

TE AWA SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number: 2691

Principal: Greta Van Zyl

School Address: Te Awa Avenue, Te Awa 4110

School Postal Address: Te Awa Avenue, Te Awa 4110

School Phone: 06 835 7657

School Email: admin@teawaschool.ac.nz

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
James Uri	Presiding Member	Elected	September 2025
Timothy Van Zyl	Principal ex Officio	Appointed	January 2023
Hope Edwards	Parent Representative	Elected	May 2022
Bruce Gee	Parent Representative	Elected	September 2025
Jessie-Leigh Christiansen	Parent Representative	Elected	September 2025
Jess Lomax	Parent Representative	Elected	September 2025
Lucy Morris	Parent Representative	Elected	September 2025
Sasha Holter	Parent Representative	Elected	September 2022
Sasha Holter	Staff Representative	Elected	September 2025
Kelsea Taylor	Staff Representative	Elected	May 2022

Accountant / Service Provider: Eclipse Solutions 4 Schools Limited

TE AWA SCHOOL

Annual Report - For the year ended 31 December 2022

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Te Awa 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.

James Uri

Full Name of Presiding Member



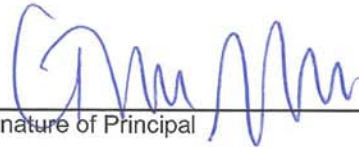
Signature of Presiding Member

26/5/23

Date:

Greta Charlotte Van Zyl

Full Name of Principal



Signature of Principal

26 May 23

Date:

Te Awa 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	2,890,564	1,882,416	2,240,532
Locally Raised Funds	3	79,967	23,000	98,497
Interest Income		2,827	-	312
Gain on Sale of Property, Plant and Equipment		-	-	17,572
Other Revenue		-	-	63
Total Revenue		2,973,358	1,905,416	2,356,976
Expenses				
Locally Raised Funds	3	25,697	17,000	17,855
Learning Resources	4	1,461,743	1,350,477	1,440,810
Administration	5	887,201	103,580	322,548
Finance		1,074	-	1,256
Property	6	379,324	433,227	388,114
Loss on Disposal of Property, Plant and Equipment		-	-	441
		2,755,039	1,904,284	2,171,024
Net Surplus / (Deficit) for the year		218,319	1,132	185,952
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		218,319	1,132	185,952

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

Te Awa 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		864,111	649,017	649,017
Total comprehensive revenue and expense for the year		218,319	1,132	185,952
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		2,785	-	29,142
Equity at 31 December		1,085,215	650,149	864,111

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.

Te Awa 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	254,424	156,374	352,989
Accounts Receivable	8	193,527	92,000	109,107
GST Receivable		18,036	15,000	10,867
Prepayments		14,631	10,000	12,299
Inventories	9	6,672	4,000	2,112
Investments	10	80,000	-	-
Funds Receivable for Capital Works Projects	17	97,572	-	51,121
		664,862	277,374	538,495
Current Liabilities				
Accounts Payable	12	144,823	120,000	114,670
Revenue Received in Advance	13	18,487	18,000	18,000
Painting Contract Liability	15	16,900	16,900	16,900
Finance Lease Liability	16	12,510	12,000	11,871
Funds Held for Capital Works Projects	17	33,129	-	78,133
		225,849	166,900	239,574
Working Capital Surplus/(Deficit)		439,013	110,474	298,921
Non-current Assets				
Property, Plant and Equipment	11	712,689	600,000	627,870
		712,689	600,000	627,870
Non-current Liabilities				
Provision for Cyclical Maintenance	14	50,701	45,000	33,803
Painting Contract Liability	15	4,325	4,325	14,470
Finance Lease Liability	16	11,461	11,000	14,407
		66,487	60,325	62,680
Net Assets		1,085,215	650,149	864,111
Equity		1,085,215	650,149	864,111

