

Waerenga-O-Kuri School



Annual Report 2022

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Principal's Report

Thank you to our parents, grandparents and whanau for attending today's Celebration of Learning.

2022 has been an interesting year to put it bluntly. With the Covid-19 lockdown, there was quite a mind shift in online learning with our students, parents and teachers. The Covid also caused cancellation of many of our sporting opportunities and changes to our education outside of the classroom.

Our end of year achievement data against expected curriculum levels reflected our schools focus on achievement and high expectations for our learners and teachers. In Maths 81% at or above the expected curriculum levels, reading 73% at or above the expected curriculum levels and in written language 70% at or above the expected curriculum levels. These are great results which we should all take pride in.

One of the most critical factors of any successful school is the staff. The team at Waerenga-O-Kuri School work collaboratively together to best meet the needs of our students. I am grateful for the time and energy they put into their positions. They give so much more than what is expected to the school and your children. Thank you Rebecca Denton and Fiona Pardoe for everything you do for our school and community and the educational achievement results are a true reflection of your dedication. I would also like to acknowledge the support staff that do their utmost for our students. Thank you also to Toni Morrison for another year of dedicated work in the office, Jess Evans and Kerry Butt for your exceptional work with our learners and the million other tasks you undertake. Also to Brooke Allen for the great job you do with our school lawns.

A special thanks must go to our reliable and accommodating bus drivers Brooke, Elaine, Maria, Claire and Priscilla who help out throughout the year in a variety of ways to support our learning programmes and transporting our children to and from school. Also to Gemma for being our relieving bus drivers this year. A special mention must go to Brooke for once again taking on the manual run and transporting for the Friday rugby competition. Thank you Brooke. Also a huge thank you to Phil Steele for his behind the scenes bus organisation and never ending Ministry requirements he has to deal with.

The huge thank you to our supportive parents who make many of our extra learning opportunities outside the classroom possible. Our senior camp earlier this term to Rotorua was a great example of this. Our parents supervised, transported and carried out a vast number of tasks. The special way our parents join in with all activities makes these learning opportunities a lot more memorable for our children. Also the incredible amount of funds raised by our parent body to support our ability to have a teacher aides and have amazing camps. Helena Connon and now Becs Thatcher for heading our FOWs group. Deb Greaves for her dedication to providing weekly tennis lessons. Papa Pura for his weekly kapa haka and te reo sessions with our students. The students absolutely enjoy his sessions and the energy and fun that he brings with him on a weekly basis. Rhonda Haag for her help with the Year 8 leaver's art and her amazing creatives in schools work, and Len Hall is also a source of information and a huge support for the school.

Our Board of Trustees continues to govern our school in a very effective and organised way. Our board works tirelessly to provide a smooth running and supportive environment for our students and staff. At the last election the following people were elected: Taryn Helm, Kylie Kirby, Amanda Webby, Helena Connon and Millie Cook are all parent reps, Kerry Butt is staff rep. Taryn has been elected as Board Chair this year. A huge thanks to our departing Board member Jess Roche at our last election. Jess was on the Board for a considerable amount of time and extremely supportive of all aspects of Waerenga-o-Kuri school. Thanks to Toni Morrison for her role on the board as parent rep for nearly 8 years. She has recently retired as parent rep and has taken on the role as minute secretary.

The school roll for 2023 has a starting total of 30 and will be approximately 35 by the end of 2023.

Thank you for your support this year. We have a great school which is at the heart of the community. Have a relaxing Christmas and holiday with your families.

KIWISPORT

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received Kiwisport funding \$528 The funding was spent on extra sporting equipment.

- Establishing Physical Education & Sport priorities for our school.
- Leading the staff in the further development of Physical Education & Sport priorities for our school.
- Developing assessment & reporting criteria for Physical Education & Sport
- Reporting to the Board and Ministry of Education on programme and strategies implemented and the outcomes for our students and school and where appropriate linking this to benchmarks.
- Liaising with advisers and or other suitably qualified facilitators to create and lead us in a development programme that will ensure we fulfil our requirements under NAG #1 including a focus on improving and reporting on Student Achievement and giving priority to regular quality physical activity that develops movement skills for all students.
- Facilitating the development of programmes and strategies aimed at improving Physical Education & Sport levels and opportunities in Years 1 – 8
- Overseeing the accurate assessment of Physical Education & Sport for students in Years 1 – 8
- Co-ordinating all sports teams involved in sports tournaments and inter-school competitions – e.g. Touch rugby & netball
- Liaising with sports coaches
- Liaising with local sports clubs
- Purchasing appropriate equipment within school budgeting priorities

Focus: Literacy

Strategic Goal 1:

Provide programmes that support all students to excel in their learning and through effective implementation of the NZ Curriculum raise achievement in Literacy measured against New Zealand Curriculum Expectations.

