

Waitoki School

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

Ministry Number:	1558
Principal:	Chris Neison
School Address:	1119 Kahikatea Flat Road, Kaukapakapa
School Postal Address:	1119 Kahikatea Flat Road, Kaukapakapa
School Phone:	09 420 5244
School Email:	admin@waitoki.school.nz
Accountant / Service Provider:	School Finance Hub

School Name

WAITOKI SCHOOL

Members of the Board of Trustees

For the year ended 31 December 2022

Name	Position	How position on Board gained	Term expired/expires
Chris Neison	Principal	N/A	Dec-22
Bree Atkinson	Parent Rep	Elected	Sep-25
Luke Weston	Parent Rep (Presiding Member from Feb 2022)	Elected	Dec-22
James Turner	Parent Rep	Elected	Sep-25
Jane Jackson	Presiding Member (until Feb 2022)	Elected	Feb-22
Stephen Sylvester	Parent Rep	Elected	Feb-22
David Cooper	Parent Rep	Elected	Sep-25
Lynda Peebles	Staff Rep	Elected	Dec-22
Paul Heagerty	Presiding Member (from Dec 2022)	Elected	Sep-22
Katrina Selfe	Staff Rep (from Dec 2022)	Elected	Sep-25

Waitoki School

Annual Report - For the year ended 31 December 2022

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Kiwisport

Statement of Compliance as a Good Employer

Waitoki School

Statement of Responsibility

For the year ended 31 December 2022

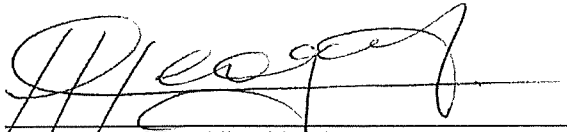
The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

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.

PAUL HEAGERTY
Full Name of Presiding Member


Signature of Presiding Member

26/5/23
Date:

JULIE KAREN MCCOURT
Full Name of Principal


Signature of Principal

26/5/2023
Date:

Waitoki 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	2,090,663	1,501,727	1,875,253
Locally Raised Funds	3	129,822	96,990	111,660
Interest Income		6,943	5,100	1,764
Total Revenue		2,227,428	1,603,817	1,988,677
Expenses				
Locally Raised Funds	3	47,225	8,000	14,857
Learning Resources	4	1,402,630	1,067,290	1,282,457
Administration	5	172,742	147,858	141,935
Finance		1,270	600	1,064
Property	6	602,800	361,575	475,084
Loss on Disposal of Property, Plant and Equipment		805	-	4,519
Total Expenses		2,227,472	1,585,323	1,919,916
Net Surplus / (Deficit) for the year		(44)	18,494	68,761
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(44)	18,494	68,761

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



Waitoki 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	955,762	955,762	864,520
Total comprehensive revenue and expense for the year	(44)	18,494	68,761
Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	-	-	22,481
Equity at 31 December	955,718	974,256	955,762

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.



Waitoki School

Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	7	535,320	519,925	524,923
Accounts Receivable	8	121,741	107,000	103,970
GST Receivable		7,194	4,000	3,217
Prepayments		8,750	6,000	5,734
Inventories	9	2,014	1,300	1,302
		<u>675,019</u>	<u>638,225</u>	<u>639,146</u>
Current Liabilities				
Accounts Payable	11	150,197	143,945	137,705
Revenue Received in Advance	12	3,806	3,500	3,252
Provision for Cyclical Maintenance	13	7,333	12,600	45,621
Finance Lease Liability	14	5,796	4,170	4,751
Funds held for Capital Works Projects	15	3,190	-	-
Funds held on behalf of Kahui Ako o Kaipara Cluster	16	-	15,000	12,778
		<u>170,322</u>	<u>179,215</u>	<u>204,107</u>
Working Capital Surplus/(Deficit)		504,697	459,010	435,039
Non-current Assets				
Property, Plant and Equipment	10	517,693	523,577	528,577
		<u>517,693</u>	<u>523,577</u>	<u>528,577</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	13	58,877	7,200	4,475
Finance Lease Liability	14	7,795	1,131	3,379
		<u>66,672</u>	<u>8,331</u>	<u>7,854</u>
Net Assets		<u>955,718</u>	<u>974,256</u>	<u>955,762</u>
Equity		<u>955,718</u>	<u>974,256</u>	<u>955,762</u>

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



Waitoki School

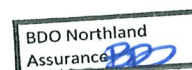
Statement of Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash flows from Operating Activities				
Government Grants		432,929	344,727	365,033
Locally Raised Funds		124,291	96,819	108,339
Goods and Services Tax (net)		(3,977)	(783)	20,406
Payments to Employees		(252,519)	(183,239)	(176,438)
Payments to Suppliers		(251,939)	(216,415)	(141,842)
Interest Paid		(1,270)	(600)	(1,064)
Interest Received		3,724	5,100	1,908
Net cash from/(to) Operating Activities		51,239	45,609	176,342
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	(80,633)
Purchase of Property Plant & Equipment (and Intangibles)		(27,906)	(50,000)	-
Purchase of Investments		-	-	225,669
Net cash from/(to) Investing Activities		(27,906)	(50,000)	145,036
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	22,481
Finance Lease Payments		(3,348)	(2,829)	1,330
Funds Administered on Behalf of Third Parties		(9,588)	2,222	(50,454)
Net cash from/(to) Financing Activities		(12,936)	(607)	(26,643)
Net increase/(decrease) in cash and cash equivalents		10,397	(4,998)	294,735
Cash and cash equivalents at the beginning of the year	7	524,923	524,923	230,188
Cash and cash equivalents at the end of the year	7	535,320	519,925	524,923

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.



