



ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number:	3234
Principal:	Peter Verstappen
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Accountant / Service Provider:	Canterbury Education Services (CES)

WAKEFIELD SCHOOL

Annual Report - For the year ended 31 December 2022

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Wakefield school

Members of the Board of Trustees

For the year ended 31 December 2022

Name	Position	How Position Gained	Term Expires
Ryan Edwards	Chairperson	Elected	Sep 2025
Sonia Emerson	Parent Representative	Elected	Sep 2025
Brad Pyers	Parent Representative	Elected	Sep 2025
Dane Boswell	Parent Representative	Elected	Sep 2025
Dale MacDonald	Parent Representative	Elected	Sep 2025
Peter Verstappen	Principal	Ex officio	
Scott Mackenzie	Staff Representative	Elected	

Wakefield 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.

Ryan Edwards

Full Name of Presiding Member

DocuSigned by:

Ryan Edwards

Signature of Presiding Member

13 June 2023

Date:

Freya Hogarth

Full Name of Principal

DocuSigned by:

Freya Hogarth

Signature of Principal

13 June 2023

Date:

Wakefield 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	2,401,387	582,286	2,197,479
Locally Raised Funds	3	80,353	80,000	73,814
Interest Income		2,716	600	477
Total Revenue		<u>2,484,456</u>	<u>662,886</u>	<u>2,271,770</u>
Expenses				
Locally Raised Funds	3	25,740	20,500	28,157
Learning Resources	4	1,792,176	309,407	1,652,816
Administration	5	164,654	139,057	132,003
Finance		569	-	789
Property	6	559,729	149,304	491,010
		<u>2,542,868</u>	<u>618,268</u>	<u>2,304,775</u>
Net Surplus / (Deficit) for the year		(58,412)	44,618	(33,005)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(58,412)</u>	<u>44,618</u>	<u>(33,005)</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.

Wakefield 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		399,855	399,855	432,860
Total comprehensive revenue and expense for the year		(58,412)	44,618	(33,005)
Equity at 31 December		341,443	444,473	399,855
Accumulated comprehensive revenue and expense		341,443	444,473	399,855
Equity at 31 December		341,443	444,473	399,855

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.

Wakefield 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	173,665	219,412	186,259
Accounts Receivable	8	140,564	123,910	123,910
Inventories	9	1,080	804	804
Investments	10	51,523	-	51,010
		366,832	344,126	361,983
Current Liabilities				
GST Payable		14,253	5,354	5,354
Accounts Payable	12	198,080	157,575	157,575
Revenue Received in Advance	13	20,827	13,347	13,347
Provision for Cyclical Maintenance	14	37,892	23,857	23,857
Painting Contract Liability	15	5,579	12,055	12,055
Finance Lease Liability	16	5,456	943	12,102
Funds held for Capital Works Projects	17	22,804	-	50,373
		304,891	213,131	274,663
Working Capital Surplus/(Deficit)		61,941	130,995	87,320
Non-current Assets				
Property, Plant and Equipment	11	310,041	340,078	340,078
		310,041	340,078	340,078
Non-current Liabilities				
Provision for Cyclical Maintenance	14	21,531	26,600	26,600
Finance Lease Liability	16	9,008	-	943
		30,539	26,600	27,543
Net Assets		341,443	444,473	399,855
Equity		341,443	444,473	399,855

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

Wakefield 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		603,820	582,287	536,178
Locally Raised Funds		105,461	107,160	74,587
Goods and Services Tax (net)		8,899	-	(22,739)
Payments to Employees		(434,907)	(475,121)	(405,096)
Payments to Suppliers		(228,249)	(102,649)	(148,372)
Interest Paid		(569)	-	(789)
Interest Received		2,351	600	477
Net cash from/(to) Operating Activities		56,806	112,277	34,246
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	7,257
Purchase of Property Plant & Equipment (and Intangibles)		(21,779)	(176,264)	(31,370)
Purchase of Investments		(513)	51,010	(208)
Net cash from/(to) Investing Activities		(22,292)	(125,254)	(24,321)
Cash flows from Financing Activities				
Finance Lease Payments		(13,063)	96,504	(17,583)
Painting contract payments		(6,476)	-	(7,361)
Funds Administered on Behalf of Third Parties		(27,569)	(50,374)	(104,693)
Net cash from/(to) Financing Activities		(47,108)	46,130	(129,637)
Net increase/(decrease) in cash and cash equivalents		(12,594)	33,153	(119,712)
Cash and cash equivalents at the beginning of the year	7	186,259	186,259	305,971
Cash and cash equivalents at the end of the year	7	173,665	219,412	186,259

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.

Wakefield school

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

Wakefield school (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

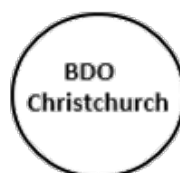
Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

Cyclical maintenance

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

Useful lives of property, plant and equipment

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



Critical Judgements in applying accounting policies

Management has exercised the following critical judgements in applying accounting policies:

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 16.

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	40 years
Board Owned Buildings	40 years
Furniture and equipment	5–10 years
Information and communication technology	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value



k) 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 comparison to recent market transaction.

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 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 international students, 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 five year capital works agreement. These funds are held on behalf and for a specified purpose as such these transactions are not recorded in the Statement of Revenue and Expense.

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

p) Provision for Cyclical Maintenance

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

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

The school carries out painting maintenance of the whole school over a 7 to 15 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.

q) 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, 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.

r) 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.

s) 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.

2. Government Grants

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	588,594	565,286	509,931
Teachers' Salaries Grants	1,416,018	-	1,292,772
Use of Land and Buildings Grants	381,549	-	365,308
Other Government Grants	15,226	17,000	29,468
	<u>2,401,387</u>	<u>582,286</u>	<u>2,197,479</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	42,283	43,500	28,427
Fees for Extra Curricular Activities	17,990	18,000	15,886
Trading	9,505	7,000	8,462
Fundraising & Community Grants	31	-	-
Other Revenue	10,544	11,500	21,039
	<u>80,353</u>	<u>80,000</u>	<u>73,814</u>
Expenses			
Extra Curricular Activities Costs	18,288	18,000	20,316
Trading	1,213	-	1,525
Fundraising and Community Grant Costs	5,562	2,500	6,868
Other Locally Raised Funds Expenditure	677	-	(552)
	<u>25,740</u>	<u>20,500</u>	<u>28,157</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>54,613</u>	<u>59,500</u>	<u>45,657</u>

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	11,404	25,858	13,510
Information and Communication Technology	2,820	6,000	3,075
Library Resources	578	600	591
Employee Benefits - Salaries	1,706,170	203,291	1,564,636
Staff Development	4,906	6,000	3,943
Depreciation	66,298	67,658	67,061
	<u>1,792,176</u>	<u>309,407</u>	<u>1,652,816</u>