Annual Aim:

1a) To increase the number of students achieving “at or above” the Curriculum Expectations for Reading.

Baseline data:

Overall School-Wide Analysis of Reading Data

Year 0 – 8 Students Reading Data (OTJ”S Against New Zealand Curriculum Expectations [CE]) November 2021

- 1 out of 39 (3%) achieved “well below” CE.
- 10 out of 39 (26%) achieved “below” CE.
- 11 out of 39 (28%) achieved “at” CE.
- 17 out of 39 (43%) achieved “above” CE.

Targets:

The cohort of 11 at risk readers will make accelerated progress in working towards their 2022 expected Curriculum Level.

Actions (what did we do?)	Outcomes (What happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<ol style="list-style-type: none"> 1. Review and analyse assessment data with staff and determine the particular learning needs of the targeted cohort. Assessment will include student motivation, interests and self-efficacy. 2. Implement monthly staff meetings to discuss students' progress and next learning steps. 3. Co-construct individual learning goals with students, include regular reviews and celebrate success 4. Plan programmes around contexts that have relevance and hold importance to the student group 5. Purchase and utilise effective resources and e-learning tools considering advice from relevant experts. 6. Provide support to fully engage our parents and whanau in home learning opportunities. 7. Provide enrichment classes and/or teacher aide support to further enable accelerated learning. 8. Put in place processes for teachers to reflect on and improve teaching programmes ensuring evidence based practices. 9. Provide professional readings and discussion forums to support and guide teachers professional practice. 	<p>The combination of extra teacher/ teacher aide support, parental support, individualised resourcing (iPad apps, small group mini lessons), differentiated teaching and close monitoring of this cohort produced the following results. The structured literacy programme was introduced to the school in 2022.</p> <p><u>At Risk Students Reading Results</u></p> <p>3 out of 7 (43%) achieved expected progress</p> <p>2 out of 7 (28%) achieved accelerated progress</p> <p>0 out of 7 (0%) achieved "well below" CE</p> <p>5 out of 7 (72%) achieved "below" CE.</p> <p>1 out of 7 (14%) achieved "at" CE</p> <p>1 out of 7 (14%) achieved "above" CE.</p>	<p>These represent the progress made by this cohort of students over the 2021 year. When compiling the end of year 2021 OTJs for these students it became apparent that this cohort was at risk of not achieving Reading Curriculum Expectations in 2022. Many of the 7 students have increased confidence, reading capability, self-efficacy as readers, and overall reading proficiency at their level. A lot of these student have had ongoing support since entering school to build literacy knowledge in all aspects of this learning area and will continue to require this.</p> <p>All 5 students "below expectation" are tier 3 learners and on the SENCO register. All have received specialist support over their years at school.</p>	<p><u>At Risk Readers</u></p> <p>Continue to utilise the CaAP school wide to provide pathways for tier 1, 2 and 3 learners, and promotion of consistency in the school.</p> <ul style="list-style-type: none"> · The goal will be for the small cohort of at risk readers to demonstrate accelerated progress in working towards their 2023 Curriculum Expectation. · Past patterns of progress will ascertain exactly what accelerated progress will be for each individual at risk learner. · In collaboration with the students and families, the teachers will establish effective approaches and strategies for individual students. · The teachers will continue to utilise evidence based pedagogical practices.

