

OWHANGO SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number: 2417

Principal: Ewan Starkey

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Accountant / Service Provider:

Education  Services.
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OWHANGO SCHOOL

Annual Report - For the year ended 31 December 2022

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Owhango 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.

Nicole Hosking

Full Name of Presiding Member

Ewan Starkey

Full Name of Principal

N Hosking

Signature of Presiding Member

Ewan Starkey

Signature of Principal

Date: 31 May 2023

Date: 31 May 2023

Owhango 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	644,568	520,793	576,876
Locally Raised Funds	3	34,088	22,850	37,541
Interest Income		3,245	750	813
Gain on Sale of Property, Plant and Equipment		-	-	113
		<u>681,901</u>	<u>544,393</u>	<u>615,343</u>
Expenses				
Locally Raised Funds	3	28,857	14,300	18,652
Learning Resources	4	418,150	348,198	383,932
Administration	5	64,983	51,384	49,100
Finance		933	807	1,236
Property	6	126,885	123,080	105,323
Loss on Disposal of Property, Plant and Equipment	11	-	-	372
		<u>639,808</u>	<u>537,769</u>	<u>558,615</u>
Net Surplus / (Deficit) for the year		42,093	6,624	56,728
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>42,093</u></u>	<u><u>6,624</u></u>	<u><u>56,728</u></u>

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

Owhango 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		391,064	364,062	334,336
Total comprehensive revenue and expense for the year		42,093	6,624	56,728
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		3,336	-	-
Equity at 31 December		436,493	370,686	391,064
Accumulated comprehensive revenue and expense		436,493	370,686	391,064
Equity at 31 December		436,493	370,686	391,064

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.

Owhango School Statement of Financial Position

As at 31 December 2022

		2022	2022	2021
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	7	191,323	168,221	288,581
Accounts Receivable	8	37,390	28,169	27,298
GST Receivable		6,149	-	-
Prepayments		4,842	2,890	3,362
Inventories	9	4,177	2,202	3,658
Investments	10	84,428	68,142	76,049
Funds Receivable for Capital Works Projects	15	10,885	-	8,774
		339,194	269,624	407,722
Current Liabilities				
GST Payable		-	7,619	6,560
Accounts Payable	12	33,231	25,871	27,406
Finance Lease Liability	14	4,061	3,933	3,724
Funds held for Capital Works Projects	15	8,759	-	96,998
		46,051	37,423	134,688
Working Capital Surplus/(Deficit)		293,143	232,201	273,034
Non-current Assets				
Property, Plant and Equipment	11	170,642	176,443	140,933
		170,642	176,443	140,933
Non-current Liabilities				
Provision for Cyclical Maintenance	13	24,332	29,332	18,000
Finance Lease Liability	14	2,960	8,626	4,903
		27,292	37,958	22,903
Net Assets		436,493	370,686	391,064
Equity		436,493	370,686	391,064

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

Owhango School

Statement of Cash Flows

For the year ended 31 December 2022

		2022	2022	2021
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		218,777	164,559	174,997
Locally Raised Funds		33,413	22,850	36,853
Goods and Services Tax (net)		(12,709)	-	(1,059)
Payments to Employees		(115,259)	(80,452)	(56,916)
Payments to Suppliers		(85,245)	(65,958)	(80,240)
Interest Paid		(933)	(807)	(1,236)
Interest Received		3,440	750	1,062
Net cash from/(to) Operating Activities		41,484	40,942	73,461
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	113
Purchase of Property Plant & Equipment (and Intangibles)		(41,315)	(45,550)	(21,142)
Purchase of Investments		(8,379)	-	(7,908)
Net cash from/(to) Investing Activities		(49,694)	(45,550)	(28,937)
Cash flows from Financing Activities				
Furniture and Equipment Grant		3,336	-	-
Finance Lease Payments		(3,069)	(4,473)	(2,726)
Funds Administered on Behalf of Third Parties		(89,315)	-	69,481
Net cash from/(to) Financing Activities		(89,048)	(4,473)	66,755
Net increase/(decrease) in cash and cash equivalents		(97,258)	(9,081)	111,279
Cash and cash equivalents at the beginning of the year	7	288,581	177,302	177,302
Cash and cash equivalents at the end of the year	7	191,323	168,221	288,581

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.

Owhango School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

Owhango 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 13.



Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 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 14. Future operating lease commitments are disclosed in note 20b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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



Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the Statement of Financial Position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the school will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

Depreciation

Property, plant and equipment except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building Improvements	10-20 years
Buildings	50 years
Furniture and Equipment	4-15 years
Information and Communication Technology	5 Years
Library Resources	8 Years DV
Leased assets held under a Finance Lease	Term of Lease

k) Intangible Assets

Software costs

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

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

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

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

Non cash generating assets

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

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

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

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

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

m) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

n) Employee Entitlements

Short-term employee entitlements

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned, by non teaching staff, to but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in surplus or deficit in the period in which they arise.

o) Revenue Received in Advance

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

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

p) Funds Held in Trust

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

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

q) Funds held for Capital works

The school directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose as such these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

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

r) Shared Funds

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

s) Provision for Cyclical Maintenance

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

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

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

t) Financial Instruments

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

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

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

u) Borrowings

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

v) Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

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

x) Services received in-kind

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

2. Government Grants

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	218,980	164,559	170,590
Teachers' Salaries Grants	336,879	269,336	330,001
Use of Land and Buildings Grants	87,296	86,898	76,285
Other Government Grants	1,413	-	-
	644,568	520,793	576,876

The school has opted in to the donations scheme for this year. Total amount received was \$9,150.

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	8,658	8,700	12,644
Fees for Extra Curricular Activities	9,205	1,300	9,556
Trading	5,856	1,650	3,266
Fundraising & Community Grants	1,369	2,000	2,100
Other Revenue	9,000	9,200	9,975
	34,088	22,850	37,541
Expenses			
Extra Curricular Activities Costs	19,273	6,500	12,785
Trading	6,285	2,500	3,401
Other Locally Raised Funds Expenditure	3,299	5,300	2,466
	28,857	14,300	18,652
<i>Surplus for the year Locally raised funds</i>	5,231	8,550	18,889

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	18,120	19,160	23,297
Library Resources	316	150	211
Employee Benefits - Salaries	381,099	313,869	345,068
Staff Development	1,553	3,100	3,226
Depreciation	17,062	11,919	12,130
	418,150	348,198	383,932

5. Administration

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	3,827	3,715	3,715
Board Fees	2,045	4,000	2,005
Board Expenses	2,658	3,400	1,016
Communication	1,149	1,200	1,036
Consumables	1,896	1,500	1,392
Other	4,456	6,710	5,705
Employee Benefits - Salaries	41,922	24,319	27,756
Insurance	1,390	900	1,375
Service Providers, Contractors and Consultancy	5,640	5,640	5,100
	64,983	51,384	49,100

6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	1,990	1,850	1,456
Cyclical Maintenance Provision	6,332	11,332	6,332
Grounds	2,897	2,050	2,017
Heat, Light and Water	6,874	7,200	5,416
Repairs and Maintenance	4,542	2,200	2,810
Use of Land and Buildings	87,296	86,898	76,285
Security	274	550	438
Employee Benefits - Salaries	16,680	11,000	10,569
	126,885	123,080	105,323

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	191,323	168,221	288,581
Cash and cash equivalents for Statement of Cash Flows	191,323	168,221	288,581

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

Of the \$191,323 Cash and Cash Equivalents \$8,759 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2023 on Crown owned school buildings.

8. Accounts Receivable

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Receivables	-	10	-
Receivables from the Ministry of Education	2,828	-	-
Banking Staffing Underuse	13,505	6,283	5,450
Interest Receivable	-	444	195
Teacher Salaries Grant Receivable	21,057	21,432	21,653
	<u>37,390</u>	<u>28,169</u>	<u>27,298</u>
Receivables from Exchange Transactions	-	454	195
Receivables from Non-Exchange Transactions	37,390	27,715	27,103
	<u>37,390</u>	<u>28,169</u>	<u>27,298</u>

9. Inventories

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Stationery	834	916	789
Uniforms	3,343	1,286	2,869
	<u>4,177</u>	<u>2,202</u>	<u>3,658</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	84,428	68,142	76,049
Total Investments	<u>84,428</u>	<u>68,142</u>	<u>76,049</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Land	20,800	-	-	-	-	20,800
Buildings	28,600	-	-	-	(880)	27,720
Building Improvements	44,566	7,591	-	-	(1,660)	50,497
Furniture and Equipment	18,832	31,464	-	-	(5,611)	44,685
Information and Communication Technology	16,752	4,544	-	-	(4,476)	16,820
Leased Assets	7,280	2,590	-	-	(3,886)	5,984
Library Resources	4,103	582	-	-	(549)	4,136
Balance at 31 December 2022	140,933	46,771	-	-	(17,062)	170,642