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

Te Awa 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		603,393	348,981	805,828
Locally Raised Funds		67,917	21,125	104,421
Goods and Services Tax (net)		(7,169)	(4,133)	1,549
Payments to Employees		(234,825)	(214,530)	(243,041)
Payments to Suppliers		(181,180)	(274,983)	(452,269)
Interest Paid		(1,074)	-	(1,256)
Interest Received		2,303	-	312
Net cash from/(to) Operating Activities		249,365	(123,540)	215,544
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	(17,581)	20,870
Purchase of Property Plant & Equipment (and Intangibles)		(156,446)	(6,823)	(359,001)
Purchase of Investments		(80,000)	-	-
Net cash from/(to) Investing Activities		(236,446)	(24,404)	(338,131)
Cash flows from Financing Activities				
Furniture and Equipment Grant		2,785	-	26,792
Finance Lease Payments		(12,669)	(11,514)	(4,160)
Painting Contract Payments		(10,145)	(10,145)	(11,079)
Funds Administered on Behalf of Third Parties		(91,455)	(27,012)	82,545
Net cash from/(to) Financing Activities		(111,484)	(48,671)	94,098
Net increase/(decrease) in cash and cash equivalents		(98,565)	(196,615)	(28,489)
Cash and cash equivalents at the beginning of the year	7	352,989	352,989	381,478
Cash and cash equivalents at the end of the year	7	254,424	156,374	352,989

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.

Te Awa School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

Te Awa 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. Future operating lease commitments are disclosed in note 22b.

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 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	5–50 years
Furniture and Equipment	3–10 years
Information and Communication Technology	3–5 years
Motor Vehicles	5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

k) Intangible Assets

Software costs

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

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

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

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

Non cash generating assets

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

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

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information. The valuation is based on [details of the valuer's approach to determining market value (i.e. what valuation techniques have been employed, comparison to recent market transaction etc.)].

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

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

m) Accounts Payable

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

n) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

o) Revenue Received in Advance

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

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

p) Funds held 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.

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

r) Financial Instruments

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

The School's financial liabilities comprise accounts payable, 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.

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 statements 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.

2. Government Grants

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Government Grants - Ministry of Education	1,425,695	540,472	804,910
Teachers' Salaries Grants	1,207,348	1,048,467	1,190,884
Use of Land and Buildings Grants	234,558	293,477	220,216
Other Government Grants	22,963	-	24,522
	<u>2,890,564</u>	<u>1,882,416</u>	<u>2,240,532</u>

The school has opted in to the donations scheme for this year. Total amount received was \$32,100 (2021: \$31,500).

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	434	-	549
Curriculum Related Activities - Purchase of Goods and Services	11,582	6,000	10,003
Fees for Extra Curricular Activities	7,148	1,000	11,249
Trading	7,337	5,000	9,495
Fundraising and Community Grants	50,570	10,000	65,725
Other Revenue	2,896	1,000	1,476
	<u>79,967</u>	<u>23,000</u>	<u>98,497</u>
Expenses			
Extra Curricular Activities Costs	1,813	4,000	3,754
Trading	8,527	5,000	10,373
Fundraising and Community Grant Costs	9,354	-	-
Other Locally Raised Funds Expenditure	6,003	8,000	3,728
	<u>25,697</u>	<u>17,000</u>	<u>17,855</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>54,270</u>	<u>6,000</u>	<u>80,642</u>

4. Learning Resources

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Curricular	33,867	45,500	29,174
Equipment Repairs	1,147	20,000	2,458
Information and Communication Technology	1,097	7,000	3,691
Library Resources	117	1,000	-
Employee Benefits - Salaries	1,336,185	1,200,467	1,333,882
Staff Development	7,341	16,000	10,784
Depreciation	81,989	60,510	60,821
	<u>1,461,743</u>	<u>1,350,477</u>	<u>1,440,810</u>