<p>10. Follow moderation processes and implement school-wide assessment maps so that there is consistency throughout the school.</p> <p>11. Analyse year-end data to inform planning for the following year.</p>	<p><u>Whole School Reading Results 2022</u></p> <p>Years 0 – 8</p> <p>1 out of 37 (3%) achieved “well below” CE</p> <p>10 out of 37 (27%) achieved “below” CE.</p> <p>16 out of 37 (42%) achieved “at” CE.</p> <p>10 out of 37 (27%) achieved “above” CE.</p> <p>Overall:</p> <p>2022: 70% of all students are at or above expected end of year CE.</p>	<p><u>Overall Student Reading</u></p> <p>Extra support was given to the ‘at risk group’ through targeted Teacher Aide time, individualised classroom programmes and teacher practice. Experts were consulted and specialised assessments used to inform differentiated learning programmes.</p> <p>Professional development and specialised teaching and interventions has helped to support progress for those students who did not achieve their 2021 CE.</p> <p>Using mentor texts, digital technologies, collaborative learning approaches, goal setting and relevant contexts has positively affected reading attitudes and motivation. Individualised feedback / feedforward and increased teacher knowledge about effective reading pedagogy, has enabled the students to develop greater understanding of the writing process and improved metacognitive practices.</p>	<ul style="list-style-type: none"> · Maintain and build on the momentum with what has already been achieved for the cohort of at risk students. · There will be a transfer of successful strategies and pedagogies across the curriculum and within the classroom. · Continuation of staff collaboration and use of evidence to support practice. · Continued focus on ways of ensuring reading is authentic and has real purpose for the students to fully engage, motivate and develop reading skills for this group of learners. · Develop student agency by scaffolding student self-monitoring and assessment of progress, along with greater choice in reading texts of interest and purpose. · Consolidation and extension of new learning through monitoring and strategic scaffolds will continue for the group until success at Expected Level is normalised.
<p>Planning for next year: To monitor progress of the cohort of at risk readers to facilitate accelerated progress in working towards their Reading 2023 New Zealand Curriculum Expectations.</p>			

Focus: Literacy

Strategic Goal 2:

Maori students are engaged in their learning and are achieving educational success, with pride in their unique identity, language and culture as Maori. Whānau are engaged in supporting their children's learning

Annual Aim:

(2a) To increase the number of Maori students achieving "at or above" their expected curriculum level in reading; and "at or above" their chronological age in spelling.

Baseline data:

Overall Maori Students Analysis of Reading Data

Year 0 - 8 Data (OTJ'S Against Curriculum Expectations) November 2021

- 1 out of 7 (14%) achieved "well below"CE" in Reading.
- 4 out of 7 (58%) achieved "below"CE" in Reading.
- 1 out of 7 (14%) achieved "at" CE".in Reading.
- 1 out of 7 (14%) achieved "above"CE" in Reading.

Baseline data:

Overall Maori Students Analysis of Spelling Data

Year 0 - 8 Data (Against chronological age) November 2021

- 3 out of 7 (43%) achieved "well below" spelling age.
- 1 out of 7 (14%) achieved "below" spelling age.
- 3 out of 7 (43%) achieved "at" spelling age.
- 0 out of 7 (0%) achieved "above" spelling age.

Target:

The cohort of 5 Māori students at risk of not achieving their next expected Chronological Spelling age will demonstrate accelerated progress in Spelling in 2022.

Actions (what did we do?)

1. Review and analyse assessment data with staff and determine the particular learning needs of students.
2. Implement monthly staff meetings to discuss student's progress and next learning steps.
3. Co-construct individual learning goals with students, include regular reviews and celebrate success
4. Plan programmes around contexts that have relevance and hold importance to the student group.
5. Provide enrichment classes and/or teacher aide support to further support accelerated learning.
6. RTLB learner support.
7. Purchase and implement Structured Literacy.

Outcomes (what happened?)

Through the combination of extra teacher/ teacher aide support, parental support, individualised resourcing (iPad apps, small group mini lessons) and close monitoring of these cohorts, some progress has occurred. The structured literacy programme was introduced at the beginning of 2022.

Maori Students Spelling Results 2022

Years 0 – 8

4 out of 7 (57%) students were at risk of not achieving their 2022 Spelling Expectation.

1 out of 7 (14%) achieved expected progress

1 out of 7 (14%) achieved accelerated progress

6 out of 7 (86%) achieved “below” their chronological spelling age.

Reasons for the variance (why did it happen?)**Cohort Spelling Achievement**

- The majority of this cohort of students have had ongoing support since entering school to build literacy knowledge in this learning area and this will continue.
- Three of this cohort are on our SENCO register and have received specialist support.
- Out of the 7 Maori students in the cohort, only one student made expected progress and with one making accelerated progress.
- Reasons: Our 5 students did not make expected or accelerated progress in 2022. These students are all Tier 3 learners who have high literacy needs. 1 of the 5 have attendance concerns which affects targeted teaching sessions.

Evaluation (where to next?)

Continue to utilise the CaAP school wide to provide pathways for tier 1, 2 and 3 learners, and promotion of consistency in the school.

The goal will be for the cohort of Maori spellers to demonstrate expected or accelerated progress in working towards their 2023 chronological spelling age.

Collaboration with whanau and outside experts will continue in strengthening positive learning partnerships between home and school.

The teachers will continue to utilise evidence based pedagogical practices.

