<u>217,942</u>	<u>217,943</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Other revenue in Advance	-	21,679	21,679
	<u>-</u>	<u>21,679</u>	<u>21,679</u>

14. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	109,282	109,282	142,253
Increase to the Provision During the Year	21,572	60,000	22,874
Use of the Provision During the Year	(70,669)	-	(55,845)
Provision at the End of the Year	<u>60,185</u>	<u>169,282</u>	<u>109,282</u>
Cyclical Maintenance - Current	28,837	70,399	70,399
Cyclical Maintenance - Non current	31,348	38,883	38,883
	<u>60,185</u>	<u>109,282</u>	<u>109,282</u>

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 Year Property plan .

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:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	15,077	26,429	26,429
Later than One Year and no Later than Five Years	17,168	23,161	23,161
Future Finance Charges	(3,597)	(5,601)	(5,602)
	<u>28,648</u>	<u>43,989</u>	<u>43,988</u>
Represented by			
Finance lease liability - Current	13,110	23,349	23,349
Finance lease liability - Non current	15,538	20,640	20,639
	<u>28,648</u>	<u>43,989</u>	<u>43,988</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 project is included under cash and cash equivalents in note 7.

2022	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Replace Stormwater Line	5,757	2,183	(7,940)	-	-
Totals	<u>5,757</u>	<u>2,183</u>	<u>(7,940)</u>	<u>-</u>	<u>-</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	-

2021	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
Repairs to Admin	-	114,246	(114,246)	-	-
Rooms 3&4 & Toilet Upgrade	(1,838)	20,997	(19,159)	-	-
Replace Stormwater Line	5,757	-	-	-	5,757
Totals	3,919	135,243	(133,405)	-	5,757

Represented by:

Funds Held on Behalf of the Ministry of Education	5,757
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 condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

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 \$
<i>Board Members</i>		
Remuneration	3,260	2,725
<i>Leadership Team</i>		
Remuneration	277,508	264,812
Full-time equivalent members	2	2
Total key management personnel remuneration	280,768	267,537

There are 6 members of the Board excluding the Principal. The Board had held 9 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2022	2021
	Actual	Actual
	\$000	\$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150-160	150-160
Benefits and Other Emoluments	4-5	3-4
Termination Benefits	-	-

Other Employees

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

Remuneration	2022	2021
\$000	FTE Number	FTE Number
100 - 110	2.00	3.00
110 - 120	2.00	0.00
	4.00	3.00

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

19. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets (except as noted below) as at 31 December 2022 (Contingent liabilities and assets at 31 December 2021: Nil).

Holidays Act Compliance – schools payroll

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

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

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

In 2022 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 and support staff employed in 2022. The Ministry is in the process of determining the amount of the final wash up calculation for the year ended 31 December 2022 and the impact of the final calculation on the financial statements is unable to be determined at the date of reporting. The School has therefore not recognised this wash up in its financial statements. The wash up is expected to be completed in July 2023.

20. Commitments**(a) Capital Commitments**

As at 31 December 2022 the Board has entered into no contract agreements for capital works .

(Capital commitments at 31 December 2021: \$nil)

(b) Operating Commitments

As at 31 December 2022 the Board has entered into no contracts.

The total lease payments incurred during the period were \$nil (2021: \$nil)

21. Financial Instruments

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

Financial assets measured at amortised cost

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	521,758	190,131	201,890
Receivables	222,740	162,381	162,381
Investments - Term Deposits	250,718	200,252	200,252
Total Financial assets measured at amortised cost	<u>995,216</u>	<u>552,764</u>	<u>564,523</u>

Financial liabilities measured at amortised cost

Payables	257,521	217,942	217,943
Finance Leases	28,648	43,989	43,988
Total Financial Liabilities Measured at Amortised Cost	<u>286,169</u>	<u>261,931</u>	<u>261,931</u>

22. Events After Balance Date

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

23. Comparatives

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

**RSM Hayes Audit**

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Independent Auditor's Report

To the readers of Whenuapai School's Financial statements For the year ended 31 December 2022

The Auditor-General is the auditor of Whenuapai School (the School). The Auditor-General has appointed me, Wayne Tukiri, using the staff and resources of RSM Hayes Audit, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 3 to 18, that comprise 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 (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 31 May 2023. This is the date at which our opinion is expressed.

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

Basis of opinion

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

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

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



Responsibilities of the Board for the financial statements

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

The Board of Trustees 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 of Trustees is responsible for the other information. The other information includes the statement of responsibility, board member list, analysis of variance, compliance with good employer requirements, and kiwisport report, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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