The net carrying value of equipment held under a finance lease is \$5,984 (2021: \$7,280)

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	20,800	-	20,800	20,800	-	20,800
Buildings	44,000	(16,280)	27,720	44,000	(15,400)	28,600
Building Improvements	73,648	(23,151)	50,497	66,057	(21,491)	44,566
Furniture and Equipment	109,463	(64,778)	44,685	78,710	(59,878)	18,832
Information and Communication Technology	36,281	(19,461)	16,820	49,248	(32,496)	16,752
Leased Assets	17,317	(11,333)	5,984	15,961	(8,681)	7,280
Library Resources	12,505	(8,369)	4,136	11,924	(7,821)	4,103
Balance at 31 December	314,014	(143,372)	170,642	286,700	(145,767)	140,933

12. Accounts Payable

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	4,107	611	445
Accruals	3,827	2,924	2,477
Employee Entitlements - Salaries	21,057	21,432	21,653
Employee Entitlements - Leave Accrual	4,240	904	2,831
	33,231	25,871	27,406
Payables for Exchange Transactions	33,231	25,871	27,406
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	33,231	25,871	27,406

The carrying value of payables approximates their fair value.

13. Provision for Cyclical Maintenance

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	18,000	18,000	11,668
Increase to the Provision During the Year	6,332	11,332	6,332
Provision at the End of the Year	<u>24,332</u>	<u>29,332</u>	<u>18,000</u>
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Non current	24,332	29,332	18,000
	<u>24,332</u>	<u>29,332</u>	<u>18,000</u>

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2029. This plan is based on the schools 10 Year Property plan / painting quotes.

14. Finance Lease Liability

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

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	4,622	3,933	4,531
Later than One Year and no Later than Five Years	3,111	8,626	5,370
Future Finance Charges	(712)	-	(1,274)
	<u>7,021</u>	<u>12,559</u>	<u>8,627</u>
Represented by			
Finance lease liability - Current	4,061	3,933	3,724
Finance lease liability - Non current	2,960	8,626	4,903
	<u>7,021</u>	<u>12,559</u>	<u>8,627</u>

15. Funds Held (Owed) for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works projects is included under cash and cash equivalents in note 7.

	2022	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Verandah Roofing & Fountains		217052	11,094	-	(14,641)	-	(3,547)
AMS Outdoor Learning Area		219067	8,759	-	-	-	8,759
Senior Toilet Upgrade		219069	77,145	-	(84,483)	-	(7,338)
SIP Fixed Storage Blk 1		226763	(8,774)	419	-	8,355	-
Totals			88,224	419	(99,124)	8,355	(2,126)

Represented by:

Funds Held on Behalf of the Ministry of Education	8,759
Funds Receivable from the Ministry of Education	(10,885)

	2021	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Solar Panels & Roofing		221191	(3,102)	2,243	859	-	-
Verandah Roofing & Fountains		217052	12,890	-	(1,796)	-	11,094
SIP Scooter/Skate Track		226129	8,955	3,018	(11,973)	-	-
AMS Outdoor Learning Area		219067	-	23,644	(14,885)	-	8,759
Senior Toilet Upgrade		219069	-	77,145	-	-	77,145
SIP Fixed Storage Blk 1		226763	-	3,769	(12,543)	-	(8,774)
Totals			18,743	109,819	(40,338)	-	88,224

Represented by:

Funds Held on Behalf of the Ministry of Education	96,998
Funds Receivable from the Ministry of Education	(8,774)

16. Related Party Transactions

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

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

17. 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	2,045	2,005
<i>Leadership Team</i>		
Remuneration	131,382	129,339
Full-time equivalent members	1.00	1.00
Total key management personnel remuneration	133,427	131,344

There are 5 members of the Board excluding the Principal. The Board had held 6 full meetings of the Board in the year. The Board also has Finance (0 members) and Property (0 members) that met 0 and 0 times respectively. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	110 - 120	110 - 120
Benefits and Other Emoluments	18 - 19	17 - 18
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 - 110	-	-
	0.00	0.00

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

18. 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	2021 Actual
Total	-	-
Number of People	-	-

19. Contingencies

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

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.