5. Administration

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	5,513	5,250	3,759
Board Fees	2,945	4,350	3,020
Board Expenses	6,381	3,800	3,996
Communication	4,010	4,150	3,977
Consumables	6,144	4,300	3,447
Operating Lease	5,001	13,000	263
Other	21,742	20,722	19,282
Employee Benefits - Salaries	101,666	77,000	85,255
Insurance	11,252	6,485	9,004
	164,654	139,057	132,003

6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	5,767	7,400	6,300
Consultancy and Contract Services	19,428	18,000	18,226
Cyclical Maintenance Provision	18,236	16,000	6,352
Grounds	14,770	15,800	12,961
Heat, Light and Water	30,844	28,200	25,309
Repairs and Maintenance	31,941	11,900	7,891
Use of Land and Buildings	381,549	-	365,308
Employee Benefits - Salaries	57,194	52,004	48,663
	559,729	149,304	491,010

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	72,408	168,402	136,105
Short-term Bank Deposits	101,257	51,010	50,154
Cash and cash equivalents for Statement of Cash Flows	173,665	219,412	186,259

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

Of the \$173,665 Cash and Cash Equivalents, \$22,805 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 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	9,532	-	27,160
Interest Receivable	365	-	-
Teacher Salaries Grant Receivable	130,667	123,910	96,750
	<u>140,564</u>	<u>123,910</u>	<u>123,910</u>
Receivables from Exchange Transactions	9,897	-	27,160
Receivables from Non-Exchange Transactions	130,667	123,910	96,750
	<u>140,564</u>	<u>123,910</u>	<u>123,910</u>

9. Inventories

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Stationery	729	804	804
School Uniforms	351	-	-
	<u>1,080</u>	<u>804</u>	<u>804</u>

10. Investments

The School's investment activities are classified as follows:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Asset			
Short-term Bank Deposits	51,523	-	51,010
	<u>51,523</u>	<u>-</u>	<u>51,010</u>

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2022						
Buildings	166,599	-	-	-	(4,839)	161,760
Furniture and Equipment	113,173	9,397	-	-	(29,038)	93,532
Information and Communication Technology	20,655	9,761	-	-	(10,478)	19,938
Leased Assets	11,384	14,482	-	-	(18,082)	7,784
Library Resources	28,267	2,621	-	-	(3,861)	27,027
Balance at 31 December 2022	<u>340,078</u>	<u>36,261</u>	<u>-</u>	<u>-</u>	<u>(66,298)</u>	<u>310,041</u>

The net carrying value of furniture and equipment held under a finance lease is \$7,784 (2021: \$11,384)

	2022 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$	2021 Cost or Valuation \$	2021 Accumulated Depreciation \$	2021 Net Book Value \$
Buildings	241,964	(80,204)	161,760	241,964	(75,365)	166,599
Furniture and Equipment	315,748	(222,216)	93,532	306,348	(193,175)	113,173
Information and Communication Technology	66,478	(46,540)	19,938	55,733	(35,078)	20,655
Leased Assets	123,088	(115,304)	7,784	108,606	(97,222)	11,384
Library Resources	117,710	(90,683)	27,027	115,089	(86,822)	28,267
Balance at 31 December	864,988	(554,947)	310,041	827,740	(487,662)	340,078

12. Accounts Payable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Creditors	26,227	-	35,754
Accruals	8,165	157,575	6,155
Banking Staffing Overuse	6,969	-	-
Employee Entitlements - Salaries	130,302	-	96,697
Employee Entitlements - Leave Accrual	26,417	-	18,969
	198,080	157,575	157,575
Payables for Exchange Transactions	198,080	157,575	157,575
	198,080	157,575	157,575

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Other revenue in Advance	20,827	13,347	13,347
	20,827	13,347	13,347

14. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	50,457	50,457	51,699
Increase to the Provision During the Year	18,236	16,000	(1,242)
Use of the Provision During the Year	(9,270)	-	-
Provision at the End of the Year	59,423	66,457	50,457

Cyclical Maintenance - Current	37,892	23,857	23,857
Cyclical Maintenance - Non current	21,531	26,600	26,600
	<u>59,423</u>	<u>50,457</u>	<u>50,457</u>

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

15. Painting Contract Liability

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Due within one year	5,579	12,055	12,055
	<u>5,579</u>	<u>12,055</u>	<u>12,055</u>

In 2020 the Board signed an agreement with Scheduled Maintenance Services Ltd (the contractor) for an agreed programme of work covering a four year period. The programme provides for an interior and exterior repaint of the Ministry owned buildings in 2020 with regular maintenance in subsequent years. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

16. 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	6,496		12,395
Later than One Year and no Later than Five Years	9,802		976
Future Finance Charges	(1,834)		(326)
	<u>14,464</u>	<u>-</u>	<u>13,045</u>
Represented by			
Finance lease liability - Current	5,456		12,102
Finance lease liability - Non current	9,008		943
	<u>14,464</u>	<u>-</u>	<u>13,045</u>

17. Funds Held for Capital Works Projects

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

2022	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Block D Upgrade	14,652	-	-	-	14,652
SIP	35,721	-	(27,569)		8,152
Totals	<u>50,373</u>	<u>-</u>	<u>(27,569)</u>	<u>-</u>	<u>22,804</u>

Represented by:

Funds Held on Behalf of the Ministry of Education

22,804

Funds Receivable from the Ministry of Education

-

	2021	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
		\$	\$	\$	\$	\$
Block D Upgrade		14,652	-	-	-	14,652
SIP		140,415	40,773	(145,467)	-	35,721
Totals		155,067	40,773	(145,467)	-	50,373

18. Related Party Transactions

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

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

19. 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	2,945	3,020
<i>Leadership Team</i>		
Remuneration	374,584	333,574
Full-time equivalent members	3	3
Total key management personnel remuneration	377,529	336,594

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

Principal

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160-170	130-140
Benefits and Other Emoluments	20-30	20-30
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	-
	<u>1</u>	<u>-</u>

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

20. 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	-	-

21. 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.

Teacher Aide & Support Staff Settlement Wash Up

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 Ministry is in the process of determining wash up payments for the year ended 31 December 2022 however as at the reporting date this amount had not been calculated and therefore is not recorded in these financial statements.

22. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board has no capital commitments.

(a) Project for Block D Upgrade as agent for the Ministry of Education. A balance of \$14,652 was brought forward from the previous year - which remained the balance throughout 2022; and

(b) SIP Project funds allocated by the Ministry of Education. A balance of \$35,722 was brought forward from the previous year with \$27,569 related expenditure.