Wayne Tukiri
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand

Statement of Variance Mathematics 2022

School Name:	Whenuapai	School Number:	1572
Strategic Aim:	Strategic Goal 3 Build exceptional student achievement through high quality culturally sustainable teaching and learning		
Annual Aim:	<ul style="list-style-type: none"> • Ensure consistency of established learning programmes within the school • Embedding school wide practices that show a consistent learning journey from Year 1-8 • Systematic tracking and monitoring through HERO of each student's progress timely interventions occur to ensure students can identify next steps and achieve personal excellence • Continue to use coaching models as a driver for sustaining professional practice and grow teacher efficacy to accelerate progress for all learners 		
Target:	<ul style="list-style-type: none"> • By the end of 2022 93% of our tamariki will be achieving at or above expectation in Mathematics. • Specific Target Areas. By the end of 2022: <ul style="list-style-type: none"> o Year 8 cohort will have 76% of the tamariki achieving at or above expectation in mathematics. o Māori Tamariki - 88% of the Tamariki will be at or above expectation in Mathematics. 		
Baseline Data:	<ul style="list-style-type: none"> • 2021 Whole School achievement in Mathematics 85% at / above (data from Mid 2021) • Areas for future development: <ul style="list-style-type: none"> o Year 8 cohort achievement 66% at / above o Māori Tamariki achievement 78% at / above 		

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>Built their efficacy around Pr1me and are continuing to develop their understanding of using this programme to ensure teachers are using it to its full potential.</p> <p>We have had lead teachers visiting other schools this year to specifically observe Pr1me and discuss assessment.</p> <p>This has then led the Pr1me Professional Learning Group to begin developing an early maths assessment based on Pr1me assessment and other early numeracy assessments.</p> <p>We have continued to use the goals on Hero regularly and mark these off once they have been mastered by the students.</p> <p>Before the start of the year we also held an introduction to PR1ME workshop covering the use of the online tools and Interactive Whiteboard settings, the reasons we use PR1ME and our journey so far, and how the books should be used to support learners filtering down from planning, to modeling, and finally student follow ups.</p> <p>The PLG created resources for the teachers to use when teaching. These included the resources that are discussed in the teacher guides. We also made vocabulary cards from the glossary for teachers to put in their room once they have taught an idea. This way, the language that is being used when teaching strategies or skills is present in their daily interactions.</p>	<p>At the end of 2022 89.79 of our tamariki are at or above the expected level in Mathematics:</p> <p>Year 1: 100% Year 2: 100% Year 3: 79.41% Year 4: 90.67% Year 5: 69.57% Year 6: 96.36% Year 7: 91.31% Year 8: 79.07%</p> <ol style="list-style-type: none"> 1. Our goal for 2022 was that 93% of all tamariki would be achieving at or above expected level in maths. As you can see, only 89.79% of students were achieving at or above expected level by the end of 2022. Goal not achieved. 2. Year 8 cohort will have 76% of tamariki achieving at or above expectations in mathematics. We achieved this goal which is pleasing with 79.07% of these students achieving at or above expected levels. Goal achieved 3. Maori tamariki will have 88% of learners achieving at or about expectations in mathematics. 75.6% of Maori learners achieved at or above expectations for mathematics. Goal not achieved <p>From the achievement data we have noticed that both the year 3 and year 5 data from 2021 is lower than we would like it to be. We have added a new goal for the achievement level of the year 4 and 6 cohorts in 2023 to have extra support.</p>	<p>All students who were attending Whenuapai School in Year 2 were working on a 1A (Year 1) PR1ME book. These students have completed the majority of a 1B (Year 2) PR1ME book, with some moving onto a 2A (Year 3) PR1ME book. Students working at these levels mean they are working at the curriculum level they are expected to be working at. The drop from year two to year three is because the assessment is not suitable for that age and cannot give us the data we want. This is causing the gap to widen for those who are working towards where they need to be and those who have gaps that need to be filled.</p> <ol style="list-style-type: none"> 1. The data can be split into males and females. 91.1% of males were achieving at or above expectations. This was 237 out of the 260 students. 89.2% of females were achieving at or above expectations. This was 224 out of 251 students. 2. The breakdown for the year 8 students can be split in male and female. 73% of males were at or above expectation and 82.1% of females were at or above expectations. Of the males who were working toward meeting expectations, all four students were working in two or more of their curriculum areas. Of the females who were working towards meeting expectations in maths, only one was working towards expectations in other areas. 3. Out of the 20 Māori learners who were below expectations in mathematics, 10 of them can be classified as behavioural, pastoral or learning needs students. One student in particular was 	<p>After looking at this data, we have been able to come up with some things that the Maths leaders, teachers in the maths PLG, and all classroom teachers will be able to do throughout the year to support our tamariki and potentially raise the achievement levels of all learners. These next steps are aimed to raise the achievement of all learners and will impact all learners, irrespective of what cohort, nationality, or gender.</p> <ul style="list-style-type: none"> • Create a plan and resources that will support teachers in year 4 & 6 to support those learners who are currently below expectations. This is due to the low percentage of students who aren't achieving at or above the expected curriculum level. • Visit other schools who are currently using the PR1ME program and see what interventions they are using to propel the learners who need extra support. • We have created/bought a range of resources to support teachers when they are teaching the different strategies/skills to ensure the learners have what they need. These resources have been re-distributed and spoken about at whole staff meetings to try getting them used. • Teachers are guided to use the goals of Hero as the areas to teach. These are to inform about gaps students have, and direct planning to ensure effective teaching is taking place.