5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	4,881	4,781	4,642
Board Fees	2,575	6,000	4,525
Board Expenses	5,024	1,600	10,735
Communication	4,417	3,600	3,896
Consumables	29,240	27,950	23,647
Operating Lease	567	3,000	-
Healthy Lunches	779,369	-	211,527
Other	884	2,400	868
Employee Benefits - Salaries	41,009	40,605	49,248
Insurance	6,271	6,000	5,990
Service Providers, Contractors and Consultancy	12,964	7,644	7,470
	887,201	103,580	322,548

6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	9,158	10,000	9,614
Consultancy and Contract Services	4,362	-	1,831
Cyclical Maintenance Provision	27,685	16,900	24,842
Grounds	8,784	20,000	36,019
Heat, Light and Water	18,539	22,000	16,266
Rates	864	850	891
Repairs and Maintenance	4,299	6,000	20,164
Use of Land and Buildings	234,558	293,477	220,216
Security	3,799	4,000	3,765
Employee Benefits - Salaries	67,276	60,000	54,506
	379,324	433,227	388,114

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 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Bank Accounts	254,424	156,374	352,989
Cash and Cash Equivalents for Statement of Cash Flows	254,424	156,374	352,989

Of the \$254,424 Cash and Cash Equivalents, \$33,129 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 \$254,424 Cash and Cash Equivalents, \$18,487 of unspent grant funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

8. Accounts Receivable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Receivables	12,662	2,000	125
Receivables from the Ministry of Education	8,038	-	-
Interest Receivable	524	-	-
Banking Staffing Underuse	81,463	-	23,605
Teacher Salaries Grant Receivable	90,840	90,000	85,377
	<u>193,527</u>	<u>92,000</u>	<u>109,107</u>
Receivables from Exchange Transactions	13,186	2,000	125
Receivables from Non-Exchange Transactions	180,341	90,000	108,982
	<u>193,527</u>	<u>92,000</u>	<u>109,107</u>

9. Inventories

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
School Uniforms	6,672	4,000	2,112
	<u>6,672</u>	<u>4,000</u>	<u>2,112</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	80,000	-	-
	<u>80,000</u>	<u>-</u>	<u>-</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Building Improvements	366,985	128,061	-	-	(18,971)	476,075
Furniture and Equipment	177,821	22,462	-	-	(35,426)	164,857
Information and Communication Technology	-	5,923	-	-	(1,093)	4,830
Motor Vehicles	51,016	-	-	-	(11,773)	39,243
Leased Assets	24,322	10,362	-	-	(13,760)	20,924
Library Resources	7,726	-	-	-	(966)	6,760
Balance at 31 December 2022	<u>627,870</u>	<u>166,808</u>	<u>-</u>	<u>-</u>	<u>(81,989)</u>	<u>712,689</u>

	2022	2022	2022	2021	2021	2021
	Cost or	Accumulated	Net Book	Cost or	Accumulated	Net Book
	Valuation	Depreciation	Value	Valuation	Depreciation	Value
	\$	\$	\$	\$	\$	\$
Building Improvements	569,362	(93,287)	476,075	441,301	(74,316)	366,985
Furniture and Equipment	359,893	(195,036)	164,857	337,431	(159,610)	177,821
Information and Communication T	46,049	(41,219)	4,830	40,126	(40,126)	-
Motor Vehicles	58,864	(19,621)	39,243	58,864	(7,848)	51,016
Leased Assets	62,126	(41,202)	20,924	51,764	(27,442)	24,322
Library Resources	40,081	(33,321)	6,760	40,081	(32,355)	7,726
Balance at 31 December	1,136,375	(423,686)	712,689	969,567	(341,697)	627,870

12. Accounts Payable

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Creditors	17,646	20,000	19,221
Accruals	28,610	5,000	4,642
Employee Entitlements - Salaries	91,874	90,000	86,221
Employee Entitlements - Leave Accrual	6,693	5,000	4,586
	<u>144,823</u>	<u>120,000</u>	<u>114,670</u>
Payables for Exchange Transactions	144,823	120,000	114,670
	<u>144,823</u>	<u>120,000</u>	<u>114,670</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Other Revenue in Advance	18,487	18,000	18,000
	<u>18,487</u>	<u>18,000</u>	<u>18,000</u>