(Capital commitments at 31 December 2021: \$50,373)

23. 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	173,665	219,412	186,259
Receivables	140,564	123,910	123,910
Investments - Term Deposits	51,523	-	51,010
Total Financial assets measured at amortised cost	365,752	343,322	361,179

Financial liabilities measured at amortised cost

Payables	198,080	157,575	157,575
Finance Leases	14,464	943	13,045
Painting Contract Liability	5,579	12,055	12,055
Total Financial Liabilities Measured at Amortised Cost	218,123	170,573	182,675

24. Events After Balance Date

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



2022 Analysis of Variance

Strategic Goal 1

To accelerate the progress of all students below the expected curriculum level in mathematics.

Annual Goal

To accelerate progress and achievement in mathematics for all students that were below the expected curriculum level for their time at school or year group at the end of 2021.

Annual Target

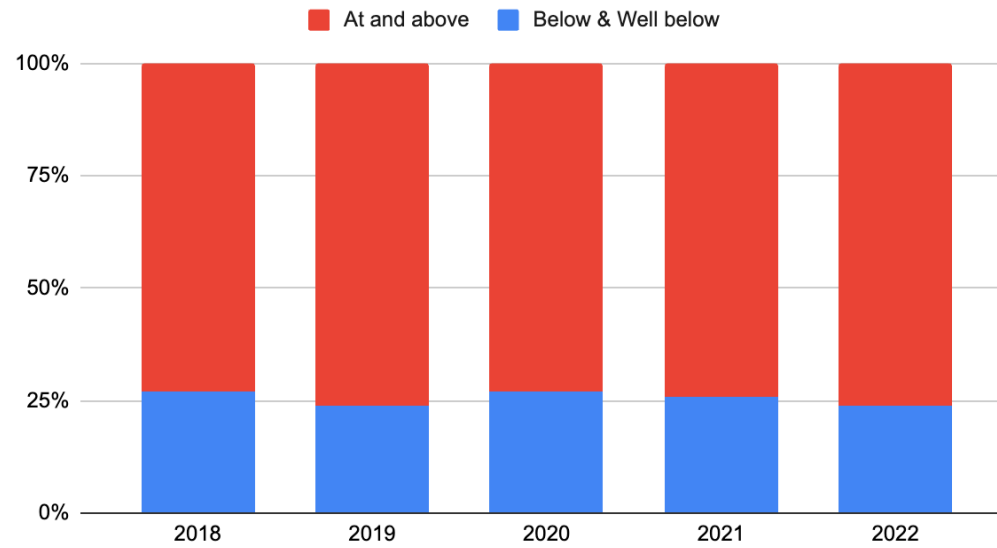
To increase the percentage of students at the expected curriculum level by the end of 2022.

Outcome

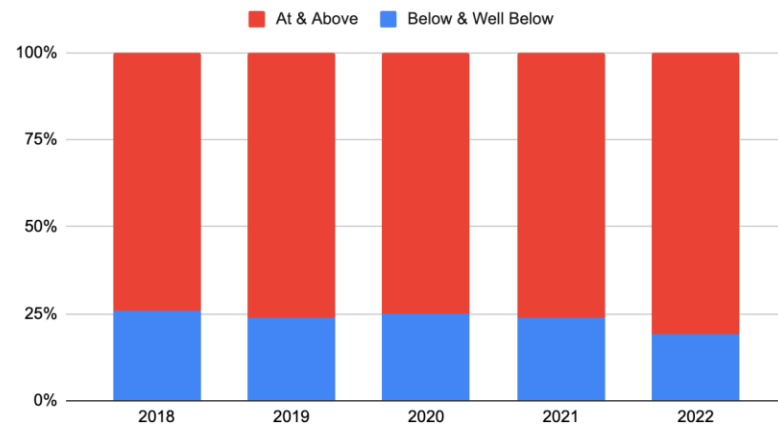
There was a 2% increase in the percentage of students achieving at the expected curriculum level for mathematics at the end of 2022 compared to 2021. There was a 5% increase in the percentage of boys achieving at the expected curriculum level and a 3% decrease in the percentage of girls achieving at the expected curriculum level. Māori achievement in mathematics increased by 10%, Pasifika achievement decreased (a very small cohort so not statistically reliable) and NZ European and other ethnicities increased by 4%.