<p>We have orientated new staff as they have joined the team throughout the year.</p> <p>In Term 2, the PLG worked towards sharing the Whenuapai Maths Model with the community at our schoolwide curriculum presentation evening. This involved a presentation on the PR1ME program and what it looks like at our school, followed by small workshops and Q and A opportunities with our team in the classroom.</p> <p>We are currently working on creating junior assessment resources that are tailored to the PR1ME program and observing the teaching of PR1ME at Scott Point school</p>		<p>absent 51.06% of school days. 11 students were below 75% attendance at school throughout the year.</p>	<p>What impact is there on current and ongoing teaching practice as a result of the actions taken and the results?</p> <ul style="list-style-type: none"> • Year 1 & 2 students are within level one by default. We will use the ECAT (Early Counting Assessment Tool) to identify those who need early intervention. This will potentially bridge any foundational gaps and support further learning. • Hero goals need to be edited to make them more user friendly. Some need to be turned from one big goal to 2 smaller ones so that student needs are specific to inform what teaching needs to take place. • We are able to identify students of concern. This means we can target teaching to focus on areas that have high levels of underachievement. • Tracking templates are being created that relate explicitly to assessments that are relevant to teaching. This will support the identification of gaps in students' learning and develop the understanding of student needs → Hero Goals → Planning and teaching. <p>Have you identified any ongoing teacher or student needs?</p> <ul style="list-style-type: none"> • Supplementary chapters in the PR1ME books will be taught to ensure potential gaps are being filled. • Enroll teachers into the PR1ME induction seminars to ensure they know how they can teach this effectively. <p>What funding/resourcing may be necessary to support identified actions and needs?</p> <ul style="list-style-type: none"> • Look into creating an intervention group to accelerate students that are currently working on the K book.
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- Increase hands-on resourcing especially in junior school.
- Increase play-based learning games for independent learning.
- Increase student agency in senior school utilising google classroom and agentic rubrics.
- Upskill new teachers.
- Utilise tracking sheets to identify gaps sooner
- Increase use of supplementary booklets to increase strand knowledge.

Planning for next year:

Provide a description of the actions the board will take to address any targets that were not achieved. This may involve including aims and targets in next year's planning document to address the variance.

For 2023 Whenuapai School will need to use the information in the evaluation part of this report. The main areas we need to focus on are:

- Visiting other schools that run PR1ME to see what they are doing to support the learners who are working at levels lower than the expectation.
- Continue upskilling new teachers and ensure they are able to teach to an effective level.
- Create interventions for target students that will be able to support them to accelerate their progress.

Target areas for 2023:

Year 4 79%

Year 6 70%

Maori Learners 76%

Goals for 2023:

1. That the year 4 and 6 cohorts will have 85% of students achieving at or above expected level in mathematics. The reason we have chosen this goal is because they are a cohort level that have been identified as having a high number of students who are not achieving at the expected level. We want to ensure there are systems put in place to ensure these students are having any needs met with their learning and support the teachers to do this effectively.
2. That the Maori Cohort will have 85% of students achieving at or above expected level in mathematics. The reason we have chosen this goal is because in 2022, only 75.6% of Maori learners were achieving at or above the expected level in math. We believe that the structures we aim to put in during 2023 will be able to support these learners to achieve their goals.
3. Year 1 and 2 cohorts will have an assessment structure in place to identify any learners who require intervention early so we can fill any gaps that they may have to build a strong base of knowledge for them to begin their education with. We have chosen this goal as there is a big discrepancy between data as students move from being year two to year three. The teachers who are teaching these students are able to identify the gaps learners have but don't have a formal PR1ME test. These tests have a high level of reading and are designed to be completed independently and the ECAT assessment is teacher driven and will support the students to share what they know effectively.

Statement of Variance Reading 2022

School Name:	Whenuapai	School Number:	1572
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Strategic Aim:	<p>Strategic Goal 3</p> <p>Build exceptional student achievement through high quality culturally sustainable teaching and learning.</p>
Annual Aim:	<p>Ensure consistency of established learning programmes within the school</p> <p>Embedding school wide practices that show a consistent learning journey from Year 1-8</p> <p>Systematic tracking and monitoring through HERO of each student's progress timely interventions occur to ensure students can identify next steps and achieve personal excellence</p> <p>Continue to use coaching models as a driver for sustaining professional practice and grow teacher efficacy to accelerate progress for all learners</p>
Target:	<p>By the end of 2022 95% of our tamariki will be achieving at or above expectation in Reading.</p> <p>Specific Target Areas. By the end of 2022:</p> <p>Year 5 cohort will have 93% of the tamariki achieving at or above expectation in Reading.</p> <p>Year 8 cohort will have 83% of the tamariki achieving at or above expectation in Reading</p>
Baseline Data:	<p>2021 Whole School achievement in Reading: 90% at / above (data from Mid 2021)</p> <p>Areas for future development</p> <p>Year 5 cohort: achievement 83% at / above</p> <p>Year 8 cohort: achievement 73% at / above</p>