Past patterns of progress will ascertain exactly what accelerated progress will be for each individual at risk learner.

<p>8. Purchase and utilise effective resources and e-learning tools considering advice from relevant experts.</p> <p>9. Put in place processes for teachers to reflect on and improve teaching programmes ensuring evidence based practices.</p> <p>10. Provide professional readings and discussion planned to support and guide teachers professional practice.</p> <p>11. Follow moderation processes and school-wide assessment maps so that there is consistency throughout the school.</p> <p>12. Analyse year-end data to inform planning for the following year.</p>	<p>0 out of 7 (0%) achieved “at” their chronological spelling age</p> <p>1 out of 7 (14%) achieved “above” their chronological spelling age</p> <p><u>Whole School End of Year Spelling Results 2022</u></p> <p>Years 0 – 8</p> <p>6 out of 37 (16%) achieved “well below” spelling age.</p> <p>12 out of 37 (32%) achieved “below” spelling age.</p> <p>11 out of 37 (30%) achieved “at” spelling age</p> <p>8 out of 37(22%) achieved “above” spelling age.</p> <p>Overall:</p> <p>2022: 51% of all students are at or above expected end of year spelling expectations.</p>	<ul style="list-style-type: none"> • Extra support was given to the ‘at risk group’ through targeted Teacher Aide time, individualised classroom programmes and teacher practice. Experts were consulted and specialised assessments used to inform differentiated learning programmes. • Professional development and specialised teaching and interventions has supported progress for those students who did not achieve their 2021 chronological spelling age. 	<p>Develop student agency by scaffolding student self-monitoring and assessment of progress.</p> <p>Continuation of staff collaboration and use of evidence to support practice.</p> <p>Consolidation and extension of new learning through monitoring and strategic scaffolds will continue for the group until success at Expected Level is normalised.</p>
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Planning for next year:

To monitor progress of the cohort of at risk Maori Spellers to facilitate accelerated progress in working towards their 2023 Spelling Chronological Age.

Target:

All Maori students at risk of not achieving their next expected Curriculum Reading Level will demonstrate accelerated progress in 2022

Actions (what did we do?)

1. Review and analyse assessment data with staff and determine the particular learning needs of students.
2. Implement monthly staff meetings to discuss student's progress and next learning steps.
3. Co-construct individual learning goals with students, include regular reviews and celebrate success
4. Plan programmes around contexts that have relevance and hold importance to the student group.
5. Provide enrichment classes and/or teacher aide support to further support accelerated learning.
6. Purchase and utilise effective resources and e-learning tools considering advice from relevant experts.
7. Put in place processes for teachers to reflect on and improve teaching programmes ensuring evidence based practices.

Outcomes (what happened?)

Through the combination of extra teacher/ teacher aide support, parental support, individualised resourcing (iPad apps, small group mini lessons) and close monitoring of these cohorts, some progress has occurred.

All Maori Students Reading Results 2022

Years 0 – 8

- 1 out of 7 (14%) achieved expected progress
- 4 out of 7 (57%) achieved accelerated progress
- 1 out of 7 (14%) achieved “well below” CE.
- 2 out of 7 (28%) achieved “below” CE.
- 1 out of 7 (14%) achieved “at” CE.
- 3 out of 7(44%) achieved “above” CE.

**Reasons for the variance (why did it happen?)
Maori Reading Achievement**

This group has shown further improvement in their attitude and motivation towards Reading.

Oral language, comprehension and grammar/ syntactical knowledge continues to require extra support for these readers to work at expected CE. Vocabulary enrichment is vital to future progress.

Extra support was given to the at risk group through targeted Teacher Aide time, individualised classroom programmes and teacher practice. Experts were consulted and specialised assessments used to inform differentiated learning programmes.

Evaluation (where to next?)

- The goal will be for the cohort of six Maori readers to demonstrate expected or accelerated progress in working towards their 2023 CE.
- Collaboration with Whanau and outside experts will continue in strengthening positive learning partnerships focused on normalising success for Maori learners.

Maori Reading Achievement

A wrap around strategy will continue to be employed to progress all aspects required for reading development. Programmes will be planned specifically to consider resourcing, evidence based teaching practices, authentic and relevant contexts, and a continued focus on student motivation and self-efficacy.

8. Provide professional readings and discussion forums to support and guide teachers professional practice.

9. Follow moderation processes and implement school-wide assessment maps so that there is consistency throughout the school.