14. Provision for Cyclical Maintenance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Provision at the Start of the Year	33,803	33,803	16,898
Increase to the Provision During the Year	16,898	11,197	16,905
Provision at the End of the Year	<u>50,701</u>	<u>45,000</u>	<u>33,803</u>
Cyclical Maintenance - Non Current	50,701	45,000	33,803
	<u>50,701</u>	<u>45,000</u>	<u>33,803</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 painting contract and 10 Year Property Plan reviewed annually by the Board of Trustees.

15. Painting Contract Liability

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Due within one year	16,900	16,900	16,900
Due after one year	4,325	4,325	14,470
	<u>21,225</u>	<u>21,225</u>	<u>31,370</u>

In 2018 the Board signed an agreement with Programmed Maintenance Services (NZ) Ltd (the contractor) for an agreed programme of work covering a seven 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	12,510	12,000	11,883
Later than One Year and no Later than Five Years	11,917	11,500	15,307
Later than Five Years	(456)	(500)	(912)
	<u>23,971</u>	<u>23,000</u>	<u>26,278</u>
Represented by			
Finance lease liability - Current	12,510	12,000	11,871
Finance lease liability - Non Current	11,461	11,000	14,407
	<u>23,971</u>	<u>23,000</u>	<u>26,278</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
	\$	\$	\$	\$	\$
Sewer System Remediation (211111)	(700)	16,136	(15,436)	-	-
Block B: ILE Upgrade (211773)	(45,589)	-	-	-	(45,589)
Learning Support Ramp (215417)	(2,611)	-	-	-	(2,611)
Block A: LSC Space (219932)	(2,221)	39,350	(4,000)	-	33,129
LSM: New Building Accessible Bathroom (222657)	77,403	-	(126,775)	-	(49,372)
Block J Rationalisation - Reading Recovery Building (225378)	730	-	(730)	-	-
Totals	27,012	55,486	(146,941)	-	(64,443)

Represented by:

Funds Held on Behalf of the Ministry of Education	33,129
Funds Receivable from the Ministry of Education	(97,572)

2021	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
Electrical & Lighting Upgrade (211110)	(3,539)	3,539	-	-	-
Sewer System Remediation (211111)	-	-	(700)	-	(700)
Block B: ILE Upgrade (211773)	(45,589)	-	-	-	(45,589)
Learning Support Ramp (215417)	889	-	(3,500)	-	(2,611)
Learning Support Modifications (217908)	(3,660)	4,760	(1,100)	-	-
Block A: LSC Space (219932)	-	-	(2,221)	-	(2,221)
SIP - B: Clear Light Roofing, Changing Room, Fence & Security (221458)	-	87,258	(87,258)	-	-
Block D: DQLS Upgrade & Deck Extension (221459)	(3,634)	5,462	(1,828)	-	-
LSM: New Building Accessible Bathroom (222657)	-	92,369	(14,966)	-	77,403
Block J Rationalisation - Reading Recovery Building (225378)	-	58,614	(57,884)	-	730
Totals	(55,533)	252,002	(169,457)	-	27,012

Represented by:

Funds Held on Behalf of the Ministry of Education	78,133
Funds Receivable from the Ministry of Education	(51,121)

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	2,575	4,525
 <i>Leadership Team</i>		
Remuneration	342,301	356,163
Full-time equivalent members	3	3
Total key management personnel remuneration	344,876	360,688

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 1

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140 - 150	140 - 150
Benefits and Other Emoluments	2 - 3	2 - 3
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 - 110	2	1
110 - 120	1	-
	3	1

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	\$0	\$0
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.

22. Commitments

(a) Capital Commitments

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

(a) \$112,896 contract for LSM New Building Accessible Bathroom project as agent for the Ministry of Education. This project is fully funded by the Ministry and \$92,369 has been received and \$141,741 has been spent on the project to balance date. This project has been approved by the Ministry.