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>Spiral of Inquiry Implement Whenuapai Spiral of Inquiry centered around the Professional Learning Groups exploring, trialing and reviewing new practice.</p> <p>Professional Development To develop and strengthen teacher knowledge and capability in the teaching of Reading - with a particular focus on Structure Literacy.</p> <ul style="list-style-type: none"> Literacy leaders to provide workshops for new staff on Structure Literacy. Teachers to observe good practice within our school. Teacher practice to be observed by Literacy Leaders - suggestions and feedback provided. <p>Student Learning Goals Teachers to establish SMART goals for their students who are currently not meeting expectations.</p> <ul style="list-style-type: none"> specific, measurable, achievable, relevant, time bound. <p>The goals will be used to direct the student learning programme Teachers to review student achievement and their programme adaption through the Spiral of Inquiry process. Goals will be tracked, measured and reviewed each term to monitor for accelerated learning progress. Team meeting's purpose is to share progress and set next steps for target groups.</p>	<p>At the end of 2022 81% of our tamariki are at or above the expected level in Reading::</p> <p>Year 1: 82.81% Year 2: 51.52% Year 3: 72.06% Year 4: 92% Year 5: 80% Year 6: 98.14% Year 7: 86.67% Year 8: 88.37%</p> <p>Further Breakdown Gender Male 79% Female 85%</p> <p>Ethnicity Maori 70% Pasifika 92% Asian 88% European 79%</p> <p>By the end of 2022 95% of our tamariki will be achieving at or above expectation in Reading. - Goal Not achieved - 81%</p> <p>By the end of 2022:Year 5 cohort will have 93% of the tamariki achieving at or above expectation in Reading. - Goal not achieved - 80%</p> <p>Year 8 cohort will have 83% of the tamariki achieving at or above expectation in Reading - Goal Achieved - 88.37%</p>	<p>Our first full year has ended well. Although we have not achieved all the targets set, we are now assessing against 469 students (2022) vs 413 (2020) (March Roll Return figures)</p> <p>This year we have used goals and assessments that are aligned with all our teaching and learning programmes to monitor students progress. As a result our assessment procedures are robust, reliable and we believe more accurate than previous years data collection methodology and results.</p> <p>Also, 2022 is the first year we have included achievement data for our Year 0-2 students in reading.</p> <p>We believe our data is accurate because we have introduced data moderation systems across all year levels.</p> <p>This year was the first year for our core learning programmes to be fully rolled out. The previous 2 years have been years of pedagogical growth for teachers and the refinement of the programmes to suit the needs of our learners. In 2022 we focused on creating sustainable programmes and tweaking them to address the wide range of learner needs.</p> <p>Record an analysis of your results and discuss the possible reasons for any difference in the aims and targets set in your charter and the outcomes you have achieved.</p> <p>You might like to consider the following questions:</p>	<p>Based on the outcomes and the reasons for these, what will you do the same/ differently next year?</p> <p>Differently:</p> <ul style="list-style-type: none"> Regular observations of reading and feedback from PLG leaders Regular PD within the school led by PLG group Regular, weekly meetings with RTLB about implementing the code within our reading programs <p>Same:</p> <ul style="list-style-type: none"> Evaluating and editing hero goals for specific achievement objectives across year levels Encouraging teachers to build self efficacy with their reading programmes More teams are beginning to trial collaborative reading programs to improve their own practice and efficacy Using the Hero goals to inform planning <p>What impact is there on current and ongoing teaching practice as a result of the actions taken and the results?</p> <ul style="list-style-type: none"> The members of our PLG's are focused on these targets and constantly reflecting on our practice. This year we will be refocusing our goals to accurately support this year's target cohorts and improving achievement data. <p>Have you identified any ongoing teacher or student needs?</p> <ul style="list-style-type: none"> Teacher needs - continue with PD within the school. Using CRT and PLG to support other teachers and their practices. Continue to refine and cement assessment practices to monitor and direct learning programmes.