Waitoki School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

Waitoki 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 reports have been prepared for the period 1 January 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

Useful lives of property, plant and equipment

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



Waitoki School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2022

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 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.

BDO Northland
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Waitoki School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2022

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	20-66 years
Furniture and equipment	5-20 years
Information and communication technology	4-10 years
Leased assets held under a Finance Lease	3-5 years
Library resources	12.5% Diminishing value



Waitoki School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2022

k) Impairment of property, plant, and equipment

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 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 assets'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 the valuer's approach to determining market value.

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.

l) 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.

m) 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.

n) Revenue Received in Advance

Revenue received in advance relates to fees received from pool key bonds 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 the above revenue received in advance, should the School be unable to provide the services to which they relate.

o) 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's 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.

p) 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 Expenses. In instances where the School is determined to be the principal for providing the service related to the Shared Funds, 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.



Waitoki School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2022

q) Provision for Cyclical Maintenance

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

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

The School carries out painting maintenance of the whole school over a 7-10 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.

r) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets 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 on derecognition are recognised in surplus or deficit.

s) 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 Statement of Cash Flows.

Commitments and contingencies are disclosed exclusive of GST.

t) Budget Figures

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

u) 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.

BDO Northland
Assurance 

Waitoki School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2022

2. Government Grants

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Government Grants - Ministry of Education	406,118	344,727	344,720
Teachers' Salaries Grants	1,201,675	900,000	1,122,769
Use of Land and Buildings Grants	452,810	257,000	395,606
Other Government Grants	30,060	-	12,158
	<u>2,090,663</u>	<u>1,501,727</u>	<u>1,875,253</u>

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	35,296	24,500	32,748
Curriculum related Activities	21,602	9,950	12,707
Trading	4,518	-	2,542
Fundraising & Community Grants	37,196	25,000	30,418
Other Revenue	31,210	37,540	33,245
	<u>129,822</u>	<u>96,990</u>	<u>111,660</u>
Expenses			
Extra Curricular Activities Costs	21,127	8,000	8,863
Trading	4,625	-	2,864
Fundraising and Community Grant Costs	21,473	-	3,130
	<u>47,225</u>	<u>8,000</u>	<u>14,857</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>82,597</u>	<u>88,990</u>	<u>96,803</u>

4. Learning Resources

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Curricular	11,698	11,100	9,879
Information and Communication Technology	3,117	4,190	2,333
Library Resources	54	500	14
Employee Benefits - Salaries	1,329,892	985,300	1,209,850
Staff Development	7,824	11,200	9,107
Depreciation	50,045	55,000	51,274
	<u>1,402,630</u>	<u>1,067,290</u>	<u>1,282,457</u>

Waitoki School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2022

5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	6,945	6,743	6,743
Board Fees	3,217	4,700	4,570
Board Expenses	6,768	2,500	2,321
Communication	1,289	1,020	959
Consumables	6,019	6,300	5,718
Operating Lease	-	1,920	-
Other	14,466	11,125	10,212
Employee Benefits - Salaries	123,611	100,700	95,242
Insurance	5,427	7,650	9,378
Service Providers, Contractors and Consultancy	5,000	5,200	6,792
	172,742	147,858	141,935

6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	2,584	3,000	1,690
Consultancy and Contract Services	38,410	39,900	35,480
Cyclical Maintenance Provision	43,553	10,820	9,957
Grounds	4,720	5,300	2,546
Heat, Light and Water	12,617	11,500	10,364
Rates	283	275	284
Repairs and Maintenance	46,358	33,200	17,868
Use of Land and Buildings	452,810	257,000	395,606
Security	1,465	580	1,289
	602,800	361,575	475,084

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.



Waitoki School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2022

7. Cash and Cash Equivalents

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Bank Accounts	306,268	319,925	524,923
Short-term Bank Deposits	229,052	200,000	-
	<u>535,320</u>	<u>519,925</u>	<u>524,923</u>

Cash and cash equivalents for Statement of Cash Flows

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

Of the \$535,320 Cash and Cash Equivalents, \$3,190 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.

Of the \$535,320 Cash and Cash Equivalents, no funds are held by the School on behalf of the Kahui Ako o Kaipara (COL) Cluster. See note 16 for details of how the funding received for the cluster has been spent in the year.

8. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	12,666	7,000	6,581
Interest Receivable	3,219	-	-
Teacher Salaries Grant Receivable	105,856	100,000	97,389
	<u>121,741</u>	<u>107,000</u>	<u>103,970</u>
Receivables from Exchange Transactions	15,885	7,000	6,581
Receivables from Non-Exchange Transactions	105,856	100,000	97,389
	<u>121,741</u>	<u>107,000</u>	<u>103,970</u>

9. Inventories

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Stationery	530	600	556
School Uniforms	1,484	700	746
	<u>2,014</u>	<u>1,300</u>	<u>1,302</u>



Waitoki School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2022

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2022						
Buildings - School	213,820	-	-	-	(5,367)	208,453
Furniture and Equipment	273,155	30,709	(11,082)	-	(25,282)	267,500
Information and Communication Technology	26,624	8,265	-	-	(13,184)	21,705
Leased Assets	6,756	12,059	-	-	(5,283)	13,532
Library Resources	8,222	15	(805)	-	(929)	6,503
Balance at 31 December 2022	528,577	51,048	(11,887)	-	(50,045)	517,693

The net carrying value of furniture and equipment held under a finance lease is \$13,532 (2021: \$6,756)

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
	\$	\$	\$	\$	\$	\$
Buildings - School	343,236	(134,783)	208,453	343,236	(129,416)	213,820
Furniture and Equipment	673,854	(406,354)	267,500	655,289	(382,134)	273,155
Information and Communication Technology	117,391	(95,686)	21,705	121,438	(94,814)	26,624
Leased Assets	22,251	(8,719)	13,532	28,384	(21,628)	6,756
Library Resources	35,586	(29,083)	6,503	39,430	(31,208)	8,222
Balance at 31 December	1,192,318	(674,625)	517,693	1,187,777	(659,200)	528,577