(b) \$47,306 contract for the Block A LSC Space project as agent for the Ministry of Education. This project is fully funded by the Ministry and \$39,350 has been received and \$6,221 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments at 31 December 2021: \$160,202)

(b) Operating Commitments

As at 31 December 2022 the Board did not have any operating commitments.

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	254,424	156,374	352,989
Receivables	193,527	92,000	109,107
Investments - Term Deposits	80,000	-	-
Total Financial Assets Measured at Amortised Cost	<u>527,951</u>	<u>248,374</u>	<u>462,096</u>

Financial Liabilities Measured at Amortised Cost

Payables	144,823	120,000	114,670
Finance Leases	23,971	23,000	26,278
Painting Contract Liability	21,225	21,225	31,370
Total Financial Liabilities Measured at Amortised Cost	<u>190,019</u>	<u>164,225</u>	<u>172,318</u>

24. Events After Balance Date

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

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

The damage caused by extreme weather events in the Hawkes Bay/ Tairāwhiti and the full financial impact has not yet been determined, but it is not expected to be significant to the school. The school continued to receive funding from the Ministry of Education. even while closed.

25. Comparatives

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

Te Awa School

Kiwisport Report

For the year ended 31 December 2022

During the year the Board was the recipient of additional Government funding for specific purposes:

Kiwisport is a Government funded initiative to support students' participation in organised sport. In 2022 the school received total Kiwisport funding of \$2,710 (excluding GST). The funding was spent on sports fees and equipment.

The number of students participating in organised sport continues to be at excellent levels.

Te Awa School

Statement of Compliance with Employment Policy

For the year ended 31 December 2022

For the year ended 31st December 2022 the Board:

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

Te Awa School – 2691 Charter and Strategic Plan 2022-2024



Our Motto:

“Truth without Fear”

The Vision:

Happy, caring children with an enthusiasm for learning and a passion for life

The Mission:

We will create a Kawa of Love and Respect, providing a culture that encompasses the whole child’s Te Whare Tapa Wha.

The Vision for ākonga of Te Awa School

- At Te Awa School we aim to develop ākonga to be **Knowledgeable/Ako, Enthusiastic/ Whakawhanaungata Empathetic/ Aroha, Nurturing/ Manaakitanga**. This is being KEEN @ Te Awa.

Values and Learning at Te Awa School

We will be looking for all ākonga at Te Awa School to be aware of what a good learner does and to employ the skills and strategies of a good learner. The concept of KEEN will be a key tool for establishing this understanding and the expectation will be that all ākonga put this into practice. KEEN is also a value laden concept. Our ākonga will be encouraged to explore and model the values inherent in KEEN.

K- Knowledgeable/Ako. Ākonga will know what they are learning, why they are learning this and what their next step in learning will be. Our ākonga will be striving to achieve to their potential because they are fully involved and passionate about their learning. We will be looking for our Positive Ākonga to develop into Lifelong Learners. Happy, Confident and Connected Learners.

E-Enthusiastic/ Whakawhanaungata. Ākonga will feel a sense of belong at Te Awa School, strong relationship's built through shared experiences and working together. Our ākonga will show intense and eager enjoyment in academic, sporting, and cultural learning experiences.

Empathetic- Aroha. Ākonga will be able to understand and share their feelings with others and learn in an environment of love and care.

Nurturing/ Manaakitanga. Ākonga will learn to respect 'Themselves', 'Others', and 'Property'. By showing nurturing, ākonga will respect differences in individuals and cherish *diversity* and *equity*. They will set and maintain *high standards* for themselves in everything they do.

Ākonga-

All children have the right to achieve their learning potential. We find joy in learning through the wonder of discovery. We aim to create a community of life-long learners. We value and nurture creativity. Student voice will be encouraged- we want the ākonga to say what they want to learn about, to be able to follow their interests and to feel empowered to manage their learning. We celebrate diversity and difference in an inclusive school climate. We are a happy school where fun and laughter are an everyday occurrence. The ongoing wellbeing of our students is a filter through which everything passes.