<p>Goals will be shared with the tamariki and their whanau through Hero. Created more benchmarks within Level 1 of the curriculum. Identified where each child is at more accurately and identify students of concern sooner. Split the children into groups based on their phonics knowledge. Extra phonics session used to accelerate the students' learning and progress. Inputted our Reading data onto our team tracking sheet. Monitoring the progress of each student and has shown how far each student has come.</p> <p>Trialed a collaborative delivery of Reading across the year 2 team.</p> <p>Utilised time with a teaching assistant to support our students working towards the standard, and gave them a double dose of Reading four times a week.</p> <p>Building on reading comprehension strategies highlighted in our reading goals on Hero.</p> <p>Structured literacy framework for students that needed acceleration in their foundational reading strategies.</p> <p>Utilising tuakana teina relationships in the classroom has empowered students to help their peers, which has improved students engagement and reading capabilities.</p> <p>Formed target groups and students of concern, discussed these regularly in team meetings, and shared ideas and resources for reading activities that integrated student interests and inquiry.</p>		<p>Why did you get (or not get) the outcomes you thought you would?</p> <ul style="list-style-type: none"> • Breaking Level 1 into smaller benchmarks has made our data more accurate and highlights students that are at risk of being below. This will help us implement changes to programmes to accelerate these students. • The 2022 year 1 students had 4 students that were on the cusp of being year 0 or year 1. These students are behind where a child that has had a full year at school should be - they have only had 3 terms at school. The parents of these students wanted their children to move to year 1 for 2022. The 2022 year 1 students have 4 ESOL students that are still developing their understanding of English. • The 2022 year 32 students have 16 female and 16 male students that are behind where they should be. Of these students, 10 were ESOL. 1 child returned to school in term 4 after being homeschooled and 3 students had a large amount of time off school, indicating attendance as a factor. • The 2022 year 4 cohort had 19 students that are below where they should be. 4 of these students are ESOL. 11 of these students are female and 8 are male. 6 of these students started at Whenuapai school in 2022. The 2022 year 3 cohort had an achievement target of 73% which was not achieved and had the group sitting at 72.06%. • The year 8 cohort met and beat their predicted achievement objectives by 5%. When reflecting upon the year, we noticed that there were significant changes and adaptations that were made to support the diverse needs of learners within their classroom by their teachers. • Year 8's had 2 years with the same teacher - already had the relationships, routines and programme up and running right from day one. This meant that teachers had significant knowledge to support their practice about a 	<p>What funding/resourcing may be necessary to support identified actions and needs?</p> <ul style="list-style-type: none"> • Observations at other schools to witness strong and effective reading programmes schoolwide. • Purchase Decodables - senior text to support students who are currently below expectations. <p>Target areas for 2023: Year 3 51% Year 4 72% Year 6 80%</p> <p>In Year 1 & 2, all students are working within Level 1, which is technically recognised as 'At', however, to improve our accuracy of tracking and data collection we have broken Level 1 into 3 different benchmarks that align with our Literacy Pathway. This will help teachers identify students of concern sooner and make changes to their programme to accelerate their learning.</p> <p>This data shows that our year 2's need accelerated learning programmes, however, we feel our 2023 year 2's will be much more prepared for their learning by having a full year of quality literacy and math.</p> <p>Our 2023 year 4's will need ongoing targeted programmes in 2023, in particular to support our Māori learners engaging and motivating them to attend school.</p> <p>In 2023, the year 6 cohort will need continued support to provide an engaging programme which is tailored to the diverse needs of students. This will look like adapted programmes, learning activities, and continued reflection on the progress of target learners in reading.</p> <p>Overall we know our inquiry whakatauki have provided flexible platforms to deliver all other</p>
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SPELD reading online books for target students (Supported by Learning assistants).

RTLB workshopping around reciprocal reading in Room 4 (whole class and supporting target learners).

Literacy contracts, which are differentiated according to a student's needs, and student tracking sheets that students can monitor and report back on their learning.

range of students with different learning needs.

- In year 8, learners were double dipped and had exposure to groups, texts, and activities that were more challenging. Students with significant learning needs in year 8 were supported with other programs such as LLLL to help close the gaps with learning deficits.
- The Year 8 teachers focused on a student centered approach to their literacy program by promoting agentic procedures such as contracts for independent learning which supported the maintenance of literacy skills. This involved students being accountable for their own learning with the introduction of literacy contracts. These contracts empowered students to take control of their own learning. Additionally, teachers would adapt these contracts to the needs of their learners specific to their behavioral and learning needs.
- Alternatively, our year 5 cohort did not achieve our expected achievement objectives by the end of 2022; missing the predicted achievement objective by 13%.
- In 2022, the year 5 cohort introduced a specialist programme. 20% of the week is taken up with the specialist programme. (Year 5) Student behavior had a significant negative impact on the routines and literacy programs across the 3 classes. Behavior witnessed was disruptive.
- The analysis of data shows that 12 students did not meet expectations for year 5 in 2022. Of those students, 9 were male and 3 were female. Amongst these students, 4 come from difficult home backgrounds which can be disruptive to their learning or ability to focus in the classroom. 2 students have an ESOL assessment whilst 3 others predominantly speak another language at home. 2 students also have significant learning and behavioral difficulties which can hinder their ability to keep up with the learning in class. The data suggests that these students have significant circumstances which can impact their

areas of the curriculum. Our students have guided the learning in Social Sciences (including NZ Aotearoa Histories), Science, Technology, The Arts and Health and PE this year. We have now reflected on these areas and are pathing the local curriculum based on this information for 2023. We look forward to another exciting year ahead in 2023.

learning and ability to concentrate in class. In turn, this can significantly impact the classroom environment for themselves and other students.

Which strategies worked well and had a significant impact on your progress in achieving your target? Why do you think this was the case?