10. Analyse year-end data to inform planning for the following year.

Cohort of At Risk Maori Students Reading Achievement Results 2022

1 out of 5 (20%) achieved “well below” CE. in Reading

1 out of 5 (20%) achieved “below” CE. in Reading

1 out of 5 (20%) achieved “expected” CE in Reading

2 out of 5 (40%) achieved “above” CE in Reading

Using high interest texts, digital technologies, collaborative learning approaches and goal setting has positively affected reading attitudes and motivation. Individualised feedback/feed forward and increased teacher knowledge about effective reading pedagogy, has enabled the students to develop greater understanding of the reading and comprehension process and improved metacognitive practices.

With specialised support programmes that were planned specifically to consider resourcing, evidence based teaching practices, authentic and relevant contexts and a focus on student motivation and self-efficacy.

Maori Reading Achievement

Out of the 5 students in this cohort 4 made accelerated progress. The student who did not make accelerated progress has had ongoing attendance issues.

The school will support learners, and their families, to achieve high levels of reading mileage. Parent/ caregiver education will focus on home reading and comprehension strategies.

Strategies will continue to be implemented to build more student ownership and responsibility in the learning process.

The students that didn’t make expected accelerated progress will be closely monitored and supported in 2023.

Specific testing and programmes will be used to ensure prerequisite reading knowledge is in place for all year 1 – 3 students and any struggling year 4 – 8. PD for teacher aide and teachers on improving academic outcomes for students with dyslexic tendencies and those requiring vocabulary enrichment will continue to occur in 2023 and strategies will be consolidated and extended in our programmes.

		<p>Dispositional and motivational factors have continued to contribute to the reading outcomes. The students remain motivated to read, and this is evident in the excitement of the students to share their books they are reading. The students have further extended their ability to sit and read a book for longer periods of time</p> <p>Successful progress is becoming normalised with all of this group of students.</p>	
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WAERENGA-O-KURI SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022



School Directory

Ministry Number: 2712
Principal: Richard McCosh
School Address: Tiniroto Road, Gisborne
School Postal Address: PO Box 24, Waerenga-o-Kuri, Gisborne, 4072
School Phone: 06 867 8145
School Email: admin@wok.school.nz

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Taryn Helm	Presiding Member	Elected	Sep 2025
Kylie Johnson	Presiding Member	Elected	Jun 2022
Richard McCosh	Principal ex Officio		
Kerry Butt	Member of Staff	Re-elected	Sep 2025
Amanda Webby	Member	Re-elected	Sep 2025
Melissa Cook	Member	Elected	Sep 2025
Kylie Kirby	Member	Elected	Sep 2025

Accountant / Service Provider: Eclipse Solutions 4 Schools Ltd

Waerenga-O-Kuri 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	573,266	505,597	513,809
Locally Raised Funds	3	28,741	31,800	52,508
Interest Income		5,321	1,500	1,565
Total Revenue		607,328	538,897	567,882
Expenses				
Locally Raised Funds	3	1,422	1,600	3,344
Learning Resources	4	346,575	319,834	308,272
Administration	5	62,685	52,360	53,175
Finance		904	873	1,033
Property	6	59,369	70,630	48,522
Other Expenses	7	118,604	113,086	113,422
Loss on Disposal of Property, Plant and Equipment		823	-	326
		590,382	558,383	528,094
Net Surplus / (Deficit) for the Year		16,946	(19,486)	39,788
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		16,946	(19,486)	39,788

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

Waerenga-O-Kuri 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		531,598	535,000	493,450
Total Comprehensive Revenue and Expense for the Year		16,946	(19,486)	39,788
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		1,758	-	-
Distribution - Property Project		-	-	(1,640)
Equity at 31 December		550,302	515,514	531,598
Accumulated Comprehensive Revenue and Expense		550,302	515,514	531,598
Reserves		-	-	-
Equity at 31 December		550,302	515,514	531,598

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.

Waerenga-O-Kuri School

Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	8	143,102	260,000	275,881
Accounts Receivable	9	28,382	18,000	20,667
GST Receivable		5,101	3,638	8,072
Prepayments		825	1,000	842
Investments	10	255,000	-	-
		<u>432,410</u>	<u>282,638</u>	<u>305,462</u>
Current Liabilities				
Accounts Payable	12	30,913	29,000	35,244
Revenue Received in Advance	13	3,471	-	-
Provision for Cyclical Maintenance	14	-	27,924	-
Finance Lease Liability	15	4,453	4,000	4,024
		<u>38,837</u>	<u>60,924</u>	<u>39,268</u>
Working Capital Surplus/(Deficit)		393,573	221,714	266,194
Non-current Assets				
Investments	10	-	100,000	100,000
Property, Plant and Equipment	11	186,689	200,000	196,426
		<u>186,689</u>	<u>300,000</u>	<u>296,426</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	26,788	1,200	25,105
Finance Lease Liability	15	3,172	5,000	5,917
		<u>29,960</u>	<u>6,200</u>	<u>31,022</u>
Net Assets		<u><u>550,302</u></u>	<u><u>515,514</u></u>	<u><u>531,598</u></u>

