

TE AWA SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number:	2691
Principal:	Greta Van Zyl
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Accountant / Service Provider:	Eclipse Solutions 4 Schools Limited
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TE AWA SCHOOL

Annual Report - For the year ended 31 December 2023

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Te Awa School

Statement of Responsibility

For the year ended 31 December 2023

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 2023 fairly reflects the financial position and operations of the school.

The School's 2023 financial statements are authorised for issue by the Board.

Sasha Holter

Full Name of Presiding Member

Sasha Holter

Signature of Presiding Member

24/05/2024

Date:

Greta Charlotte Van Zyl

Full Name of Principal

Greta Charlotte Van Zyl

Signature of Principal

24 May 2024

Date:

Te Awa School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue				
Government Grants	2	2,331,887	1,948,368	2,890,564
Locally Raised Funds	3	76,881	43,000	79,967
Interest		18,522	-	2,827
Total Revenue		2,439,785	1,991,368	2,973,358
Expenses				
Locally Raised Funds	3	30,454	13,700	25,697
Learning Resources	4	1,526,149	1,484,426	1,461,743
Administration	5	341,814	133,517	887,201
Interest		1,128	1,500	1,074
Property	6	441,513	353,000	379,324
Total Expense		2,341,058	1,986,143	2,755,039
Net Surplus / (Deficit) for the year		98,727	5,225	218,319
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		98,727	5,225	218,319

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 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		1,085,215	1,085,215	864,111
Total comprehensive revenue and expense for the year		98,727	5,225	218,319
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		12,999	-	2,785
Contribution - Information and Communication Grant		9,335	-	-
Equity at 31 December		1,206,276	1,090,440	1,085,215

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 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets				
Cash and Cash Equivalents	7	262,209	268,261	254,424
Accounts Receivable	8	94,729	95,000	193,527
GST Receivable		4,861	10,000	18,036
Prepayments		24,863	12,000	14,631
Inventories	9	2,884	5,000	6,672
Investments	10	327,202	200,000	80,000
Funds Receivable for Capital Works Projects	17	102,490	-	97,572
		819,238	590,261	664,862
Current Liabilities				
Accounts Payable	12	138,395	116,925	144,823
Revenue Received in Advance	13	4,713	-	18,487
Painting Contract Liability	15	10,145	16,900	16,900
Finance Lease Liability	16	10,323	12,000	12,510
Funds Held for Capital Works Projects	17	23,514	-	33,129
Funds held on behalf of Matariki Kahui Ako	18	24,451	-	-
		211,541	145,825	225,849
Working Capital Surplus/(Deficit)		607,697	444,436	439,013
Non-current Assets				
Property, Plant and Equipment	11	673,620	715,155	712,689
		673,620	715,155	712,689
Non-current Liabilities				
Provision for Cyclical Maintenance	14	67,601	59,151	50,701
Painting Contract Liability	15	-	-	4,325
Finance Lease Liability	16	7,440	10,000	11,461
		75,041	69,151	66,487
Net Assets		1,206,276	1,090,440	1,085,215
Equity				
		1,206,276	1,090,440	1,085,215

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 2023

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash flows from Operating Activities				
Government Grants				
Locally Raised Funds		204,264	649,869	603,393
Goods and Services Tax (net)		85,439	35,175	67,917
Payments to Employees		13,175	8,036	(7,169)
Payments to Suppliers		(328,224)	(235,427)	(234,825)
Interest Paid		301,607	(303,195)	(181,180)
Interest Received		(1,128)	(1,500)	(1,074)
		19,046	(476)	2,303
Net cash from/(to) Operating Activities		294,179	152,482	249,365
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	(30,621)	-
Purchase of Property Plant & Equipment (and Intangibles)		(80,515)	(48,297)	(156,446)
Purchase of Investments		(247,202)	(120,000)	(80,000)
Net cash from/(to) Investing Activities		(327,717)	(198,918)	(236,446)
Cash flows from Financing Activities				
Furniture and Equipment Grant		48,691	-	2,785
Finance Lease Payments		(6,208)	155	(12,669)
Painting Contract Payments		(11,080)	(4,325)	(10,145)
Funds Administered on Behalf of Other Parties		9,920	64,443	(91,455)
Net cash from/(to) Financing Activities		41,323	60,273	(111,484)
Net increase/(decrease) in cash and cash equivalents		7,785	13,837	(98,565)
Cash and cash equivalents at the beginning of the year	7	254,424	254,424	352,989
Cash and cash equivalents at the end of the year	7	262,209	268,261	254,424

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense and other notional items 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 2023

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 2023 to 31 December 2023 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 school 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

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
Government Grants - Ministry of Education	\$	\$	\$
Teachers' Salaries Grants	894,061	560,368	1,425,695
Use of Land and Buildings Grants	1,163,823	1,168,000	1,207,348
Other Government Grants	273,932	220,000	234,558
	71	-	22,963
	<u>2,331,887</u>	<u>1,948,368</u>	<u>2,890,564</u>

The school has opted in to the donations scheme for this year. Total amount received was \$28,358 (2022: \$32,100).