- Breaking Level 1 into smaller milestones, made our data more accurate than previous years. This has ensured teachers are more accurate with their mid and end of year reporting and can accelerate learners where necessary.
- We will be ensuring target students are building up their reading mileage by attending extra sessions either with the teacher or TA.
- Year 6 cohort had successful data - strong programmes running and high expectations of their students from teachers.
- Amongst our senior school, the introduction of more student centered reading programs, reciprocal reading, and the SMART goals helped the year 6, 7, and 8 cohorts achieve their expected achievement objective. Teachers worked hard to upskill themselves in learner agency and reciprocal reading to increase the learner retention in the classroom. Some teachers also found the SPELD program to be helpful for target learners in increasing their confidence in spelling.
- In classrooms which had a TA, teachers found the double dosing of target learners made a significant difference in the confidence of their students. This was reflected in classroom activities and tasks as the students demonstrated improvements within their reading skills.
- The use of LLLL in the senior school helped target learners learn foundational literacy skills to aid in decoding.

Which strategies were not effective and had little

or no impact in achieving your target? Why do you think this was the case?

- This year, the reading PLG group will need to investigate what planning and teaching strategies were not effective in our year 3 and year 5 cohort from last year. Similarly, we will also investigate what worked well for the likes of our year 4 and our year 6 cohort. We will do this by meeting with previous years teachers and making time to observe reading within the school. Within our PLG group, we will start an inquiry into effective reading programs within our target cohorts for this year.

Planning for next year:

Provide a description of the actions the board will take to address any targets that were not achieved. This may involve including aims and targets in next year's planning document to address the variance.

Possible actions:

- During 2023 we plan to continue our teacher professional development in relation to Little Learner Love Literacy (Structured Literacy). The Year 1 data proves that the programme works so we will invest in staff professional development. To support the programme we will continue to purchase extra resources to enable the Structure Literacy programme to be implemented effectively and as designed across Year 1 and 2, also we will purchase suitable readers for older students who are still within the structured framework.
- Develop a reading programme that enables students to successfully transition from Structure Literacy to Reading to Learn strategies in Year 3 and 4.

Target areas for 2023:

Year 3 51%

Year 4 72%

Year 6 80%

Goals for 2023:

1. That the year 3 cohorts will have 75% of students achieving at or above expected level in Reading. The reason we have chosen this goal is because they are a cohort level that have been identified as having a high number of students who are not achieving at the expected level.
2. That the year 4 cohorts will have 85% of students achieving at or above expected level in Reading. The reason we have chosen this goal is because they are a cohort level that have been identified as having a high number of students who are not achieving at the expected level.
3. That the year 6 cohorts will have 90% of students achieving at or above expected level in Reading. The reason we have chosen this goal is because they are a cohort level that have been identified as having a high number of students who are not achieving at the expected level.

By focusing on these three cohorts it will also have a positive impact on our Maori Learners achievement because there are 18 Maori tamariki across the three cohorts who are currently not meeting their expectations in reading - this equates to 82% of our Maori learners who are currently not meeting expectations.

Statement of Variance Writing 2022

School Name:	Whenuapai School	School Number:	1572
Strategic Aim:	Strategic Goal 3 Build exceptional student achievement through high quality culturally sustainable teaching and learning		
Annual Aim:	Ensure consistency of established learning programmes within the school Embedding school wide practices that show a consistent learning journey from Year 1-8 Systematic tracking and monitoring through HERO of each student's progress timely interventions occur to ensure students can identify next steps and achieve personal excellence Continue to use coaching models as a driver for sustaining professional practice and grow teacher efficacy to accelerate progress for all learners		
Target:	By the end of 2022 92% of our tamariki will be achieving at or above expectation in writing. Specific Target Areas. By the end of 2022: Year 6 cohort will have 80% of the tamariki achieving at or above expectation in Writing Year 7 cohort will have 89% of the tamariki achieving at or above expectation in Writing Year 8 cohort will have 84% of the tamariki achieving at or above expectation in Writing.		
Baseline Data:	2021 Whole School achievement in Writing 86% at / above (data from Mid 2021) Areas for future development <ul style="list-style-type: none"> • Year 6 cohort achievement 70% at / above • Year 7 cohort achievement 79% at / above • Year 8 cohort achievement 74% at / above 		