Community

Te Awa School is a central pivot point of the wider community. We believe in the place of whānau as first teachers and respect this by working in respectful partnership. The students benefit greatly from regular input from a wide range of "Friends of the School" in various supportive roles. This community believes and puts into practise the old adages:

- "The most important thing that you can give a child is your time"
- "It takes a whole village to educate a child".

There is cooperation between home and school, and parents are caregivers are supported to feel welcome in the school environment. Tuakana teina relationships for students and staff are how we learn from one another and share our knowledge in a supportive way.

Curriculum

Teachers need to first refer to the New Zealand-Aotearoa [Curriculum](#) document for each curriculum area's content, and the [Curriculum Principles](#) that underpin all school decision making. Te Awa School's curriculum is 'descriptive' rather than 'prescriptive' in order to meet the needs of the current students. Each year, every class is different therefore the teacher must get to know their class and adapt their programme to best fit their needs at any time. Teachers change, therefore this Curriculum Delivery document, needs to have flexibility to allow all teachers to thrive in our school. We aim to have adaptability to best fit the needs of students and skills of our teachers. At Te Awa School priority is given to literacy and numeracy programmes.

Teaching

We will strive to make learning authentic for the students we are teaching. We will also do fewer things better rather than trying to do too much resulting in skimming the surface. Teachers are encouraged to follow a teachable moment that may arise rather than be locked into a lesson or unit plan that is not working as expected. Instructions and activities will be child centred in meeting assessed individual needs and abilities.

Classroom routines will be well established. Teachers keep professionally up to date with curriculum development and initiatives that will enhance learning and teaching, they participate in [Teaching as Inquiry](#) cycles to improve their practise.

Environment

We aim to make the most of the local environment- for the children to see and understand and enjoy the richness that surrounds them. The attractive physical environment of the school will be preserved and further developed, to promote fitness for students, and to present the school well to the community. The school will be a safe place in which students and staff can work and learn happily and confidently. Classroom environments will be warm and friendly, positive and supportive of students' learning.

Board of Trustees

The Board will continue to develop and uphold a school culture that will support teachers to deliver high quality classroom programmes, which help children acquire skills for life, and create an environment in which children want to learn. We will provide access to learning and resources is available in a fair and equitable manner, irrespective of ethnic, cultural, socio economic background and gender. Children are provided with the best available resources within a planned budget.

Behaviour

Te Awa School is trained in the 'Positive Behaviour for Learning' behaviour management system. (PB4L). PB4L helps schools to develop a social culture that supports learning and positive behaviour. This approach supports our school to create a culture where positive behaviour and learning thrive. Students are taught in very specific terms what behaviours are expected of them and there is a consistent response to these behaviours across the school. Behaviour, like other areas of learning, needs to be formally taught. The emphasis is put on students' and teachers' positive behaviours rather than focussing on the negative ones. At Te Awa School we teach the students to be **KEEN**, where they are **K**nowledgeable, **E**nthusiastic, **E**mpathetic and **N**urturing. We strive to engrain **KEEN** into all aspects of school life.

The expectations for student behaviour will be high and appropriately promoted and supported. The school's PB4L programme aspires to engrain **KEEN** into all aspects of school life.

Treaty of Waitangi

We acknowledge New Zealand's cultural diversity and the unique position of Māori as tangata whenua. We recognise and value all cultures at our school and acknowledge the special position of Māori in New Zealand society. We respect each person's culture and their right to follow their cultural direction. We promote the value of te reo and tikanga Māori. We promote Māori achievement and equal opportunities for all members of the school community, including our staff and our students who need extra support at school.

Community Input

Teaching at Te Awa School will be responsive to Community feedback.

Below is a summary of the feedback we received in the 2020 Community Consultation:

What do you perceive that makes Te Awa School special?