20. Commitments

(a) Capital Commitments

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

\$20,526 contract for the Verandah Roofing & Fountains as agent for the Ministry of Education. This project is fully funded by the Ministry and \$20,177 has been received of which \$23,724 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$33,644 contract for the AMS Outdoor Learning Area as agent for the Ministry of Education. This project is fully funded by the Ministry and \$23,644 has been received of which \$14,885 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$87,145 contract for the Senior Toilet Upgrade as agent for the Ministry of Education. This project is fully funded by the Ministry and \$77,145 has been received of which \$84,483 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments as at 31 December 2021:

\$29,300 contract for the Verandah Roofing & Fountains as agent for the Ministry of Education. This project is fully funded by the Ministry and \$20,177 has been received of which \$9,083 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$33,644 contract for the AMS Outdoor Learning Area as agent for the Ministry of Education. This project is fully funded by the Ministry and \$23,644 has been received of which \$14,885 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$87,145 contract for the Senior Toilet Upgrade as agent for the Ministry of Education. This project is fully funded by the Ministry and \$77,145 has been received of which \$0 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$4,187 contract for the SIP Fixed Storage Blk 1 as agent for the Ministry of Education. This project is fully funded by the Ministry and \$3,769 has been received of which \$12,543 has been spent on the project to balance date. This project has been approved by the Ministry.)

(b) Operating Commitments

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



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	191,323	168,221	288,581
Receivables	37,390	28,169	27,298
Investments - Term Deposits	84,428	68,142	76,049
Total Financial assets measured at amortised cost	<u>313,141</u>	<u>264,532</u>	<u>391,928</u>

Financial liabilities measured at amortised cost

Payables	33,231	25,871	27,406
Finance Leases	7,021	12,559	8,627
Total Financial Liabilities Measured at Amortised Cost	<u>40,252</u>	<u>38,430</u>	<u>36,033</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.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF OWHANGO SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

The Auditor-General is the auditor of Owhango School (the School). The Auditor-General has appointed me, Mark Fraser 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 20, that comprise the statement of financial position as at 31 December 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2022; and
 - its financial performance and cash flows for the year then ended; and
 - comply with generally accepted accounting practice in New Zealand in accordance with 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 arises 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.

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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.



Mark Fraser
Silks Audit Chartered Accountants Ltd
On behalf of the Auditor-General
Whanganui, New Zealand

Owhango School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Ewan Starkey	Principal	ex Officio	
Fiona Cammock	Parent Representative	Appointed	May 2022
Jessie Smith	Staff Representative	Elected	May 2022

Owhango School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received total Kiwisport funding of \$941 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2022 the Owhango School Board:

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

Achievement Target for 2022

Focus Area: Structured Literacy

Achievement Target: To improve the students' ability to read, spell and write.

Aim for 2022: For there to be a measurable improvement in the junior room's uptake of reading and spelling (writing). For there to be a measurable improvement across the school-wide data in writing-

Background Information: This Target is tied into our ERO Evaluation Plan where we are aiming at "Building teacher capability in Internal Evaluation with a focus on raising student achievement in literacy, looking at:

- Assessment practices.
- Internal evaluation capability.
- Collaborative, reflective practice."

This plan was based on data which identified that boys' success in writing fluctuated during the last three years, and in 2020 the disparity showed girls achieving 25% higher than boys.

Baseline data:

See core curriculum progress over time data.

This data showed a drop in both writing and reading achievement for boys in their 2020 data. This was before we started our Structured Literacy Approach. The data showed in writing, boys at or above expectation was only 60% (girls at 85%) ; in reading it was 76% (girls at 89%).

There has been some good progress since starting our Structured Literacy Approach, with boys reading lifting to 84% and writing 76%, however there remains a disparity with the girls in writing (girls at 82%).

Criteria for determining whether this target is met:

We are aiming to sustain the improvements that the boys made and removing the disparity between the boys and girls progress in reading and writing (literacy). 4% difference is considered no disparity.