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

Waerenga-O-Kuri 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		285,953	297,566	221,676
Locally Raised Funds		28,741	31,800	52,623
Goods and Services Tax (net)		2,972	(276)	(342)
Payments to Employees		(89,487)	(59,487)	(42,751)
Payments to Suppliers		(196,643)	(172,230)	(179,443)
Interest Paid		(904)	(873)	(1,033)
Interest Received		2,892	500	209
Net Cash from/(to) Operating Activities		33,524	97,000	50,939
Cash Flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(10,475)	(11,000)	(9,678)
Purchase of Investments		(155,000)	-	-
Proceeds from Sale of Investments		-	20,000	-
Net Cash from/(to) Investing Activities		(165,475)	9,000	(9,678)
Cash flows from Financing Activities				
Furniture and Equipment Grant		1,758	-	-
Finance Lease Payments		(2,586)	(2,000)	(2,419)
Funds Administered on Behalf of Third Parties		-	-	(15,740)
Net Cash from/(to) Financing Activities		(828)	(2,000)	(18,159)
Net increase/(decrease) in cash and cash equivalents		(132,779)	104,000	23,102
Cash and Cash Equivalents at the Beginning of the Year	8	275,881	156,000	252,779
Cash and Cash Equivalents at the End of the Year	8	143,102	260,000	275,881

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

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

Waerenga-O-Kuri School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

Waerenga-O-Kuri 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

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.

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) 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.

h) 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:

Buildings & Improvements	10–40 years
Furniture & Equipment	5–15 years
Information & Communication Technology	5 years
Motor Vehicles	5 years
Leased Assets Held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

i) Impairment of property, plant, and equipment and intangible assets

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

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

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

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

The reversal of an impairment loss is recognised in the surplus or deficit. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

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.

l) 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.

m) Provision for Cyclical Maintenance

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

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

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

n) 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.

o) 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.

p) Budget Figures

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

q) 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	288,002	230,128	238,340
Teachers' Salaries Grants	242,326	234,837	234,837
Use of Land and Buildings Grants	42,938	40,632	40,632
	<u>573,266</u>	<u>505,597</u>	<u>513,809</u>

The school has opted in to the donations scheme for this year. Total amount received was \$5,250.

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	710	-	3,602
Fees for Extra Curricular Activities	-	-	159
Fundraising & Community Grants	9,436	13,500	31,947
Other Revenue	18,595	18,300	16,800
	<u>28,741</u>	<u>31,800</u>	<u>52,508</u>
Expenses			
Extra Curricular Activities Costs	144	600	318
Fundraising and Community Grant Costs	1,278	1,000	3,026
	<u>1,422</u>	<u>1,600</u>	<u>3,344</u>
<i>Surplus/ (Deficit) for the Year Locally Raised Funds</i>	<u>27,319</u>	<u>30,200</u>	<u>49,164</u>

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	25,900	16,500	18,353
Equipment Repairs	748	1,000	1,731
Information and Communication Technology	1,587	2,000	1,073
Library Resources	-	500	187
Employee Benefits - Salaries	291,494	271,434	264,601
Staff Development	4,527	7,400	1,844
Depreciation	22,319	21,000	20,483
	<u>346,575</u>	<u>319,834</u>	<u>308,272</u>

5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	4,781	4,781	4,642
Board Fees	3,220	3,240	3,130
Board Expenses	1,753	1,300	713
Communication	1,172	1,250	1,023
Consumables	2,457	4,300	3,892
Other	3,193	3,925	3,289
Employee Benefits - Salaries	40,515	27,890	31,028
Insurance	338	430	338
Service Providers, Contractors and Consultancy	5,256	5,244	5,120
	<u>62,685</u>	<u>52,360</u>	<u>53,175</u>