- Safe and Nurturing Learning environment.
- The children are encouraged to participate in a wide variety of activities including caring for others, risk taking, which develop their values as well as achieving good academic results.
- Great staff create a friendly, welcoming and positive atmosphere. They know the children and their needs well.
- The school has a bi-cultural approach to a balanced curriculum that doesn't weigh on digital technology too much.

What do you think Te Awa School is currently doing well?

- Excellent teaching- balanced curriculum, trust, values, consistency, academic progress, independence, te reo and tikanga, & celebrating kid's achievements.
- Giving students opportunities in a wide variety of activities.
- Using the local environment and community and less of an emphasis on digital technologies.
- Good home-school communication and reporting
- Ensuring students learn to swim

What could Te Awa School do better?

- Homework expectations
- Property improvements- courts, sunshade and sandpit
- After school care / advertise the school more

Any other comments or suggestions?

- Fantastic school, love what you are doing, "school is fun"
- Healthy lunches
- Support local community organisations with mufti days and other fundraisers





Linking Annual Plan to NELP 2023

NELP Objectives	LEARNERS AT THE CENTRE <i>Learners with their whānau are at the centre of education</i>	BARRIER FREE ACCESS <i>Great education opportunities within reach for every learner</i>	QUALITY TEACHING AND LEADERSHIP <i>Quality teaching and leadership make the difference for learners and their whānau</i>	FUTURE OF LEARNING AND WORK <i>Learning that is relevant to the lives of New Zealanders today and throughout their lives</i>
NELP Strategies	<p>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.</p> <p>Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.</p>	<p>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.</p> <p>Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy.</p>	<p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.</p> <p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.</p>	<p>Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>
Linking to Te Awa School	<p>Knowledge is embedded in an inclusive school, where there is a culture that promotes learning in an empathetic, enthusiastic and nurturing school environment.</p>	<p>Enrich the natural environment to promote student hauroa and learning.</p>	<p>Amplify teacher practice to enhance knowledge and enthusiasm and develop leadership</p>	<p>Knowledge is embedded in an inclusive school, where there is a culture that promotes learning in an empathetic, enthusiastic and nurturing school environment.</p>

Supporting Documentation

Curriculum	Our Learning Community	Asset and Systems Management
NZ Curriculum	Job descriptions and performance agreements	Charter and Strategic plans
National Standards Documents	Performance Management	Governance Manual
Te Awa School Curriculum 2020	Staff professional development plans	Procedures Manual
Assessment and Reporting Schedule	School information books	Annual budget and audited accounts
Learning Progressions Documents	Quality Management Handbook	10 Year Property Plan and 5YA
Curriculum Policies and Procedures	Parent newsletters	Health and Safety Guidelines
Class Programme Planning	Board of trustees meeting report	School organisation folders
Student records	Transition to school- Preparing for School booklet	Meeting minutes
Raising Achievement Plans	Community consultation documentation	
Teaching inquiries	MoE publications ie. Ka Hikitia, Tataiako, Success for All, Pasifka Education Plan etc.	

Targets for 2023

Target 1:

To ensure students at Te Awa School feel connected to their whenua and culture

Rationale:

In 2022 all staff attended PLD with Te Ahu o te Reo Maori. Although this significantly improved teachers use of te reo there continues a need to develop this and ensure sustainability. Significant school funds were spent on developing a hupara to support our localised curriculum. Although in it's infancy we need to continue to develop our school curriculum around the hupara to ensure that students gain a deeper understanding of their culture and connection to their whanau.

Baseline Data:

Using the Wellbeing@School survey, 28% of student in Years 4 to 6 feel that their culture and whakapapa are not important within a schooling environment.

Targets for 2023

Target 2:

By the end of 2023 50% of students in year 5 students will gain mastery in phonological awareness.

Rationale:

In 2022 all teachers underwent professional development in structured literacy to ensure all tamariki had the opportunity to develop a sound phonological awareness.

Teachers have implemented this new practice into their classrooms and are being supported by the resource teachers of literacy.