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Waitoki School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2022

11. Accounts Payable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	21,848	18,000	17,334
Accruals	6,945	6,945	6,743
Employee Entitlements - Salaries	106,671	105,000	100,432
Employee Entitlements - Leave Accrual	14,733	14,000	13,196
	<u>150,197</u>	<u>143,945</u>	<u>137,705</u>
Payables for Exchange Transactions	150,197	143,945	137,705
	<u>150,197</u>	<u>143,945</u>	<u>137,705</u>

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Other	3,806	3,500	3,252
	<u>3,806</u>	<u>3,500</u>	<u>3,252</u>

13. Provision for Cyclical Maintenance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Provision at the Start of the Year	50,096	50,096	40,139
Increase to the Provision During the Year	11,303	10,820	8,204
Use of the Provision During the Year	(29,433)	(41,116)	1,753
Adjustment to the Provision	34,244	-	-
Provision at the End of the Year	<u>66,210</u>	<u>19,800</u>	<u>50,096</u>
Cyclical Maintenance - Current	7,333	12,600	45,621
Cyclical Maintenance - Non current	58,877	7,200	4,475
	<u>66,210</u>	<u>19,800</u>	<u>50,096</u>

The school's 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.

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Waitoki School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2022

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 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	6,825	5,200	5,252
Later than One Year and no Later than Five Years	8,988	2,323	3,556
Future Finance Charges	(2,222)	(2,222)	(378)
	13,591	5,301	8,430
Represented by			
Finance lease liability - Current	5,796	4,170	4,751
Finance lease liability - Non current	7,795	1,131	3,379
	13,591	5,301	8,130

15. Funds Held for Capital Works Projects

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

	2022	Opening Balances \$	Receipts / Receivable from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
LCS Refurbishment		-	72,000	(68,810)	-	3,190
Totals		-	72,000	(68,810)	-	3,190

Represented by:

Funds Held on Behalf of the Ministry of Education 3,190

	2021	Opening Balances \$	Receipts / Receivable from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Hub Project		671	-	(671)	-	-
Fire Damage		(281)	281	-	-	-
ILE Block 3 Project		(28,991)	28,991	-	-	-
SIP New Playground		34,120	468	(76,539)	41,951	-
Totals		5,519	29,740	(77,210)	41,951	-

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Waitoki School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2022

16. Funds Held on Behalf of the Kahui Ako o Kaipara (COL) Cluster

Waitoki School was the lead school and held funds on behalf of the Kahui Ako O Kaipara (COL) cluster, a group of schools funded by the Ministry.

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Funds Held at Beginning of the Year	12,778	12,779	60,564
Funds Received from MoE	4,994	2,221	5,379
Total funds received	17,772	15,000	65,943
Funds Spent on Behalf of the Cluster	9,772	-	6,211
Funds remaining	8,000	15,000	59,732
Distribution of Funds			
Woodhill School	-	-	3,936
Kaipara College	-	-	9,391
Helensville School	-	-	8,928
Waioneke School	8,000	-	5,913
Kaukapakapa School	-	-	8,247
Parakai Primary School	-	-	4,627
Waimauku School	-	-	5,912
Funds Held at Year End	-	15,000	12,778

17. Related Party Transactions

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

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

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Waitoki School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2022

18. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i> Remuneration	3,017	4,570
<i>Leadership Team</i> Remuneration Full-time equivalent members	343,764 3	364,529 3
Total key management personnel remuneration	346,781	369,099

There are 6 members of the Board excluding the Principal. The Board had held 11 full meetings of the Board in the year which included finance and property matters. 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	140-150	150-160
Benefits and Other Emoluments	0-5	0-10
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
110-120	-	1.00
	0.00	1.00

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

19. Compensation and Other Benefits Upon Leaving

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

	2022 Actual	2021 Actual
Total Number of People	-	-

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Waitoki School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2022

20. Contingencies

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

(Contingent liabilities and assets at 31 December 2021: nil).

Holidays Act Compliance – schools payroll

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

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

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

21. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board has one capital work project in progress. See Note 15.

(Capital commitments at 31 December 2021: Nil)

22. Financial Instruments

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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
Financial assets measured at amortised cost	\$	\$	\$
Cash and Cash Equivalents	535,320	519,925	524,923
Receivables	121,741	107,000	103,970
Total Financial Assets Measured at Amortised Cost	<u>657,061</u>	<u>626,925</u>	<u>628,893</u>
Financial liabilities measured at amortised cost			
Payables	150,197	143,945	137,705
Finance Leases	13,591	5,301	8,130
Total Financial Liabilities Measured at Amortised Cost	<u>163,788</u>	<u>149,246</u>	<u>145,835</u>