Key Improvement Strategies *What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?*

When	What (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices;</i>	Who	Indicators of Progress <i>What will we see?</i>
All year	Junior room teachers will participate fully in the Better Start Literacy Approach professional development. We are also enrolling our new junior room teacher aide in their version of this course.	Emma Tylee Ewan Starkey Maree Ashcroft	There are several key testing points in this programme which will measure progress and adapt the programme for those who are not achieving.

			Overall, we expect improved progress within the junior room with literacy.
All year	Through our staff hui and professional growth cycle discussions, share our successes and concerns within our classroom writing programmes.	All teaching staff	Improved clarity and refinement around what works in writing that is responsive to the changing needs of each ākonga

Resourcing *How much money and time is needed? Who will help us?*

We have \$1,000 assigned to literacy and \$2,000 to staff training in our budget.

Analysis of Variance

Baseline Data:

It was noticed during the planning phase of our ERO Evaluation Plan that:

“Data identified that boys’ success in writing fluctuated during the last three years, and in 2020 the disparity showed girls achieving 25% higher than boys.”

Maths

	2019				2020				2021			
	Well Below	Below	At	Above	Well Below	Below	At	Above	Well Below	Below	At	Above
Girl	2 8%	7 27%	13 50%	4 15%	4 15%	4 15%	15 56%	4 15%	3 9%	6 18%	20 59%	5 15%
Boy	0 0%	5 24%	10 48%	7 33%	0 0%	5 20%	11 44%	9 36%	0 0%	0 0%	17 68%	8 32%
Māori	0 0%	2 50%	2 50%	0 0%	1 14%	0 0%	6 86%	0 0%	1 5%	2 10%	15 75%	2 10%
Pākehā	2 5%	9 21%	21 49%	11 26%	3 7%	9 20%	20 44%	13 29%	2 5%	4 10%	22 56%	11 28%
All	2 4%	11 23%	23 49%	11 23%	4 8%	9 17%	26 50%	13 25%	3 5%	6 10%	37 63%	13 22%

Reading

	2019				2020				2021			
	Well Below	Below	At	Above	Well Below	Below	At	Above	Well Below	Below	At	Above
Girl	1 4%	5 19%	7 27%	13 50%	1 4%	2 7%	13 48%	11 41%	1 3%	4 12%	18 53%	11 32%
Boy	0 0%	4 19%	13 62%	4 19%	0 0%	6 24%	12 48%	7 28%	0 0%	4 16%	14 56%	7 28%
Māori	0 0%	2 50%	1 25%	1 25%	0 0%	1 14%	5 71%	1 14%	0 0%	4 20%	14 70%	2 10%
Pākehā	1 3%	7 16%	19 44%	16 37%	1 2%	7 16%	20 44%	17 38%	1 3%	4 10%	18 46%	16 42%
All	1 2%	9 19%	20 42%	17 36%	1 2%	8 15%	25 48%	18 35%	1 2%	8 14%	32 54%	18 32%

Writing

	2019				2020				2021			
	Well Below	Below	At	Above	Well Below	Below	At	Above	Well Below	Below	At	Above
Girl	1 4%	4 15%	10 38%	11 42%	2 7%	2 7%	12 44%	11 41%	1 3%	5 15%	19 56%	9 26%
Boy	1 5%	3 14%	11 52%	6 29%	1 4%	9 36%	10 40%	5 20%	0 0%	6 24%	13 52%	6 24%
Māori	1 25%	1 25%	1 25%	1 25%	1 14%	1 14%	4 57%	1 14%	0 0%	3 15%	16 80%	1 5%
Pākehā	1 2%	6 14%	20 47%	16 37%	2 4%	10 22%	18 40%	15 33%	1 3%	8 21%	16 41%	14 36%
All	2 4%	7 15%	21 45%	17 36%	3 6%	11 21%	22 42%	16 31%	1 2%	11 19%	32 54%	15 25%

Therefore our goal is to improve boy's success in writing, so that it is more consistent with girls achievements in writing.

Criteria for determining whether this target is met:

We aim to have the disparity between the percentage of girls' and boys' writing AT or ABOVE expectation for their age to be within 5%.

Current data:

Our end of year data shows that boys are now 3% below the girls in writing AT or ABOVE.