3. Locally Raised Funds

Local funds raised within the School's community are made up of:

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
Revenue	\$	\$	\$
Donations & Bequests	1,500	-	434
Curriculum Related Activities - Purchase of Goods and Services	1,947	3,000	11,582
Fees for Extra Curricular Activities	5,307	4,000	7,148
Trading	9,380	5,000	7,337
Fundraising and Community Grants	57,173	30,000	50,570
Other Revenue	1,574	1,000	2,896
	<u>76,881</u>	<u>43,000</u>	<u>79,967</u>
Expenses			
Extra Curricular Activities Costs	7,317	200	1,813
Trading	11,057	5,000	8,527
Fundraising and Community Grant Costs	8,914	3,000	9,354
Other Locally Raised Funds Expenditure	3,166	5,500	6,003
	<u>30,454</u>	<u>13,700</u>	<u>25,697</u>
Surplus/ (Deficit) for the year Locally raised funds	<u>46,427</u>	<u>29,300</u>	<u>54,270</u>

4. Learning Resources

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
Curricular	\$	\$	\$
Equipment Repairs	29,841	47,500	33,867
Information and Communication Technology	2,276	-	1,147
Library Resources	2,688	7,000	1,097
Employee Benefits - Salaries	1,618	1,000	117
Staff Development	1,372,221	1,337,600	1,336,185
Depreciation	19,966	17,000	7,341
	97,539	74,326	81,989
	<u>1,526,149</u>	<u>1,484,426</u>	<u>1,461,743</u>

5. Administration

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Audit Fee	4,925	4,925	4,881
Board Fees	3,845	6,000	2,575
Board Expenses	16,050	20,100	5,024
Communication	3,973	6,000	4,417
Consumables	26,011	30,500	29,240
Operating Lease	76	1,000	567
Healthy Lunches	222,066	-	779,369
Other	97	2,400	884
Employee Benefits - Salaries	45,028	42,650	41,009
Insurance	7,593	7,000	6,271
Service Providers, Contractors and Consultancy	12,150	12,942	12,964
	341,814	133,517	887,201

6. Property

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Caretaking and Cleaning Consumables	7,322	10,000	9,158
Consultancy and Contract Services	4,185	2,500	4,362
Cyclical Maintenance Provision	27,246	16,900	27,685
Grounds	12,613	15,100	8,784
Heat, Light and Water	19,912	15,500	18,539
Rates	922	1,000	864
Repairs and Maintenance	12,832	5,000	4,299
Use of Land and Buildings	273,932	220,000	234,558
Security	8,723	4,000	3,799
Employee Benefits - Salaries	73,826	63,000	67,276
	441,513	353,000	379,324

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Bank Accounts	262,209	268,261	254,424
Cash and Cash Equivalents for Statement of Cash Flows	262,209	268,261	254,424

Of the \$262,209 Cash and Cash Equivalents, \$23,514 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 2024 on Crown owned school buildings.

8. Accounts Receivable

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
Receivables	\$	\$	\$
Receivables from the Ministry of Education	2,825	2,000	12,662
Interest Receivable	-	-	8,038
Banking Staffing Underuse	-	1,000	524
Teacher Salaries Grant Receivable	-	-	81,463
	91,904	92,000	90,840
	<u>94,729</u>	<u>95,000</u>	<u>193,527</u>
Receivables from Exchange Transactions	2,825	3,000	13,186
Receivables from Non-Exchange Transactions	91,904	92,000	180,341
	<u>94,729</u>	<u>95,000</u>	<u>193,527</u>

9. Inventories

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
School Uniforms	\$	\$	\$
	2,884	5,000	6,672
	<u>2,884</u>	<u>5,000</u>	<u>6,672</u>

10. Investments

The School's investment activities are classified as follows:

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
Current Asset	\$	\$	\$
Short-term Bank Deposits	327,202	200,000	80,000
	<u>327,202</u>	<u>200,000</u>	<u>80,000</u>