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>Spiral of Inquiry Implement Whenuapai Spiral of Inquiry centered around the Professional Learning Groups exploring, trialing and reviewing new practice.</p> <p>Professional Development To develop and strengthen teacher knowledge and capability in the teaching of writing 180 Hours MOE funded Professional Development - Writers Tool Box.</p> <p>Data Review Review of data collection processes including: Data collection techniques / assessment tools Data collection timings Data moderation Use of data to inform planning and parents Tamariki self reflection and reporting</p> <p>Student Learning Goals Teachers to establish SMART goals for their students who are currently not meeting expectations.</p> <ul style="list-style-type: none"> ● specific, ● measurable, ● achievable, ● relevant, <p>The goals will be used to direct the student learning programme Teachers to review student achievement and their programme adaption through the Spiral of Inquiry process. Goals will be tracked, measured and reviewed each term to monitor for accelerated learning progress</p>	<p>At the end of 2022 83% of our students are at or above the expected curriculum level in writing: Year 1: 100% Year 2: 100% Year 3: 61.76% Year 4: 85.33% Year 5: 62.86% Year 6: 89.09% Year 7: 84.78% Year 8: 76.74%</p> <p>Further Breakdown</p> <p>Gender Male 77% Female 86%</p> <p>Ethnicity Maori 73% Pasifika 88% Asian 92% European 82%</p>	<p>Year 6: For this target we met the expectation, coming out at 89.09%. We surpassed the target by 9.09%. Goal achieved Reasons for why we made this achievement include:</p> <ul style="list-style-type: none"> ● having students work digitally on the Writer's Toolkit program ● Having Writer's toolbox coaching sessions to introduce paragraphs by teaching expansion using the "Magic 3" which then was reinforced and put into practise when students were introduced to speech writing was an authentic context to teach the writing of paragraph types. <p>Year 7: For this target we did not meet the expected outcome, coming out at 84.78%. Goal not achieved Reasons for why some target students did not meet this include:</p> <ul style="list-style-type: none"> ● Continued absences for a group of students <ul style="list-style-type: none"> ○ Student A was absent 33.16% in 2022 ○ Student B not only was a new student, additionally was absent 28.26% in 2022 ○ Student C was absent 16.40% in 2022 ● A group of students within this cohort had ongoing <ul style="list-style-type: none"> ● Pastoral concerns ● Learning and behaviour needs including dyslexia Which impacted their ability to successfully engage with the learning programme ● 3 ESOL students <p>Year 8: For this target we did not meet the expected outcome, coming out at 76.74%. Goal not achieved Reasons for why we did not meet this include</p>	<p>Based on the outcomes of the data/results, here are things that we will continue to do the same</p> <ul style="list-style-type: none"> ● Structured lessons, following the same programme and rhythm ● Explicitly teaching the sentence types and paragraph structures ● Continued focus on language features and spelling rules throughout reading and writing ● Rainbow edit techniques ● Shared language across school surrounding Writer Toolbox ● Connecting writing to other areas of the curriculum, e.g. inquiry ● Continued use of the WTB online resources, both for teachers and students <p>Based on the outcomes of the data/results, here are things that we would like to do differently in 2023</p> <ul style="list-style-type: none"> ● Ensure that each level of the curriculum is ticked off before moving onto the next instead of kids having multiple goals across curriculum areas or multiple foci. ● Target groups across classes in all teams to ensure those students are receiving more support as well as target students ● Interest based writing for quick writes. <p>What impact is there on current and ongoing teaching practice as a result of the actions taken and the results? Result of actions taken is teachers are developing a stronger understanding of the processes of Writers Toolbox and multiple strategies on how to teach aspects of the programme as a result of PD in school.</p> <p>Ongoing needs include PD for incoming teachers, whether this is supported by staff or outside resources.</p>

Team meeting's purpose is to share progress and set next steps for target groups.

Purchase resources for Writers Tool Box
Upskills teachers on their purpose and how to use them effectively with the writing programme.

Goals will be shared with the tamariki and their whanau through Hero

Year 1:Writer's Club; students that needed extra support in Writing and made two target intervention groups. These groups were seen an extra 3 times a week for 15-20 minutes.

This year, we have found explicitly teaching spelling words by integrating these into our Reading programme has also supported our students with their writing. We have continued to use the goals on Hero regularly and mark these off once they have been mastered by the students.

- 2 students with RTLB action plans
- 3 students with IEPs
- 1 student receiving assistant technology

Successful Strategies for raising student achievement.

- Continued focus on paragraph and sentence structures throughout all year levels
- Increased student agency within the Year 7/8 team.
- Tracking sheets used throughout teams to identify target students and how to assist them.

Strategies that were not effective and had little or no impact in achieving your target? Why do you think this was the case?

- Impersonal prompts did not work as students were not interested in writing about things they were not familiar with or enjoyed.
- Absences due to covid isolating - home learning offering but may not have been completed.
- Lack of writing mileage over the last several years has had a combined impact.
- Increasing ESOL numbers 16% of the student population
- Student agency and mileage so not continued reliance on teachers.
- Some students have not had a consistent approach to Writers toolbox and are still learning the skill set that is required.
- Increasing student roll 2020 = 413 vs 2022 = 469 students (March Roll Return figures)
- Teachers still developing their understanding and implementation of the writers tool box programme which was introduced during COVID.

Focused teaching time for students which are below or well below. - Double dipping for students who are target
Supported ESOL time for students focusing on writing strands and strategies
Continued focus on the Code and spelling rules across the school

- What funding/resourcing may be necessary to support identified actions and needs?
Resources and training for the Code(Spelling Programme) so we can identify ongoing spelling needs
PLG Groups to create resources, and ensure cross school understanding

Target areas for 2023:

Year 4 61.76%

Year 6 62.86%

Planning for next year:

Provide a description of the actions the board will take to address any targets that were not achieved. This may involve including aims and targets in next year's planning document to address the variance.