Baseline Data:

0% of our year 4 cohort have mastered their phonological sounds, 69% are gaining mastery and 35% need attention.

Analysis of Variance Reporting

Te Awa School 2022



School Name:	Te Awa School	School Number:	2691
Strategic Aim:	All students are provided with opportunities to succeed.		
Annual Aim:	Te Awa School has a curriculum that focuses on ensuring that students have fundamental knowledge that allows them to access the curriculum to their full ability.		
Target:	By the end of the Year 85% of Yr 4 students will be working at their expected curriculum level in mathematics		
Baseline Data:	96% of Yr 5 students are working at or above their expected curriculum level in mathematics.		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ol style="list-style-type: none"> 1. PLD in Mathematics for all teachers 2. Reviewed School wide maths delivery 3. Implemented Prime Maths into all year groups 	<ol style="list-style-type: none"> 1. Ensured all staff had deep understanding of mathematics pedagogy and next step learning for students 2. Reviewed maths delivery at all levels 3. All staff had PD in implementation of the Prime Maths program 	<ol style="list-style-type: none"> 1. Due to the consistent disruption of covid, teachers found it difficult to maintain a consistent monitoring of student progress. 2. Many teachers were having to focus on basic facts and knowledge strands which led to a non consistent coverage of the maths curriculum 3. The implementation of a standardised maths programme that supported not only in class but also distant learning allowed teachers and students to cover the maths curriculum at each individual student's need. 	<p>Over all the end of year data showed that although the percentage of students that identified themselves as being bullied had significantly dropped from 11% to 2% there were still students that felt unsafe at school. These students need to be supported and whanau need to be engaged so that a support network can be built around them.</p>
Planning for next year:			
<p>Prime mathematics has been successfully implemented into Te Awa School through all year levels. Overall we have seen a significant increase in student achievement in every year level. Prime Maths will continue to be used to supplement mathematics teaching at Te Awa School</p>			

School Name:	Te Awa School	School Number:	2691
Strategic Aim:	All students are provided with opportunities to succeed.		
Annual Aim:	Students learn in an inclusive, safe and supportive environment		
Target:	By the end of 2022 less than 10% of students will identify themselves as disengaged from their classroom learning.		
Baseline Data:	At the end of 2022 6% of students identified themselves as disengaged from their classroom learning.		

Actions <i>What did we do?</i>	The	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Our first action was to include the Board of Trustees in recognising the need to continue to develop the school environment that promotes inclusiveness and recognises the cultures within Te Awa School.</p> <p>As a whole all BOT members and staff completed an audit that focuses on how the school environment recognises all the cultures at Te Awa.</p> <p>Teachers completed a review of their practice and identified areas to develop while being supported by senior management.</p>	<p>Over all, along with the Board and staff, a collaborative plan was developed to identify areas for improvement. Whanau voice was gathered to support the need for change.</p> <p>The Board identified physical changes that needed to be made, including school signs, resources, PLD support for all staff including support staff.</p> <p>All staff completed PLD in te reo Māori and tikanga Māori.</p> <p>Connections with whanau were made stronger through regular whanau days and teachers making home visits when needed.</p>	<p>Although a marginal gain was achieved, stronger relationships have been developed between whanau and staff.</p> <p>We encourage staff to reach out to whanau and this has significantly reduced the barrier of parental involvement.</p> <p>Te Reo Māori is been spoken more and staff correctly pronounce names, place names and have a greater understanding of tikanga.</p> <p>A new Maori hupara was developed with consultation with whanau and allow students, whanau and Kaiako to connect with the whenua.</p>	<p>Continue building relationships with our local marae</p> <p>Whanau days have helped break down relationship barriers and will continue each term</p> <p>Continue to develop classroom routines that are culturally responsive (whiri whiri Korero)</p>
Planning for next year:			
<p>Incorporating the Whiri whiri korero and Berry Street model together to develop a model that is culturally responsive to the individual needs of students</p>			