11. Property, Plant and Equipment

2023	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Building Improvements	476,075	-	-	-	(24,841)	451,234
Furniture and Equipment	164,857	42,773	-	-	(41,129)	166,501
Information and Communication Technology	4,830	8,974	-	-	(5,081)	8,723
Motor Vehicles	39,243	-	-	-	(11,773)	27,470
Leased Assets	20,924	6,363	-	-	(13,870)	13,417
Library Resources	6,760	-	-	-	(845)	5,915
Balance at 31 December 2023	<u>712,689</u>	<u>58,110</u>	<u>-</u>	<u>-</u>	<u>(97,539)</u>	<u>673,260</u>

	2023	2023	2023	2022	2022	2022
	Cost or	Accumulated	Net Book	Cost or	Accumulated	Net Book
	Valuation	Depreciation	Value	Valuation	Depreciation	Value
	\$	\$	\$	\$	\$	\$
Building Improvements	569,362	(118,128)	451,234	569,362	(93,287)	476,075
Furniture and Equipment	402,666	(236,166)	166,500	359,893	(195,036)	164,857
Information and Communication T	55,384	(46,300)	9,084	46,049	(41,219)	4,830
Motor Vehicles	58,864	(31,394)	27,470	58,864	(19,621)	39,243
Leased Assets	40,081	(50,587)	(10,506)	62,126	(41,202)	20,924
Library Resources	-	(34,166)	(34,166)	40,081	(33,321)	6,760
Balance at 31 December	1,190,361	(516,741)	673,620	1,136,375	(423,686)	712,689

12. Accounts Payable

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	25,834	13,000	17,646
Accruals	13,902	4,925	28,610
Employee Entitlements - Salaries	92,751	92,000	91,874
Employee Entitlements - Leave Accrual	5,908	7,000	6,693
	<u>138,395</u>	<u>116,925</u>	<u>144,823</u>

Payables for Exchange Transactions

138,395 116,925 144,823

The carrying value of payables approximates their fair value.

138,395 116,925 144,823

13. Revenue Received in Advance

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Other Revenue in Advance	4,713	-	18,487
	<u>4,713</u>	<u>-</u>	<u>18,487</u>

14. Provision for Cyclical Maintenance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
Provision at the Start of the Year	\$ 50,701	\$ 50,701	\$ 33,803
Increase to the Provision During the Year	16,900	8,450	16,898
Provision at the End of the Year	67,601	59,151	50,701
Cyclical Maintenance - Non Current	67,601	59,151	50,701
	67,601	59,151	50,701

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

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
Due within one year	\$ 10,145	\$ 16,900	\$ 16,900
Due after one year	-	-	4,325
	10,145	16,900	21,225

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:

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
No Later than One Year	\$ 10,333	\$ 12,000	\$ 12,510
Later than One Year and no Later than Five Years	7,739	10,500	11,917
Later than Five Years	(309)	(500)	(456)
	17,763	22,000	23,971
Represented by			
Finance lease liability - Current	10,323	12,000	12,510
Finance lease liability - Non Current	7,440	10,000	11,461
	17,763	22,000	23,971

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.

2023	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
Block B: ILE Upgrade (211773)	(45,589)	-	-	-	(45,589)
Learning Support Ramp (215417)	(2,611)	-	-	-	(2,611)
Block A: LSC Space (219932)	33,129	1,630	(38,627)	-	(3,868)
LSM: New Building Accessible Bathroom (222657)	(49,372)	-	(1,050)	-	(50,422)
Non Trafficable Roofing Remedy (244153)	-	12,987	-	-	12,987
Cladding Replacement (229013)	-	11,277	(750)	-	10,527
Totals	(64,443)	25,894	(40,427)	-	(78,976)

Represented by:

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

23,514
(102,490)

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
Funds Receivable from the Ministry of Education

33,129
(97,572)

18. Funds Held on Behalf of Matariki Kahui Ako

Te Awa School is the lead school and holds funds on behalf of the cluster, a group of schools funded by the Ministry.

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Funds Held at Beginning of the Year	-	-	-
Funds Received from Cluster Members	25,101	-	-
Funds Received from MoE			
Total funds received	25,101	-	-
Funds Spent on Behalf of the Cluster	650	-	-
Funds remaining	24,451	-	-
Funds Held at Year End	24,451	-	-

Examined For Audit
Oldershaw & Co.

By MARC.NEL

19. 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.