23. Events After Balance Date

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

24. Comparatives

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

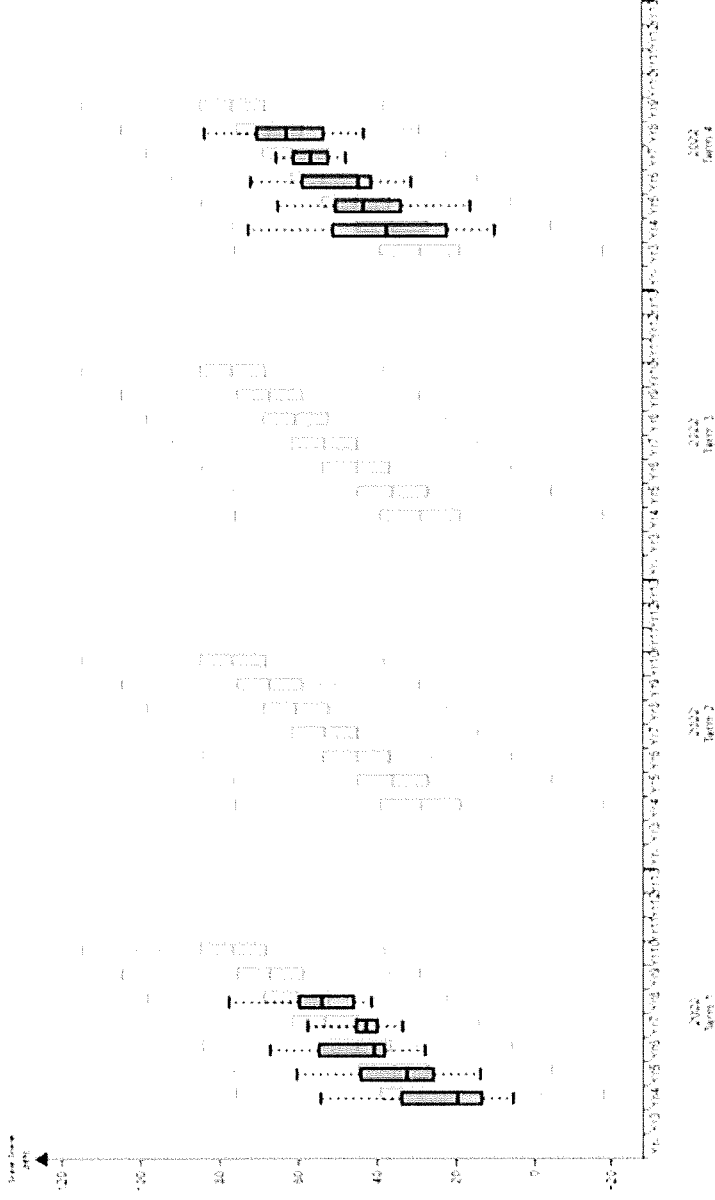
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Waitoki School Analysis of Variance 2022



Strategic Aim	Learning and achievement focused (Continually improving progress and achievement)
Achievement Goal 1:	Reading, Writing and Maths. <ul style="list-style-type: none">• 95% of our students will have reached the desired curriculum level. Those who are still working towards, must have a recognized reason for not.• The introduction of DMIC Maths will have a marked effect on improving Students results in Maths – and an improvement in student engagement.
Individual Data	Please see charts and commentary on the following pages, comparing Term 1 and Term 4 testing for: <ul style="list-style-type: none">• Reading Comprehension Years 4-8• Reading Vocabulary Years 4-8• Maths Years 4-8

Reading Comprehension Yrs 4-8



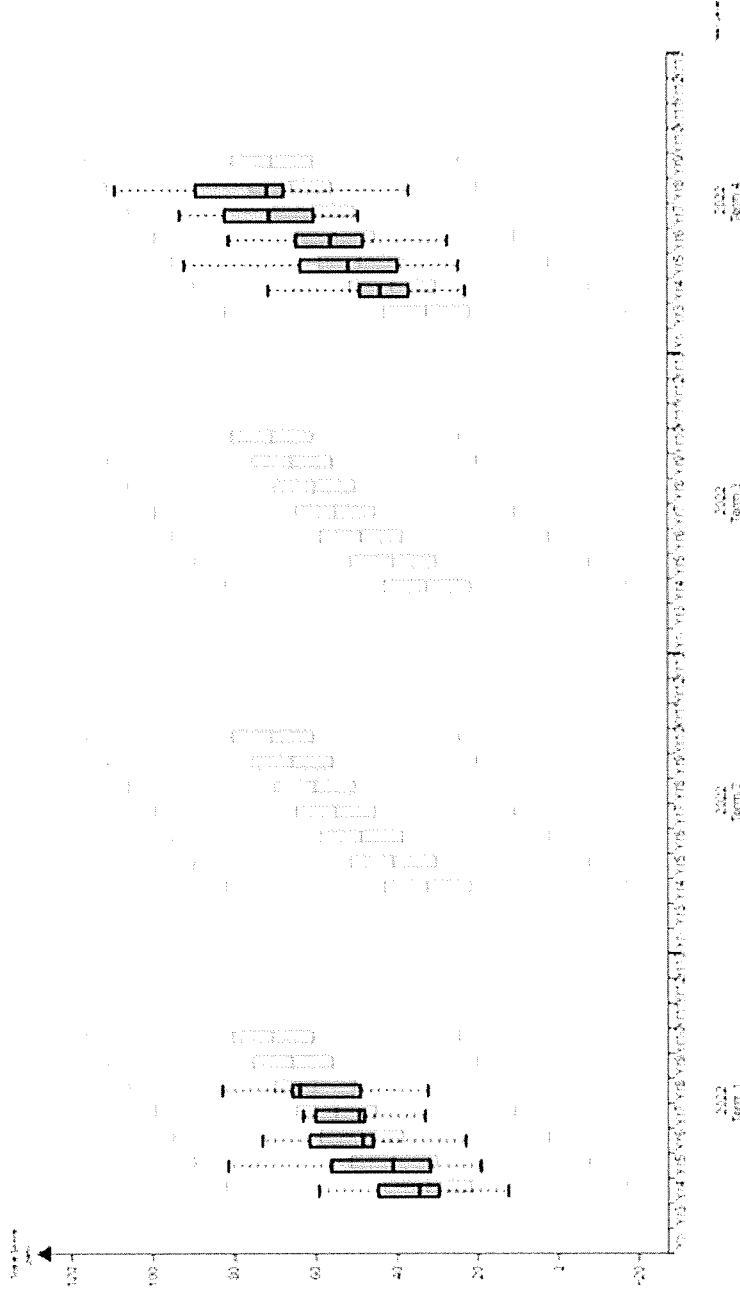
Term 1 2022 Years 4 - 8 Analysis Reading Comprehension