6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	1,406	1,300	815
Consultancy and Contract Services	220	441	441
Cyclical Maintenance Provision	1,683	4,157	(8,321)
Grounds	1,309	2,400	882
Heat, Light and Water	5,577	5,600	5,960
Repairs and Maintenance	5,667	15,700	7,753
Use of Land and Buildings	42,938	40,632	40,632
Security	569	400	360
	<u>59,369</u>	<u>70,630</u>	<u>48,522</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. Other Expenses

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
Transport	118,604	113,086	113,422
	<u>118,604</u>	<u>113,086</u>	<u>113,422</u>

8. Cash and Cash Equivalents

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Bank Accounts	143,102	260,000	275,881
Cash and cash equivalents for Statement of Cash Flows	<u>143,102</u>	<u>260,000</u>	<u>275,881</u>

Of the \$143,102 Cash and Cash Equivalents, \$3,471 of unspent grant funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

9. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables from the Ministry of Education	4,391	-	-
Interest Receivable	4,210	1,000	1,781
Teacher Salaries Grant Receivable	19,781	17,000	18,886
	<u>28,382</u>	<u>18,000</u>	<u>20,667</u>
Receivables from Exchange Transactions	4,210	1,000	1,781
Receivables from Non-Exchange Transactions	24,172	17,000	18,886
	<u>28,382</u>	<u>18,000</u>	<u>20,667</u>

10. Investments

The School's investment activities are classified as follows:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Asset			
Short-term Bank Deposits	255,000	-	-
Non-current Asset			
Long-term Bank Deposits	-	100,000	100,000
Total Investments	<u>255,000</u>	<u>100,000</u>	<u>100,000</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Land	22,000	-	-	-	-	22,000
Buildings & Improvements	121,720	-	-	-	(6,714)	115,006
Furniture & Equipment	33,636	4,103	(824)	-	(5,503)	31,412
Information & Communication Technology	8,945	8,178	-	-	(6,360)	10,763
Motor Vehicles	-	-	-	-	-	-
Leased Assets	9,421	1,125	-	-	(3,654)	6,892
Library Resources	704	-	-	-	(88)	616
Balance at 31 December 2022	196,426	13,406	(824)	-	(22,319)	186,689

The net carrying value of furniture and equipment held under a finance lease is \$6,892 (2021: \$9,421)

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 Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Land	22,000	-	22,000	22,000	-	22,000
Buildings & Improvements	229,086	(114,080)	115,006	229,086	(107,366)	121,720
Furniture & Equipment	90,036	(58,624)	31,412	89,364	(55,728)	33,636
Information & Communication Technology	50,555	(39,792)	10,763	48,420	(39,475)	8,945
Motor Vehicles	4,696	(4,696)	-	4,696	(4,696)	-
Leased Assets	13,551	(6,659)	6,892	15,072	(5,651)	9,421
Library Resources	8,988	(8,372)	616	8,988	(8,284)	704
Balance at 31 December	418,912	(232,223)	186,689	417,626	(221,200)	196,426

12. Accounts Payable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Creditors	3,908	2,000	11,293
Accruals	3,188	5,000	3,093
Banking Staffing Overuse	2,923	1,000	1,053
Employee Entitlements - Salaries	19,781	20,000	18,883
Employee Entitlements - Leave Accrual	1,113	1,000	913
	<u>30,913</u>	<u>29,000</u>	<u>35,243</u>
Payables for Exchange Transactions	30,913	29,000	35,243
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>30,913</u>	<u>29,000</u>	<u>35,243</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Grants in Advance - Ministry of Education	3,471	-	-
	<u>3,471</u>	<u>-</u>	<u>-</u>

14. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	25,105	25,105	33,423
Increase to the Provision During the Year	1,683	4,157	(8,323)
Use of the Provision During the Year	-	(138)	-
Provision at the End of the Year	<u>26,788</u>	<u>29,124</u>	<u>25,103</u>
Cyclical Maintenance - Current	-	27,924	-
Cyclical Maintenance - Non current	26,788	1,200	25,103
	<u>26,788</u>	<u>29,124</u>	<u>25,103</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 / Property

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	4,453	4,000	4,024
Later than One Year and no Later than Five Years	3,904	6,000	7,392
Future Finance Charges	(732)	(1,000)	(1,475)
	<u>7,625</u>	<u>9,000</u>	<u>9,941</u>
Represented by			
Finance Lease Liability - Current	4,453	4,000	4,024
Finance Lease Liability - Non current	3,172	5,000	5,917
	<u>7,625</u>	<u>9,000</u>	<u>9,941</u>

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expense of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

16. Funds Held for Capital Works Projects

During the year the School did not receive or apply funding from the Ministry of Education for capital works projects.