Data

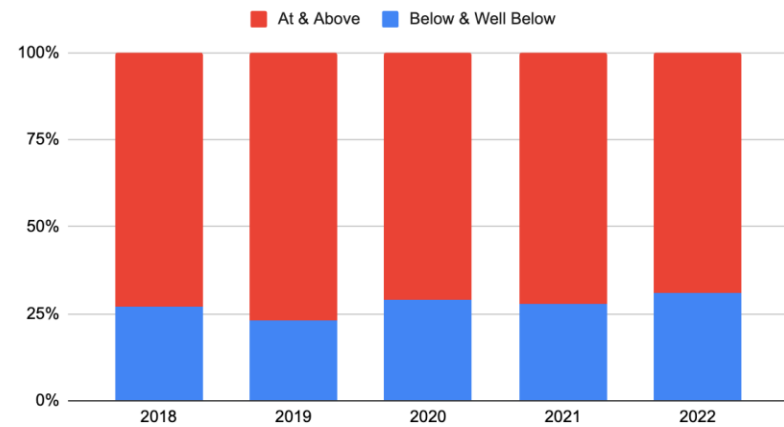
All Students Achievement in Mathematics



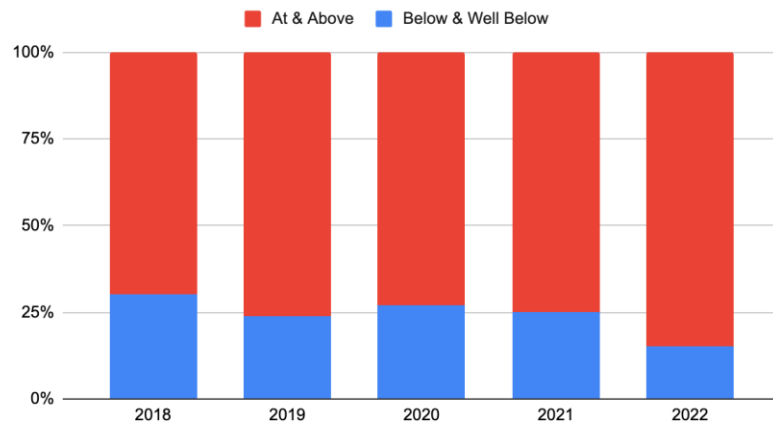
Boys Achievement in Mathematics



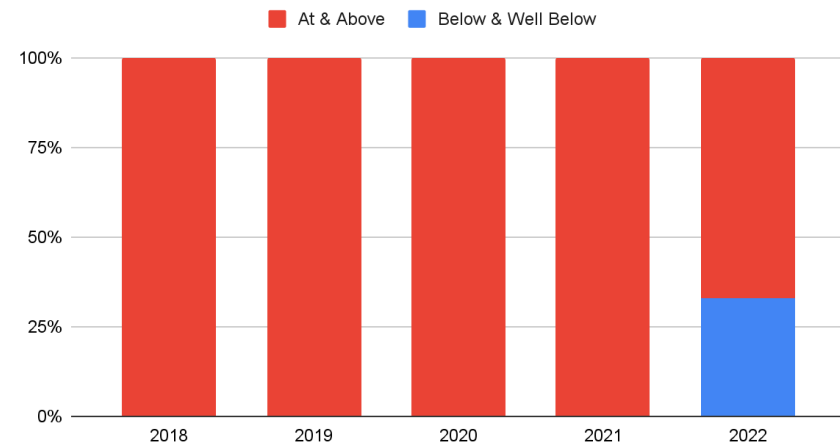
Girls Achievement in Mathematics



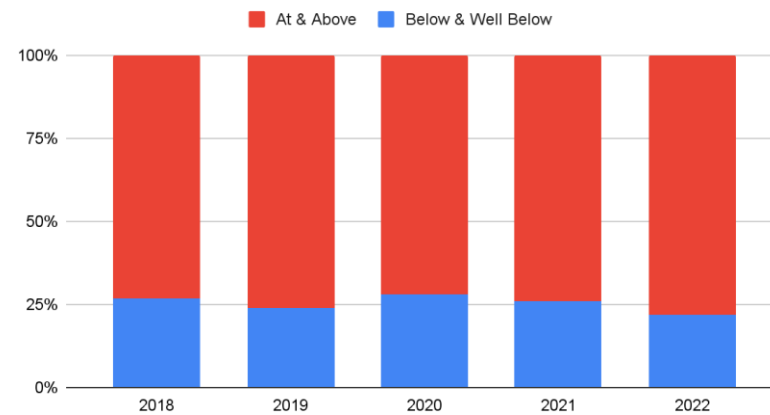
Maori Achievement in Mathematics



Pasifika Achievement in Mathematics



NZ European & Other Ethnicities Achievement in Mathematics



Actions *(What did we do?)*

1. Problems/learning around topics of student interest at the time.
2. Provided daily opportunities for maths practice. Applying maths knowledge.
3. Teachers are familiar with the special needs register and use this to identify and support priority students.
4. Teachers are introduced to ALiM and some are directly involved.
5. Teachers have identified wellbeing strategies to support students and can apply these with confidence.
6. Teachers are supported to use mixed-ability approaches and these are established and operating in classes.

Evaluation *(Why did/didn't it work? How do we know?)*

1. Problem solving and linking problems to student interest and other curriculum integration is a strength across the school - Matai Syndicate classrooms ensure weekly, open-ended problem solving opportunities. Toroa linked learning about Kupe and Te Wheke to patterning, navigation, measurement and statistics. Karearea camp menu planning etc.
2. TA with specialty in maths and adult education specifically employed to target students at risk in maths. Focused towards the Toroa team, pre/post test showed progress made by all learners.
3. The Special Education Register was updated termly by classroom teachers.
4. The teacher trained in Alim reported accelerated learning by focus learners immediately following a learning focus. Over time, this progress was not seen as being as significant in end of year testing (eAsstle)
5. Te Whare Matauranga was used to strengthen the approach to learning in mathematics.
6. Mixed ability grouping was successful in some areas of the school but further development is required in others.

Action Points for 2023

- Use curriculum refresh PLD to strengthen our mathematics education.
- Consider opportunities for whole school PLD on mixed ability approaches.
- Revisit ALiM with Emily and Lee, as Kent who was leading ALiM, has moved on
- Explore developing a Wakefield School scope and sequence for learning mathematics skills based on research proven approaches.

Strategic Goal 2

To accelerate the progress of all students below the expected curriculum level in reading.

Annual Goal

To accelerate progress and achievement in reading for all students that were below the expected curriculum level for their time at school or year group at the end of 2021.

Annual Target

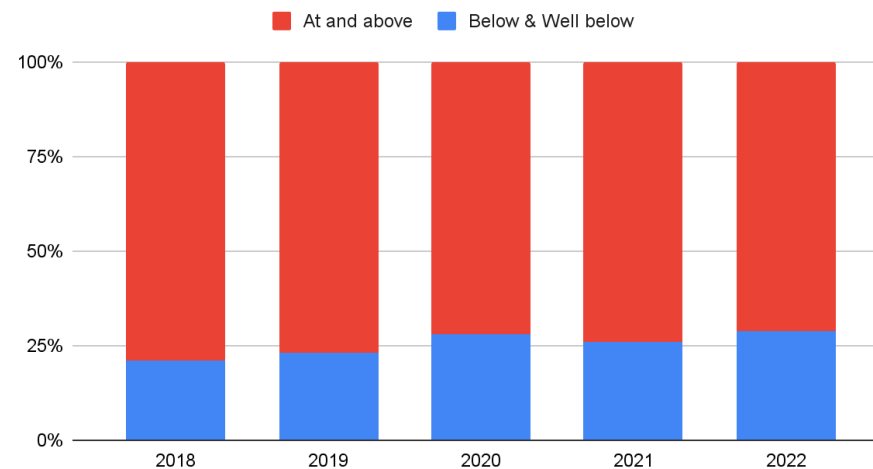
To increase the percentage of students at the expected curriculum level by the end of 2022.

Outcome

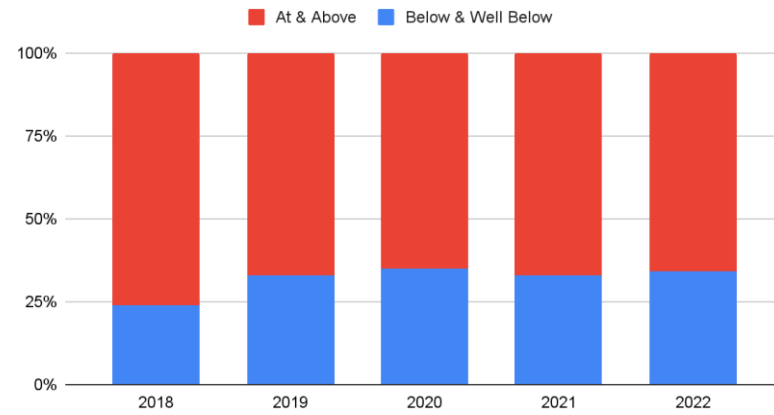
There was a 3% decrease in the percentage of students achieving at the expected curriculum level for reading at the end of 2022 compared to 2021. There was a 1% decrease in the percentage of boys achieving at the expected curriculum level and a 5% decrease in the percentage of girls achieving at the expected curriculum level. Māori achievement in reading stayed the same, Pasifika achievement increased (a very small cohort so not statistically reliable) and NZ European and other ethnicities decreased by 3%.