- Year 4 scored slightly below the National Median in the lowest range and our highest range was slightly below the top of the National Median with more achieving in the higher level.
- Year 5 scored within the National Median with higher number achieving at the upper level
- Year 6 scored slightly above the National Median and a significant number achieving at the higher level
- Year 7 All children scored below the National Median with the children being equal upper and lower
- Year 8 half our cohort scored below the National Median, with more scoring in the lower level than the upper level

Term 4 2022 Years 4 - 8 Analysis Reading Comprehension

- Year 4, most children scored within the National Median with some scoring above the National Median - a shift of a few above
- Year 5, a few scored below the National Median and the others were within the National Median but no one reach the top of the National Median a few dropped below the National Median
- Year 6, a few scored below the National Median, the others were within with no one scoring above the National Median a few children did not reach the National Median but the others stayed within
- Year 7, a few reached the National Median but most were below a few children scored within the National Median
- Year 8, a quarter of the class were below the National Median with the others scoring within more children scored within the National Median

Reading Vocabulary Yrs 4-8



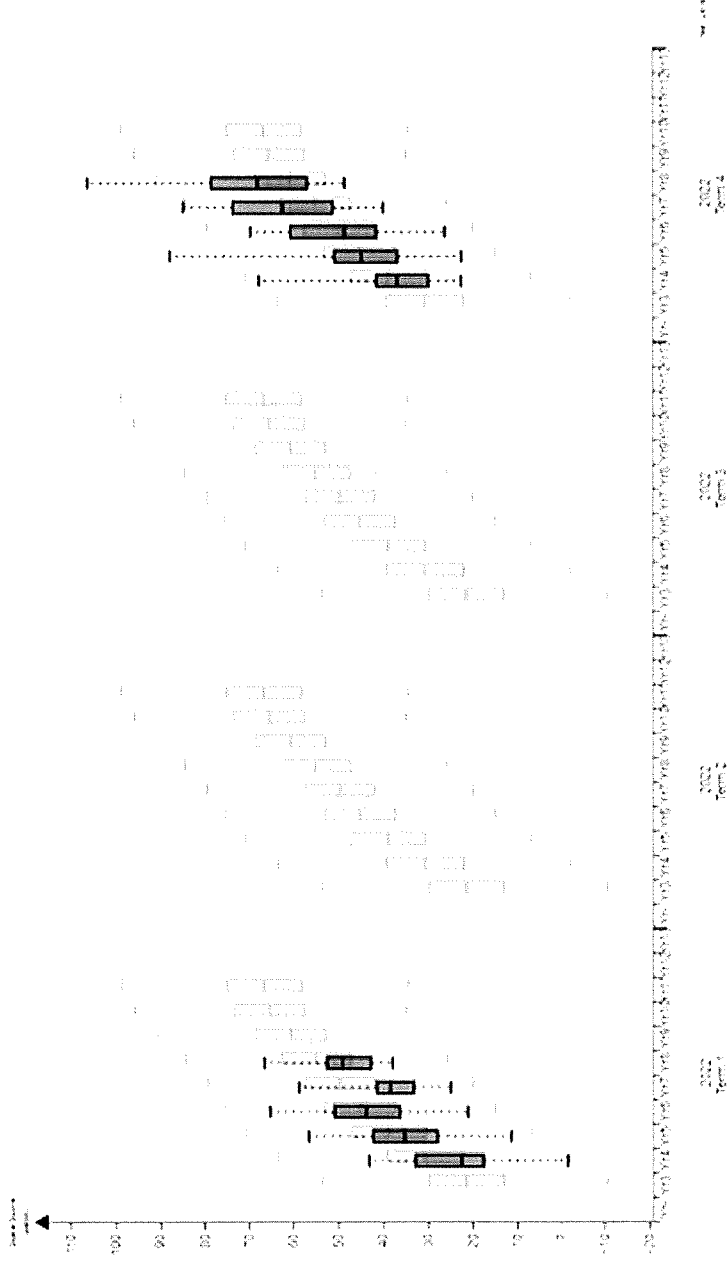
Term 1 2022 Years 4 - 8 Analysis Reading Vocabulary

- Year 4, some children scored above the National Median, while all others were within
- Year 5, about 1/4 scored above the National Median, while all others were within
- Year 6, all children scored within the National Median with only a small number at the lower end
- Year 7, All children score within the National Median but only a few in the lower area.
- Year 8, most children scored below the National Median

Term 4 2022 Years 4 - 8 Analysis Reading Vocabulary

- Year 4, all children were within the National Median but none were above. *all children stayed within, with the few no longer being above*
- Year 5, all children were within the National Median with 1/4 above status *stayed the same*
- Year 6, all were evenly spaced within the National Median those scoring below moved to within
- Year 7, half of the children were above the National Median with all others being within *those scoring below moved to within with 1/2 moving above*
- Year 8, 2/3 of children were above the National Median with all others being within *Those scoring below moved to within while 2/3 raised their achievement to above*

Maths Yrs 4-8



Term 1 2022 Years 4 - 8 Analysis Maths

- Year 4, most of the children scored below the National Median
- Year 5, a few children scored below the national median with all others being within
- Year 6, most children were within the National Median with a few below
- Year 7, all children scored below the National Median
- Year 8, No record