For next year, some potential aims and targets for Writing include the following points

- Developing a cohesive ESOL curriculum across the school and providing support to teachers and teacher support to ensure that everyone is on the same page and providing the students with the best resources.
- To encourage and use BYOD in all senior classes. Using online resources to ensure a fuller digital curriculum which benefits all areas of curriculum, specifically in writing with Writers Toolbox.
- To upskill learning support staff in Writers Toolbox and ESOL to ensure that all staff have the same understanding.
- Provide funding for years 5- 8 in Writers Toolbox, providing resources and learning for both staff and students.
- Provide funding for resources for the whole school for Writers Toolbox and other Writing areas for continued growth and professional development.
- Assessing writing against Writers toolbox strategies that we are teaching to ensure that all students understand the skills which are essential for their level of the curriculum.
- Increased focus and resources on cultural identity so that all students are represented in the curriculum and their learning.

Possible actions:

- 2 new curriculum leaders for Writing and a new WSL driving assessment which is part of planning for this year.
- Revisit the whole school planning scope and sequence for writing.
- Increase our use of the Writers Toolbox digital toolbox planning tool and programme to reduce anxiety towards writing for students and increasing interest.
- Continuing to grow the resources we have by creating in school items.
- Increased student agency with Writing, especially within the senior school.
- Developing an alignment with Inquiry to ensure full school cohesivity and student interest based learning.
- Aligning with the local curriculum so that students feel connected to their learning, including stories of Whenuapai School history and the Base next door.
- Learning Support Coordinators connecting with the Kahui Ako to upskill and build resources for ESOL learners as well as Teaching staff.

Target areas for 2023:

Year 4 61.76%

Year 6 62.86%

Goals for 2023:

1. That the year 4 cohort will have 80% of students achieving at or above expected level in writing. The reason we have chosen this goal is because they are a cohort level that have been identified as having a high number of students who are not achieving at the expected level.
2. That the year 6 cohort will have 80% of students achieving at or above expected level in writing. The reason we have chosen this goal is because they are a cohort level that have been identified as having a high number of students who are not achieving at the expected level.

By focusing on these two cohorts it will also impact on our Maori Learners achievement because there are 16 Maori tamariki across the two cohorts who are currently not meeting their expectations - this equates to 76% of our Maori learners who are currently not meeting expectations.

School

Whenuapai School

KIWISPORT NOTE

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received total Kiwisport funding of \$7,772.17 (excluding GST). The funding was spent on promoting sport participation, this included but was not limited to:

- Purchase of new sporting equipment*
- Holding sporting event days - i.e cross country and athletics*
- Running luchtime sport activities*

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

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

Reporting on the principles of being a Good Employer	
<p>How have you met your obligations to provide good and safe working conditions?</p>	<p><i>Health and safety policies are in place and made available to all staff members. All new staff complete an induction process.</i></p> <p><i>Health and safety risks are monitored and reported on regularly. Any identified areas are minimised as quickly as possible. A health and safety board is kept in the main office area and issues are discussed at weekly staff meetings.</i></p> <p><i>PPE is provided to staff members where required.</i></p>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p><i>Our EEO programme is maintained through our subscription to SchoolDocs.</i></p> <p><i>We create a fair and safe workplace by building a positive culture within our school that is based on and promotes respect. We provide all new employees with a copy of our EEO policy, which sets out our behaviour expectations in the workplace.</i></p> <p><i>Training and information are provided to team leaders and senior leadership through our coaching programme so that they can deal sensitively and appropriately with any complaints.</i></p> <p><i>All policies are regularly reviewed and reported on to the School Board.</i></p>
<p>How do you practise impartial selection of suitably qualified persons for appointment?</p>	<p><i>We appoint appropriately trained and qualified staff to all teaching and non-teaching positions and strive to find the best person for each position.</i></p> <p><i>Shortlisting and employment interviews are conducted by two or more persons on the Senior Leadership Team.</i></p> <p><i>The School Board always manages the recruitment and appointment of a principal.</i></p>
<p>How are you recognising,</p> <ul style="list-style-type: none"> - The aims and aspirations of Maori, - The employment requirements of Maori, and - Greater involvement of Maori in the Education service? 	<p><i>We uphold our commitment to Te Tiriti o Waitangi through our vision and strategic plan to reflect tikanga Māori.</i></p> <p><i>The School explores through training and regular professional development the changes needed for the employment, education and training system to be effective and equitable for Māori.</i></p> <p><i>All māori employees are provided with the same opportunities for growth, development and advancement.</i></p>

How have you enhanced the abilities of individual employees?	<p><i>Employees have various levels of support through Team Leaders and the Senior leadership Team. Welfare checks are carried out regularly.</i></p> <p><i>A coaching system is in place for all staff members.</i></p> <p><i>There is a training budget for staff members to complete professional development outside of the school and regular inhouse sessions are also run.</i></p> <p><i>We are members of the Employee Assistance Programme.</i></p> <p><i>Staff complete a yearly survey.</i></p>
How are you recognising the employment requirements of women?	<p><i>Women and men are receiving the same pay for doing jobs that are different but of equal value</i></p>
How are you recognising the employment requirements of persons with disabilities?	<p><i>We identify ways to remove barriers to employment and promotion.</i></p>

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

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	Yes	
Has this policy or programme been made available to staff?	Yes	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Yes	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes	
Does your EEO programme/policy set priorities and objectives?	Yes	