Data

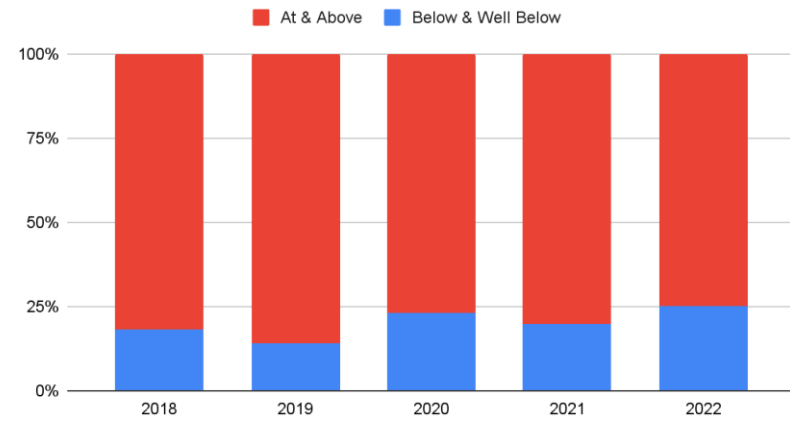
All Students Achievement in Reading



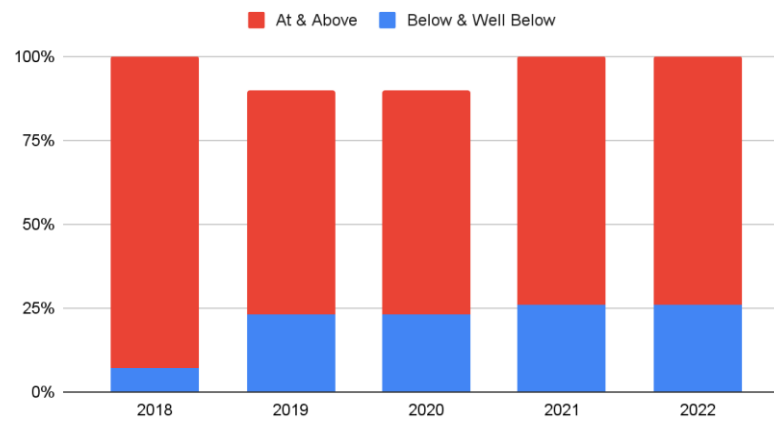
Boys Achievement in Reading



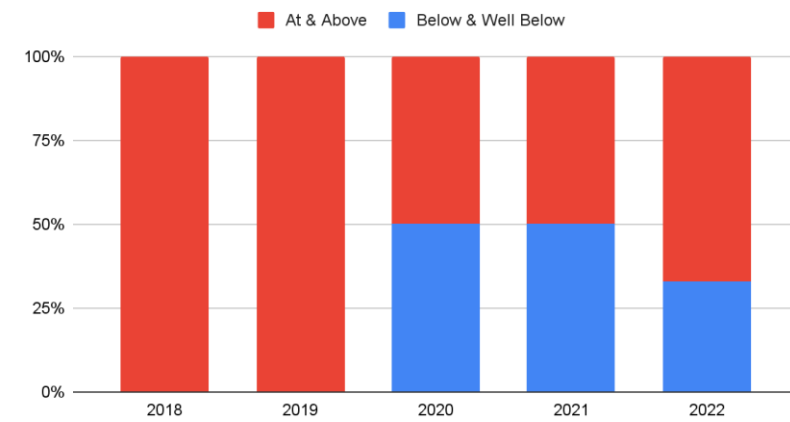
Girls Achievement in Reading



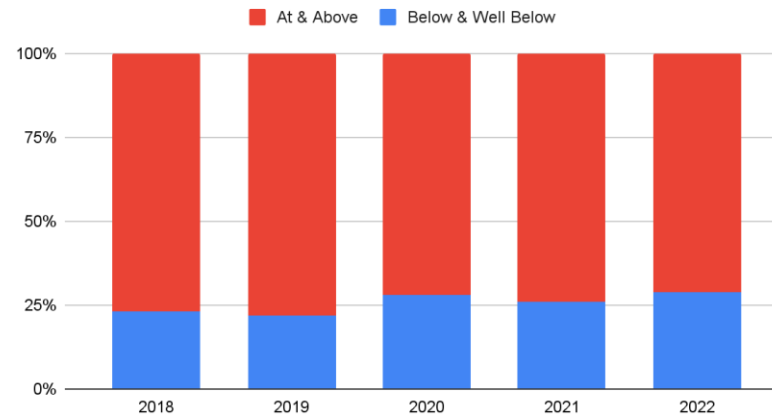
Maori Achievement in Reading



Pasifika Achievement in Reading



NZ European & Other Ethnicities Achievement in Reading



Actions *(What did we do?)*

1. Children are supported according to their individual needs, with an emphasis on improving attitude, engagement & using literacy for a purpose.
2. Priority students were supported by the class teacher using a range of strategies and resources.
3. Priority students received additional support either within class or through withdrawal for individualised programmes including
 - a. High frequency word cards with TA
 - b. Reading pack with TA (phonics for reading)
 - c. Additional phonics support
 - d. Reading Recovery
 - e. Core 5
 - f. Multi-Lit
 - g. Forbes Robinson (comprehension strategies)
 - h. RTLB
4. Ensured reading is a priority subject and that it doesn't get pushed out of the way when other events come up.
5. Motivation to read was encouraged through offering variety in instructional reading texts & material available in the library.
6. Staff and students were made aware of the range of reading resources that we have available in our school - both information texts & fiction texts and topic sets.
7. Continued to extend the book stock as the budget allows.

Evaluation *(Why did/didn't it work? How do we know?)*

1. Weekly library sessions for pre-school groups were well supported by the Playcentre and Little People Preschool. A number of these children feed into the school as new entrants and they see the Library as a safe and familiar place. Senior students were able to self-select to be a student librarian Y4-6 (not all top readers). Book week encouraged books and reading. It included the whole school Lit quiz, games and quizzes, dress up day etc.
2. Classes were encouraged to extend their reading and include other genres and a variety of authors (individual student borrowing histories were accessed to ensure this was happening).
3. TA time was prioritised in Piwakawaka & Kereru for high frequency word cards to be checked & added each week with each student. This has made a huge difference for the Kererū students over the past 4 years. Lesley (and other TAs) have very efficient systems for doing this & tracking progress. Lesley could also say how long this would take for a class.
4. The introduction of read and feed has helped grow a reading culture at Wakefield School. The holiday reading challenges also encourage this culture. Teachers consistently prioritise reading instruction during morning periods as this is when our students have their best focus. Teachers adjust the programme to ensure, whenever possible, reading instruction continued when there were other disruptions to the programme. Most of our students have very positive attitudes towards reading and enjoy reading and being read to.
5. The library was accessed by all classrooms for student book exchange weekly. Information literacy sessions for three most senior classrooms were led by Kathy weekly or fortnightly and information literacy sessions for other classes as required. These sessions included how to use fiction and non-fiction sections, topic boxes, websites and databases. Kids lit quiz teams and TDC Library teams extended our top readers. Librarian provided reading sessions to extend readers in Toroa three times per week using teacher reader sets and completed an author study on Micheal McCaw.
6. There was an increase in use of the library topic boxes in 2023.
7. \$3,257.84 excluding GST was spent purchasing new books for the school library in 2022. Our students show interest and excitement about the new books purchased for the library.