Term 4 2022 Years 4 - 8 Analysis Maths

- Year 4, only a few were below the National Median *big improvement*
- Year 5, fewer children were below the National Median *some improvement*
- Year 6, all children were within the National Median with some scoring above *big improvement*
- Year 7, ½ the children were above with none below the National Median *huge improvement*
- Year 8, Almost ½ the children were above the National Median, and all others were within *unable to comment*

Gender Analysis

	1			2			3			4			5			
	B	P	A Total	B	P	A Total	B	P	A Total	B	P	A Total	B	P	A Total	
By Gender																
Female (83) 83 pupils	16	5	29	10	21	5	36	4	1	6	11	3	6	1		1
Male (81) 81 pupils	10	13	38	18	9	7	34	1	1	4	6	3	3			
Total (164) 164 pupils	26	18	67	28	30	12	70	5	2	10	17	6	9	1		1

Actions (What did we do?)	Outcome (What happened?)	Reasons for the Variance (Why did it happen?)	Evaluation (Where to next?)
<p>LITERACY</p> <ol style="list-style-type: none"> 1. Writing texts in order to think and communicate for a variety of instructional, social and personal purposes. Students will be able to produce texts in print and electronic forms to meet the demands of the curriculum as appropriate. 2. Progressively extending holistic literacy development to enhance reading, writing, and oral language in a variety of instructional, social and recreational contexts. 3. Utilise formative assessment practices to ensure that the student's progress is regularly monitored and that they are writing texts at an appropriate level and within a context that is meaningful for them.. 4. Call on outside organisations RTLB and expertise to ascertain if there are any formally recognised learning and behavioural exceptions at play, and utilise their services where required. 5. Integrate writing into an inquiry based approach to curriculum delivery. 6. Construct Waitoki School Writing Progression Rubrics across all year levels – based on the literacy progression documents. 	<p>We still have a collective group of – majority Boys who are continuing to struggle. Although we have managed to make progress compared to 2019 (pre covid)</p> <p>Reluctance to engage!! Many cases students verbalised this as a learnt failure – “I have never been good at...”</p> <p>Writing is not their happy place.</p> <p>Writing is still seen by these boys as a school function – not part of their lives. With the introduction of Play Based learning in the junior classes – this did allow a pool or collection of words – which arose from interactions and instructions – to be used in the writing process. The gap between PBL and writing does need to be short for the language to transfer from one to the other.</p>	<p>The school underwent and is still undergoing an extremely large roll growth across all year levels.</p> <p>Boys in particular – still avoided engaging in the writing process. It's not that they can't learnt – they just aren't applying effort.</p> <p>The school also continues to utilise the following pedagogies:</p> <ul style="list-style-type: none"> - Targeted planning for students within a 'one size fits one' ideology that allows for student voice, increased engagement, and contextualised authenticity. - The increased use of IT as a publishing platform. - Effective teacher/student conferencing regarding work. - Integrated approach allows writing to follow themes or topics. <p>The school's continuing focus on Assessment for Learning practices has meant a greater focus on clear Learning Intentions and Success Criteria to direct students as to 'what they're learning', 'how they're doing', and 'what next'. These practices are paying dividends.</p>	<p>Continue to monitor the students in the 2022 goals that are under achieving. (Cohort tracking)</p> <p>Waitoki Writing progressions used and developed further to promote students accessing better the next learning step. Language of learning</p> <p>Phonological Awareness – After assessment it was highlighted the large proportion of struggling students had difficulty with phonics – particularly blends. In 2023 we will increase phonics sessions, it has had a positive effect on writing speed and fluency – extend to all of junior school and struggling senior students.</p> <p>Identify outside Professional Development facilitation that focuses on enhancing writing practice and PBL and Phonological Awareness.</p> <p>Include as part of the Staff's Appraisal process the monitoring of Annual Plan goals including progress of those identified students.</p> <p>Junior School Inquiry focus – Phonological Awareness – continuation and extension.</p> <p>Allow a timely writing assessment process to allow for in depth moderation. Establish a cross school moderation process that may or may not be an agreed on PD goal as part of the Collection of Schools.</p> <p>Assessment for Learning formative assessment practices using clearly defined and exhibited WALTs, Lis, and Success Criteria to be cemented in class. Secure student's knowledge of learning.</p> <p>Continue the Professional Development on learning conversations (feedback) on the above Assessment for Learning practices to establish Where the kids are going, How they're progressing, and Where to next.</p>