Maths

	Dec 2020				Dec 2021				Dec 2022			
	Well Below	Below	At	Above	Well Below	Below	At	Above	Well Below	Below	At	Above
Girl	4 15%	4 15%	15 56%	4 15%	3 9%	6 18%	20 59%	5 15%	1 3%	7 20%	25 71%	2 6%
Boy	0 0%	5 20%	11 44%	9 36%	0 0%	0 0%	17 68%	8 32%	1 3%	3 10%	19 61%	8 26%
Māori	1 14%	0 0%	6 86%	0 0%	1 5%	2 10%	15 75%	2 10%	1 3%	5 17%	20 69%	3 10%
Pākehā	3 7%	9 20%	20 44%	13 29%	2 5%	4 10%	22 56%	11 28%	1 3%	5 14%	24 65%	7 19%
All	4 8%	9 17%	26 50%	13 25%	3 5%	6 10%	37 63%	13 22%	2 3%	10 15%	44 67%	10 15%

Reading

	2020				2021				2022			
	Well Below	Below	At	Above	Well Below	Below	At	Above	Well Below	Below	At	Above
Girl	1 4%	2 7%	13 48%	11 41%	1 3%	4 12%	18 53%	11 32%	1 3%	5 14%	19 54%	10 29%
Boy	0 0%	6 24%	12 48%	7 28%	0 0%	4 16%	14 56%	7 28%	0 0%	5 16%	22 71%	4 13%
Māori	0 0%	1 14%	5 71%	1 14%	0 0%	4 20%	14 70%	2 10%	1 3%	5 17%	20 69%	3 10%
Pākehā	1 2%	7 16%	20 44%	17 38%	1 3%	4 10%	18 46%	16 42%	0 0%	5 14%	21 57%	11 30%
All	1 2%	8 15%	25 48%	18 35%	1 2%	8 14%	32 54%	18 32%	1 2%	10 15%	41 62%	14 21%

Writing

	2020				2021				2022			
	Well Below	Below	At	Above	Well Below	Below	At	Above	Well Below	Below	At	Above
Girl	2 7%	2 7%	12 44%	11 41%	1 3%	5 15%	19 56%	9 26%	1 3%	6 17%	18 51%	10 29%
Boy	1 4%	9 36%	10 40%	5 20%	0 0%	6 24%	13 52%	6 24%	0 0%	7 23%	19 61%	5 16%
Māori	1 14%	1 14%	4 57%	1 14%	0 0%	3 15%	16 80%	1 5%	1 3%	5 17%	20 69%	3 10%
Pākehā	2 4%	10 22%	18 40%	15 33%	1 3%	8 21%	16 41%	14 36%	0 0%	8 22%	17 46%	12 32%
All	3 6%	11 21%	22 42%	16 31%	1 2%	11 19%	32 54%	15 25%	1 2%	13 20%	37 56%	15 23%

Criteria for determining whether this target is met:

As we have managed to get the boys to within 5% of the girls results in writing AT or ABOVE, we consider to have met this target.

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>1 We have been implementing a structured literacy approach throughout the school over the last two years. We had a junior room teacher returning from maternity leave and had not taught using this approach. Therefore, we enrolled in the Better Start Literacy Approach course for the two junior room teachers and the teacher aid that was employed in that room in mid-term one. All have now completed the course.</p> <p>2 We also had a very disrupted year in the senior room, with the teacher on bereavement leave for term one, then term two, then until the end of the year.</p>	<p>1 Structured literacy is now becoming embedded in the junior room.</p> <p>2 This resulted in me scrambling to try to find a teacher/s to cover for term one, then extend this through the year, which was not easy in the current market. I was able to find a retired secondary English teacher, which meant that the senior class were getting good reading and writing instruction throughout the year. Unfortunately, the math teaching suffered.</p>	<p>1 This has resulted in improved results in the students reading and writing results in the junior room.</p> <p>2 Not sure what you want here.</p>	<p>1 The teachers are now evaluating which aspects of the BSLA to keep, and which of the Little Learners Love Literacy course that was done in 2020 to use.</p> <p>2 Our teacher is returning, so I am expecting more stable and coherent teaching in the senior classroom this year. We are also focusing on math's as this slipped during this year in the senior room. Also, our data is showing a disparity between the girls math results and the boys.</p>
<p>Planning for next year:</p>			
<p>Our data is showing a disparity between the girls math's results and the boys. Therefore our Achievement Target for 2023 will be around lifting girls achievement in math to within 5% of the boys achievement levels. I am also using the Lost Learning funding to support two students in the year 7&8 level to improve their progress in math.</p>			