Action Points for 2023

- Ensure that TA time is prioritised in Piwakawaka & Kereru for high frequency word cards to be checked & added each week with each student.
- Identify what is going really well and what we can strengthen in our literacy practice.
- Plan PLD to support teachers to strengthen the aspects of literacy practice that have been identified as areas to improve.

Strategic Goal 3

To accelerate the progress of all students below the expected curriculum level in writing.

Annual Goal

To accelerate progress and achievement in writing for all students that were below the expected curriculum level for their time at school or year group at the end of 2021.

Annual Target

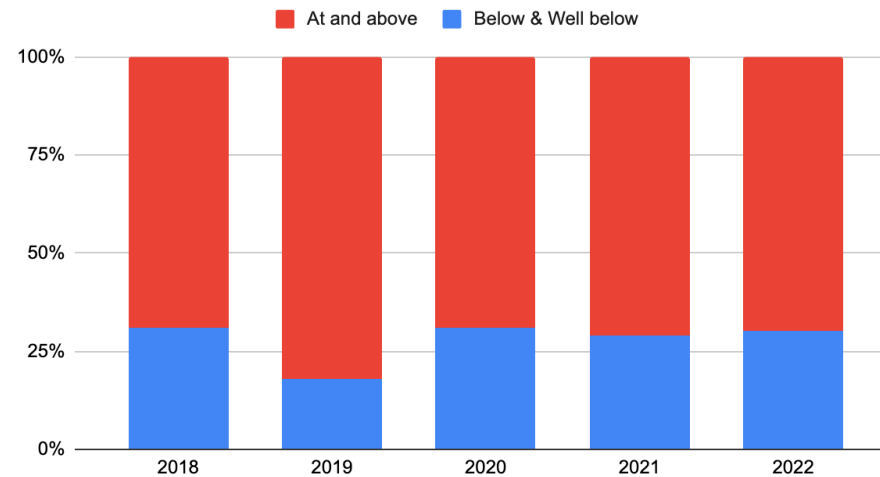
To increase the percentage of students at the expected curriculum level by the end of 2022.

Outcome

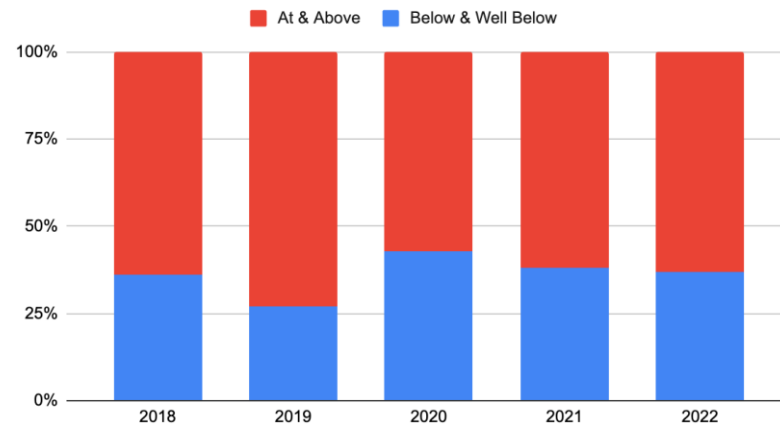
There was a 1% decrease in the percentage of students achieving at the expected curriculum level for writing at the end of 2022 compared to 2021. There was a 1% increase in the percentage of boys achieving at the expected curriculum level and a 1% decrease in the percentage of girls achieving at the expected curriculum level. Māori achievement in writing decreased by 1%, Pasifika achievement decreased (a very small cohort so not statistically reliable) and NZ European and other ethnicities remained at 70% achieving at or above the expected level.