<p>Enhance the Integrated Inquiry approach to Teaching and learning programmes to assist with student voice and engagement.</p> <p>Continue Professional Development in the use of writing assessment rubrics to address the need for better content knowledge and confidence.</p> <p>Writing for writings sake – not genera specific mechanics – Murray Gadd research. Balancing with Phonics / Spelling programme</p>			
<p>Establish regular staff discussions and feedback on individual students and their progress.</p> <p>Include as part of the Staff's Appraisal process the monitoring of Annual Plan goals including progress of those identified students.</p> <p>As much as possible integrate mathematics (numeracy and strand) into the whole school themes and topics to provide context and relevance.</p> <p>Implement Social Maths pedagogy and link with Massey University.</p> <p>Assessment for Learning formative assessment practices using clearly defined and exhibited WALTs, Lis, and Success Criteria to</p>	<p>Targeted planning for student's progress and achievement 'one size fits one' in depth analysis of data/learning evidence.</p> <p>Enhance assessment to gain clearer picture on student progress (wider range of assessment tools)</p> <p>Increase of use of hardware and materials, including technology, to enhance learning.</p> <p>Using authentic contexts to transfer knowledge and strategies to real world applications. Use of Mathematics for practice.</p> <p>Utilise the Nz maths site for appropriate planning sheets for grouped tuition.</p> <p>More robust and timely assessment schedule that facilitates prompt identification of those below.</p> <p>Investigation into across group problem solving learning (peer modelling)</p> <p>Place Value Concerns. Assessment showed a lack of based knowledge around Place Value. Students had trouble applying strategies to real life</p>	<p>Still the same group of struggling mathematicians.</p> <p>Difficulty with the retention of consolidation knowledge.</p> <p>We are still missing the notion of acceleration. Targeting current need is good – acceleration to play catch-up is not good.</p> <p>Working towards achievers appear in all years – most have a recognised inhibitor.</p> <p>come directly from identified 'hot spots' from formal assessments and classroom observations.</p> <p>be cemented in class. These Lis, WALTs and Success Criteria be cemented in class.</p> <p>Include data which interrupts the impact of intervention programmes – short turn around cycle – multiple analysis throughout the year.</p> <p>The student's who have moved to 'at' display evidence of the benefit of more focused, specific instruction, participation in homework that</p>	<p>MATHS</p> <p>1. DMIC Social Maths – Cross groups – staged exploration of multi-staged problems. Peer participation and exploration of the language within the problem – this promoted a move away from quiet individualistic learning.</p> <p>2. Problem Solving (Groups) Break down the ability tumble (groups) for a proportion of week to encourage group based learning.</p> <p>3. Utilise Assessment for Learning principles, specifically formative assessment practices, to ensure that the Student's progress is regularly monitored and that they are working at an appropriate numeracy stage and working on activities that meet their identified needs.</p> <p>4. Call on outside organisations and expertise to ascertain if there are any formally recognised learning and behavioural exceptions at play, and utilise their services where required.</p> <p>5. Utilise a teacher aide for specific group work of similar ability students.</p>

<p>6. Developed and employed Teacher Aides throughout the week to run catch up programmes.</p> <p>7. Early identification of those below and needing further assistance.</p>	<p>reinforces specific areas of need, and a natural maturity and development.</p>	<p>problems outside of specific targeted place value lessons.</p>	
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Strategic Aim	Learning and achievement focused (Continually improving progress and achievement)
Achievement Goal 2, 3:	<ul style="list-style-type: none"> ● GOAL 2: The new strategic plan / values – will have an uptake – we will see the introduction of the GOAT VALUES, 6 AREAS OF FOCUS. They will be known and will feature in classroom work and practice. ● GOAL 3: Reinstate activities and events which may have fallen off due to COVID restrictions over the last two years. Bringing families back into the school.

Actions (What did we do?)	Outcome (What happened?)	Reasons for the Variance (Why did it happen?)	Evaluation (Where to next?)
<p>Introduced the new STRATEGIC PLAN.</p> <p>Worked through the GOAT VALUES:</p> <ul style="list-style-type: none"> ● GRIT ● Ownership ● Acceptance ● Tolerance <p>Ensured plan and practice reflected the six strategic leafs.</p> <ul style="list-style-type: none"> ● Measure what matters ● A culture of Progress ● We are proudly Waitoki Through and Through. ● We are creating great humans, not just academic results. ● Always Welcome 	<p>We were able to introduce, and construct means at each of the year levels on how these may look.</p> <p>A basic reward system started to take shape. And then COVID came along.</p> <p>Posters were constructed and initial conversations with parents.</p> <p>A house point scoring system featured as part of assemblies.</p>	<p>The GOAT values have become a key part of the school, with students knowing and being able to discuss their meaning, and why we value them.</p> <p>Students who just started school, have not had the opportunity to bring them to life in the school reward system.</p>	<p>Increase structured timetable events focused around these values.</p> <p>Solidify a structured reward system – which has a graduating increase in reward recognition.</p> <ul style="list-style-type: none"> ● Badges ● Certificates ● Poster displaying stages ● Communication to Parents ● Displays around the school.

Signed: *Julie A Atkinson* Date: 31st March

Julie Atkinson
Acting Principal Term 1 2023
Waitoki School

1119 Kahikatea Flat Road
R.D.1. Kaukapakapa
via HELENSVILLE
0871

Ph 09 420 5244
Fax 09 420 5242
email admin@waitoki.school.nz
website: www.waitoki.school.nz



Kiwi Sport Reporting – for 2022 year

Waitoki School (Years 1-8) acknowledges the commitment by the Government to support/develop organised sport within schools.

Our school community is very keen for students to participate in/have the opportunity to know and develop skills in all aspects of 'sport'.

Meeting the objectives:

- Increasing the number of school aged children participating in organised sport
- Increasing the availability and accessibility of sport opportunities for all school aged children
- Supporting children in developing skills that will enable them to participate effectively in sport

Kiwi Sport funding has usually had a direct impact on:

- Whole school activities/initiatives, eg. netball, swimming, rippa, touch, Hockey, camp experiences and Triathlons
- Sports coordination, eg. student and teacher input-leadership
- Fee reduction and support.
- Monitoring equity of opportunity, eg. Supporting all students to participate, especially those without the finances to participate otherwise.
- Coaching – Sourcing/Developing a range of expertise/experience, eg. touch, rippa, hockey
- Range of equipment – opportunity to use/development of use, eg. ensuring students have the appropriate resources needed to 'have a go'.
- Leadership development and strengthening...A continued focus on being an effective team member – students, parents and school staff.

The funds were used as follows :

- Dodgeball kits were purchased for the school
- Buses for Rippa Rugby
- Buses for camp
- Touch Rugby coaching 'Have a go.' Years 1 - 6

A handwritten signature in black ink, appearing to read "Julie Atkinson".