2022	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Totals	-	-	-	-	-

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 \$
SIP- Shade, Sandpit, Roof, Pool and Resurfacing - 221631	14,100	5,000	(20,740)	1,640	-
Totals	<u>14,100</u>	<u>5,000</u>	<u>(20,740)</u>	<u>1,640</u>	-

Represented by:

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

17. Related Party Transactions

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

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i> Remuneration	3,220	3,130
<i>Leadership Team</i> Remuneration	122,550	116,712
Full-time equivalent members	1.00	1.00
Total key management personnel remuneration	125,770	119,842

There are 5 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	110 - 120	110 - 120
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
	-	-
	0.00	0.00

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

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Total key management personnel remuneration	<u>125,770</u>	<u>119,842</u>

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Principal

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	110 - 120	110 - 120
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
	-	-
	<u>0.00</u>	<u>0.00</u>

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

19. Compensation and Other Benefits Upon Leaving

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

	2022 Actual \$0	2021 Actual \$0
Total Number of People	-	-

20. Contingencies

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

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 employed in 2022. The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2022. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The School has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2023.

Holidays Act Compliance – schools payroll

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

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

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

21. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board has not entered into any contract agreements for capital works.

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

(b) Operating Commitments

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

22. Financial Instruments

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

Financial Assets Measured at Amortised Cost

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	143,102	260,000	275,881
Receivables	28,382	18,000	20,667
Investments - Term Deposits	255,000	100,000	100,000
Total Financial Assets Measured at Amortised Cost	<u>426,484</u>	<u>378,000</u>	<u>396,548</u>

Financial Liabilities Measured at Amortised Cost

Payables	30,913	29,000	35,244
Finance Leases	7,625	9,000	9,941
Total Financial Liabilities Measured at Amortised Cost	<u>38,538</u>	<u>38,000</u>	<u>45,185</u>

23. Events After Balance Date

During February 2023 the North Island of New Zealand was struck by several extreme weather events which resulted in widespread flooding, road closures, slips, and prolonged power and water outages for many communities in the Northland, Auckland, Coromandel, Bay of Plenty, Gisborne, and Hawkes Bay/Tairāwhiti regions.

While many schools were able to reopen soon after the extreme weather events, some schools have remained closed for a prolonged period.

The damage caused by extreme weather events in the Hawkes Bay/Tairāwhiti regions and the full financial impact has not yet been determined. The school continued to receive funding from the Ministry of Education, even while closed. However, economic uncertainties have arisen which are likely to negatively affect the operations and services of the school. We have identified the following possible effects on the school.

- A reduction in locally raised funds revenue because the board's ability to undertake fundraising events in the community, and/or collect donations or other contributions from parents, may be compromised. Costs already incurred arranging future events may not be recoverable.

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

24. Comparatives

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF WAERENGA-O-KURI SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

The Auditor-General is the auditor of Waerenga-O-Kuri School (the School). The Auditor-General has appointed me, Talia Anderson-Town, using the staff and resources of Silks Audit Chartered Accountants Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 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 with Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime

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

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board 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 is responsible for the other information. The other information comprises Statement of Financial Responsibility, Board of Trustees schedule included under the School Directory page and the Analysis of Variance, but does not include the financial statements, Kiwisport statement and Personnel Policy Compliance statement included as appendices, and our auditor's report thereon.

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

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

Independence

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

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

A handwritten signature in blue ink that reads 'Talia Anderson-Town'.

Talia Anderson-Town
Silks Audit Chartered Accountants Ltd
On behalf of the Auditor-General
Whanganui, New Zealand

Waerenga-O-Kuri 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.

Helena Deborah Connon
Full Name of Presiding Member


Signature of Presiding Member

31 May 2023
Date:

Richard Francis McCosh
Full Name of Principal


Signature of Principal

31 May 2023
Date:

Personnel Policy Compliance (s73 and s74 Public Service Act 2020)

For the year ended 31 December 2022

The Waerenga-O-Kuri School Board:

- 1 Has developed and implemented personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students;
- 2 Has reviewed its compliance against both its personnel policy and procedures and Education Review Office Board assurance Statement Personnel (Section 4) and can report that it meets all requirements and identified best practice;
- 3 Is a good employer as defined by the Public Service Act 2020 and complies with the conditions contained in the employment contracts applying to teaching and non-teaching staff;
- 4 Ensures all employees and applicants for employment are treated according to their skills, qualifications, abilities and aptitudes, without bias or discrimination;
- 5 Meets all EEO requirements.