Data

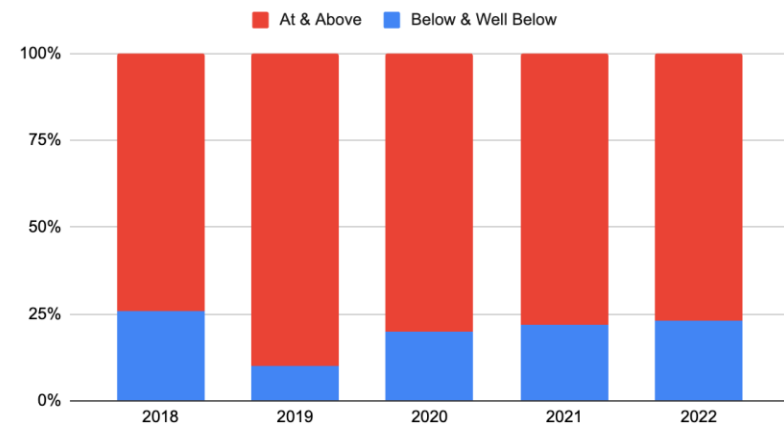
All Students Achievement in Writing



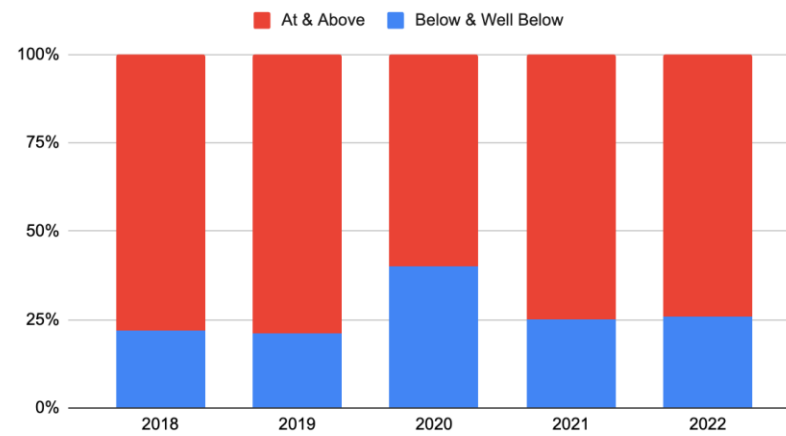
Boys Achievement in Writing



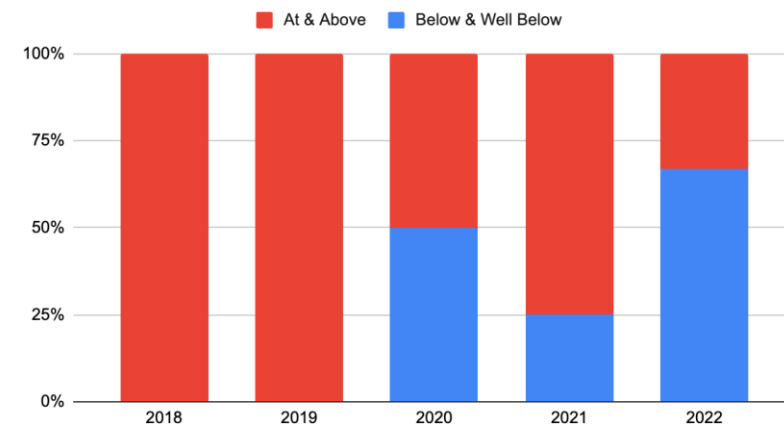
Girls Achievement in Writing



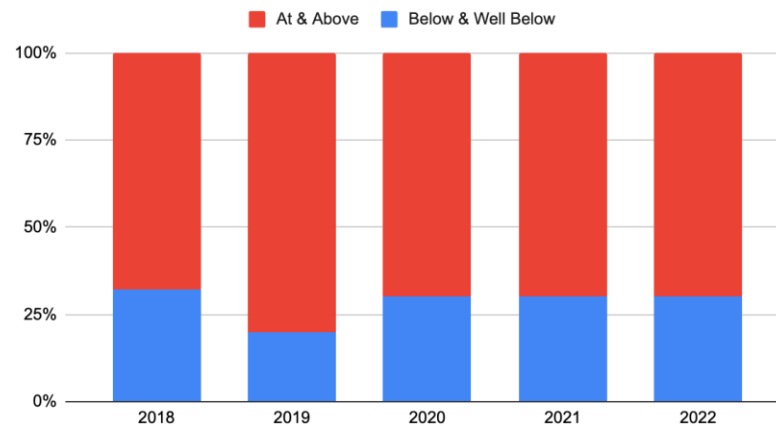
Maori Achievement in Writing



Pasifika Achievement in Writing



NZ European & Other Ethnicities Achievement in Writing



Actions *(What did we do?)*

1. Students were encouraged to see themselves as writers.
2. Priority students were supported by the class teacher using a range of strategies and resources.
3. Priority students received additional support within class.
4. A very small number of junior students received additional support through withdrawal for an individualised phonics programme.
5. Ensured writing is a priority subject and that it doesn't get pushed out of the way when other events come up.
6. Use writing contexts that support / interest priority learners.

Evaluation *(Why did/didn't it work? How do we know?)*

1. Teachers actively encouraged all learners to see themselves as writers and celebrated the effort and progress all children showed in their writing. Children at Wakefield School enjoy writing competitions and many chose to write in their own time.
2. Support for priority students varied across teams depending on how the team chose to use TA support & whether they chose to group for structured phonics practice. For example, in the Kererū team 4 times per week for 15 mins children were grouped according to need for phonics, using the TA to support the smallest group. A need to revisit phonics through the whole staff PLD was identified to ensure there is a consistent delivery school wide. This was implemented at the start of 2023.

3. Priority learners received additional 1:1 support from the class teacher or TA according to need. For some children writing progress was shared with parents regularly (e.g. photocopy home, email, or inviting parent in at end of day), student's writing was published and/or celebrated (e.g. newsletter, writing shared with principal). Additional phonics support / Core 5 was used for some learners. Many of our priority learners have made accelerated progress in writing.
4. Our literacy support TA completed a baseline assessment with the students she supported & then retests when we have agreed that they are ready to come off the TA support programme. This is a diagnostic, not a standardised test.
5. Writing has been prioritised during the morning when students have better focus and is integrated widely across curriculum areas so that our students grow their awareness that learning happens through writing.
6. Teachers worked with their priority learners to identify writing topics and contexts that engaged and interested them. This increased the engagement in writing for many of our priority learners.

Action Points for 2023

- Revisit the writing practices in our curriculum expectations and ensure these are implemented consistently school-wide
- Identify what is going really well and what we can strengthen in our literacy practice.
- Plan PLD to support teachers to strengthen the aspects of literacy practice that have been identified as areas to improve.

Teaching and Learning Improvement Plan: Wellbeing

When	What (examples)	Who	Indicators of Progress	Evaluation <i>(Why did/didn't it work? How do we know?)</i>
	Children understand that well-being is about being able to 'function well' including in literacy and maths.	All staff and students	<p>Ongoing discussions with students, integral to our well-being curriculum.</p> <p>Children have an understanding that academic progress is an important element of their well-being.</p>	In Kārearea, time spent on building knowledge around the Te Whare Tapu Whā model and the Wakefield School Wellbeing model paved the way for discussions around wellbeing being enhanced by success in literacy and maths. Students could begin to understand how boosting their confidence/knowledge in literacy and maths would support them to feel good. They would then have opportunities to action this and, importantly, we would revisit these discussions to help they see the connection.
	Children are supported according to their individual needs, with an emphasis on improving attitude, engagement & use of literacy / maths for a purpose.	Teachers	Informal monitoring of attitude, engagement and use of literacy / maths for purpose shows improvement for individuals in these areas.	In Kārearea, the reading and maths which explored the local Living Landscape theme and our maths focusing on camp planning (such as pricing food) engaged all children. Topics within the Living Landscape, such as predators, were highly engaging because the students felt they had knowledge in this area and could also see how they could take immediate and real action in their own environment (school and home).

				<p>There was evidence of students talking to each other about these topics outside of class discussions and also of parent involvement in hands-on elements such as trap and bird feeder mock-ups. Daily informal conversations were also held between the teachers in the team to monitor the engagement of students and to share successful engagement strategies.</p>
	<p>Teachers derive strategies that will work for each child from conversations with the child, their carers & previous teachers.</p>	Teachers	<p>Conversations between teacher & child, carer & previous teacher.</p>	<p>In Kārearea, keeping students for a second year was successful as it allowed us to continue to use tried and tested strategies that teachers know would work for these individual students.</p> <p>At the start of the year Learning Conferences are all about families sharing wellbeing tips and tricks relating to their child to enable teachers to build support around these strategies so they can have a positive year.</p> <p>At the end of the year teachers pass on data and background information about students to support early relationship building and streamline class programmes and allow the teacher to 'hit the ground running'.</p> <p>The well-established IEP process enables the building and strengthening of</p>

				relationships with whānau of students requiring extra support.
	Continue to promote the importance of 'making progress' rather than 'expected level' for age.	Teachers	<p>Teaching of these concepts through our work on Māori concepts of our school values.</p> <p>Parent education through informal conversations & learning conferences.</p> <p>Layout of reporting format so that focus is on progress & attitude first, rather than level.</p> <p>Mixed ability grouping where this is more supportive of children's learning and self-image.</p>	<p>In Kārearea for some children their learning is in striving to follow our values. Regular conversations with these specific children about raising others' mana, their mana, using kind words and stepping up in leadership roles was on top for them and the most important learning. A focus on this improved their wellbeing and of those around them.</p> <p>In Kārearea, this conversation dominated the learning conferences. Positively received by parents.</p> <p>Teachers felt more comfortable with the new format and parents generally were positive.</p> <p>In Kārearea mixed ability grouping occurred in all curriculum areas throughout the day. We believe this enhances the child's mana and provides opportunities for extension.</p>