Julie Atkinson
Interim Principal
SENCO
Waitoki School

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

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<p>To meet our obligations, Waitoki School takes a number of steps, including:</p> <ul style="list-style-type: none"> ● Conducting regular risk assessments to identify potential hazards and take steps to mitigate them. ● Providing appropriate training and supervision to employees to ensure they can perform their jobs safely. ● Providing appropriate personal protective equipment (PPE) when necessary. ● Maintaining equipment and machinery to ensure they are safe to use. ● Ensuring that the workplace is clean and well-maintained. ● Encouraging employees to report any hazards or safety concerns they encounter.
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p>Waitoki School's (EEO) program is designed to ensure that all employees and job applicants are treated fairly and without discrimination.</p> <p>Through School Docs we have an EEO policy that emphasises WaitokiSchool's commitment to fairness and equal opportunities.</p> <p>The school has a system for employees to report discrimination or harassment, and we take complaints seriously and investigate them promptly.</p> <p>We do our best to ensure diversity in recruitment, while selecting the best candidate for the position. Recruitment practices are fair and inclusive, reaching out to a diverse pool of candidates and avoiding any bias or discrimination.</p> <p>All employees have equal opportunities for advancement.</p>
How do you practise impartial selection of suitably qualified persons for appointment?	<p>Before beginning the recruitment process, we ensure that the job requirements and selection criteria are clearly defined and communicated to all candidates. This helps to ensure that all candidates are assessed against the same standards.</p> <p>We use objective and standardised assessment methods such as structured interviews to evaluate candidates' suitability for the role. These methods are based on the job requirements and selection criteria.</p> <p>We recognise and discuss unconscious bias and how it can affect the selection process, in order to avoid it. For example, we avoid making assumptions based on the candidate's gender, race, age, or other personal characteristics.</p> <p>Following our school appointment policies and procedures, we aim to select a diverse appointment panel to ensure that the selection process is fair and impartial. The panel includes a variety of members who represent different backgrounds and perspectives.</p> <p>We keep detailed records of the selection process, including the criteria used to assess candidates, referee comments and the reasons for any decisions made. This helps to ensure that the selection process can be reviewed and audited if necessary.</p> <p>Upon request, we provide feedback to unsuccessful candidates to help them to improve their skills and performance for future job applications.</p>

<p>How are you recognising,</p> <ul style="list-style-type: none"> - The aims and aspirations of Māori, - The employment requirements of Māori, and - Greater involvement of Māori in the Education service? 	<p>We struggle to increase diversity in our workforce due to the very few candidates we have to select from, because of a low number of applications as we are rural. This makes it challenging for the diversity in our workforce to reflect our student population.</p> <p>Our aspiration is to conduct a Taha Māori review to understand the aims and aspirations of our Māori community, and to identify their employment and education needs. This is generally done with face to face hui.</p> <p>We develop policies and programs that reflect Māori aspirations and needs, such as incorporating Māori language and culture into our curriculum to help ensure our Māori students have access to culturally appropriate teaching and support.</p>
<p>How have you enhanced the abilities of individual employees?</p>	<p>We provide regular training and professional learning and development opportunities to help employees develop new skills and knowledge. This has included staff PLD, workshops, courses, and conferences.</p> <p>We provide mentoring and coaching to employees, especially new employees, to help them develop their skills and knowledge. This is done by pairing them with experienced staff members or external coaches.</p> <p>We provide regular feedback and recognition to employees for their work, including areas where they have excelled and areas where they can improve. This helps to motivate them and improve their performance. Our Professional Growth Cycle runs throughout the year.</p> <p>We encourage collaboration and teamwork among employees to help them learn from each other and work more effectively together. This is done through team-building activities, collaborative projects, self reflections and assessments.</p> <p>We provide opportunities for employees to take on leadership roles and to advance in their careers. This includes providing opportunities for professional development and career advancement within the school or in external workshops.</p> <p>We foster a positive work environment that supports employee well-being and encourages open communication. This includes providing a safe and healthy work environment, offering flexible work arrangements, and encouraging employee feedback.</p> <p>We provide employees with the resources and tools they need to do their jobs effectively, such as up-to-date technology, instructional materials, and equipment.</p>
<p>How are you recognising the employment requirements of women?</p>	<p>We offer flexible work arrangements, such as part-time work or job sharing, to accommodate the needs of women with caregiving responsibilities. Currently we have two classes that have a job share in place.</p> <p>We implement family-friendly policies such as parental leave and flexible meeting schedules to support working parents, especially women.</p> <p>We address unconscious bias by providing training to staff and implementing policies that promote gender equality, such as gender-neutral job descriptions and recruitment processes.</p> <p>We promote work-life balance by encouraging employees to prioritise self-care and mental health. We are a tight knit team who have regular check-ins on each other and at times provide access to wellness programs, and offer flexible scheduling.</p> <p>We foster a culture of inclusivity by promoting diversity and inclusion, providing opportunities for feedback and collaboration, and encouraging open communication.</p>

How are you recognising the employment requirements of persons with disabilities?	We currently have no persons employed with disabilities.
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Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy . The Ministry of Education monitors these policies:

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



Tel: +64 9 430 0471
northland@bdo.co.nz
www.bdo.nz

BDO NORTHLAND
Level 3, BDO Business Centre
15 Porowini Avenue
PO Box 448, Whangarei 0140
New Zealand

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF WAITOKI SCHOOL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

The Auditor-General is the auditor of Waitoki School (the School). The Auditor-General has appointed me, Adelle Wilson using the staff and resources of BDO Northland 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 19, that comprise the statement of financial position as at 31 December 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2022; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity (PBE) Standards, Reduced Disclosure Regime

Our audit was completed on 26 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 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.

PARTNERS: Adelle Wilson Greg Atkins Angela Edwards Scott Kennedy Robyn Terlesk

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The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Kiwi Sport Statement, the Statement of Responsibility, the Analysis of Variance report, the Statement of Compliance as a Good Employer, and the list of Trustees, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



Adelle Wilson
BDO Northland
On behalf of the Auditor-General
Whangarei, New Zealand