	Children understand that 'practise, practise, practise' is central to their progress whatever level they are at with their reading, writing and maths.	Teachers	All classes / teams have daily slots when students are sustaining their reading & writing for an age appropriate time. The focus is on sustained concentration in that area. (eg 'mindful reading').	<p>In Kārearea a practice time was set aside daily to promote independent focus on learning that is important and relevant to each individual.</p> <p>This was also designed to support the transition from home to school first thing in the morning to allow for students to calm their minds and be ready for the next learning opportunities, as many in this year group found this aspect of their wellbeing a challenge.</p> <p>Students were able to identify an area they recognised needed more practice or was a particular passion of theirs. They were provided with regular adult support as a way to guide their progress and/or extend and challenge their understanding of their capabilities.</p>
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Action Points for 2023

- Develop coherent wellbeing practices school wide so that there is consistency between classes and progression across year levels
- Improve wellbeing data collection and tools so that the impact of our wellbeing practices can be measured more accurately.



Statement of Kiwisport Funding 2022

In 2022 Wakefield School received \$3,479.65 in Kiwisport funding. These funds contributed to the employment of a sports coordinator for 10 hours per week (a total cost of \$12,584.53 in 2022). The sports coordinator was responsible for organising school-wide fitness, PE and sports programmes, in conjunction with teaching staff and external providers. The funding was used to also purchase sporting equipment to the value of \$1,725.80, this supported 279 children to participate in organised sport.

Peter Verstappen

Principal

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

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

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	The board takes all steps, so far as is reasonably practicable, to meet its primary duty of care obligations to ensure good and safe working conditions for employees and responds to all reasonable concerns and requests made by employees.
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p>The Equal Employment Opportunities policy ensures that all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes, without bias or discrimination. All schools are required by the Public Service Act to be “good employers”, that is:</p> <p>to maintain, and comply with their school's Equal Employment Opportunities policy, and</p> <p>to include in the annual report a summary of the year's compliance.</p> <p>To achieve this, the board:</p> <p>appoints a member to be the EEO officer – this role may be taken by the principal</p> <p>shows commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development</p> <p>selects the person most suited to the position in terms of skills, experience, qualifications, and aptitude</p> <p>recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups</p> <p>ensures that employment and personnel practices are fair and free of any bias.</p>
How do you practise impartial selection of suitably qualified persons for appointment?	<p>We appoint appropriately trained and qualified staff to all teaching and non-teaching positions, and strive to find the best person for each position. We uphold our commitment to Te Tiriti o Waitangi through our vision and strategic plan to reflect tikanga Māori.</p> <p>Our appointment process meets the requirements of the Children's Act 2014.</p>

	<p>The board always manages the recruitment and appointment of a principal. For other vacancies, the board delegates the recruitment and appointment process to the principal and senior management but may also be represented on the appointment committee.</p> <p>We maintain transparency and fairness as important principles for any appointment, especially those involving related party transactions.</p>
<p>How are you recognising,</p> <ul style="list-style-type: none"> – The aims and aspirations of Maori, – The employment requirements of Maori, and – Greater involvement of Maori in the Education service? 	<p>Wakefield School is guided in our thinking, planning, and actions for our ākonga Māori by the cross-agency strategy for the education sector, Ka Hikitia Ka Hāpaitia: The Māori Education Strategy . Our Māori Educational Success policy should be read in conjunction with Ka Hikitia. We support its vision to help ākonga Māori enjoy and achieve educational success as Māori, while developing the skills to participate in te ao Māori, Aotearoa, and the wider world. The board and staff consult with our Māori community when developing policies, plans, and targets for improving the progress and achievement of our ākonga Māori.</p> <p>To achieve excellent and equitable outcomes for our ākonga Māori, Wakefield School:</p> <p>builds whanaungatanga with our ākonga Māori and whānau, and our local hapū and iwi to ensure everyone is informed and involved as our education partners</p> <p>recognises and builds on the diverse abilities, strengths, and aspirations of ākonga Māori and their whānau</p> <p>promotes a strong sense of belonging and engagement by integrating te reo Māori, tikanga Māori, mātauranga Māori, and te ao Māori into school life (including the curriculum)</p> <p>ensures that the school is a physically and emotionally safe place and works to eliminate racism, discrimination, and stigma</p> <p>engages with any national, regional, and local implementation plans developed by the Ministry of Education and education agencies</p> <p>supports staff to access appropriate professional development</p> <p>implements effective, high-quality teaching and leadership practices that promote success for Māori as Māori.</p>

How have you enhanced the abilities of individual employees?	We provide PLD opportunities to all our staff and encourage our staff to engage in PLD that is relevant to them. We expect all our staff to set professional and hauora goals each year that support their personal and professional growth.
How are you recognising the employment requirements of women?	We are committed to “equal pay for equal work”. We have supported our staff to be recognised for the work they do through the pay equity settlements.
How are you recognising the employment requirements of persons with disabilities?	We ensure all our buildings and facilities cater for the accessibility needs of persons with disabilities. We support and encourage persons with disabilities to be involved with our school.

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

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

INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Wakefield School (the School). The Auditor-General has appointed me, Warren Johnstone, using the staff and resources of BDO Christchurch, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 3 to 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 Standards Reduced Disclosure Regime.

Our audit was completed on 13 June 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.

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 Statement of Responsibility, Members of the Board Listing, Analysis of Variance, Statement of Kiwisport Funding and the Reporting on the principles of being a Good Employer, but does not include the financial statements, and our auditor's report thereon.

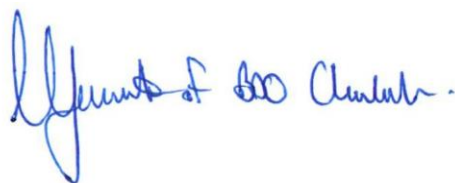
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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.



Warren Johnstone,
BDO Christchurch
On behalf of the Auditor-General
Christchurch, New Zealand