20. Remuneration

Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
Board Members Remuneration	3,845	2,575
Leadership Team Remuneration Full-time equivalent members	259,608 2	342,301 3
Total key management personnel remuneration	263,453	344,876

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:

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	140 - 150
Benefits and Other Emoluments	4 - 5	2 - 3
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100 - 110	-	2
110 - 120	1	1
120 - 130	1	-
	2	3

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

21. 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:

	2023 Actual	2022 Actual
Total Number of People	\$9,078 1	\$0 -

22. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: 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 continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts of specific individuals, as such, this is expected to resolve the liability for school boards.

23. Commitments

(a) Capital Commitments

As at 31 December 2023 the Board had not entered into contract agreements for capital works:

(b) Operating Commitments

As at 31 December 2023 the Board did not have any operating commitments.

24. 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

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
Cash and Cash Equivalents	\$	\$	\$
Receivables	262,209	268,261	254,424
Investments - Term Deposits	94,729	95,000	193,527
	327,202	200,000	80,000
Total Financial Assets Measured at Amortised Cost	684,140	563,261	527,951

Financial Liabilities Measured at Amortised Cost

Payables			
Finance Leases	138,395	116,925	144,823
Painting Contract Liability	17,763	22,000	23,971
	10,145	16,900	21,225
Total Financial Liabilities Measured at Amortised Cost	166,303	155,825	190,019

25. Events After Balance Date

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

26. 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 2023

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 2023 the school received total Kiwisport funding of \$2,988 (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 2023

For the year ended 31st December 2023 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

Annual Plan

Our Motto: "Truth without Fear"

Our Vision: Happy, caring Ākonga with an enthusiasm for learning and a passion for life

Our Mission: (under construction)

Our Values: K.E.E.N.

K- Knowledgeable. Ākonga will understand what they're learning, why it matters, and what comes next. They'll be actively engaged and excited to learn, reaching their full potential. We aim to help them become lifelong learners who are happy, confident, and connected.

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

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

N-Nurturing. Ākonga will learn the importance of respecting themselves, others, and the whenua. They will understand and celebrate the differences that make people unique, embracing diversity and fairness. They will always strive to do their best and uphold high standards for themselves.

How we have given effect to Te Tiriti o Waitangi

Te Awa School is giving effect to the Te Tiriti o Waitangi through several initiatives in our teaching programs:

- **Te Tiriti Integration:** By investigating the Te Tiriti o Waitangi within the curriculum, the school is fostering student understanding of this foundational document in New Zealand history.
- **Biculturalism:** The encouragement of staff to increase their knowledge and use of te reo Māori creates a more inclusive learning environment that reflects the Te Tiriti principles of partnership.
- **Te Tiriti Knowledge for Educators:** Providing professional development (PLD) on Te Tiriti and local tikanga equips teachers to effectively address these topics in their classrooms.
- **Culturally Responsive Practices:** Adapting school systems and routines to incorporate Whakatauki (proverbs) and Karakia (ritual chants) demonstrates respect for Māori language and traditions.

Overall, Te Awa School's approach seems to be aligned with Te Tiriti principles of partnership and protection of Māori culture. This can contribute to a richer learning experience for all students.

Kiwisport funding

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 2023 the school received total Kiwisport funding of \$2,988 (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.

Statement of compliance with employment policy

The Te Awa School Board:

- Developed, implemented, and reviewed personnel policies, within our policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment while at Iqra School.
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identifies 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 the skills, qualifications, and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	We work extremely hard to ensure we as a school support and enact practices to support our staff, so they feel safe within their working environment.
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	Promote EEO opportunities through our advertising and appointment processes. We ensure staff have a voice and safe place to share their thoughts and opinions about opportunities within the school. Our practice is fair, transparent, and inclusive.
How do you practise impartial selection of suitably qualified persons for appointment?	Follow process, transparency throughout at all levels. Appointment personnel are inducted and briefed before all appointment meetings
How are you recognising. <ul style="list-style-type: none"> - The aims and aspirations of Māori - The employment requirements of Māori and - Great involvement of Māori in the Education Service 	We work towards meeting our obligations as Te Tiriti partners within our education setting. Aim and aspirations as Te Tiriti partners are an integral part of our school practices and culture. Tikanga and kawa of Māori leadership are interwoven within our school structure
How have you enhanced the abilities of individual employees?	Through focussed professional learning and development. Coaching model that is agentic, focussed and mana-enhancing for all employees. The ongoing development of our school culture strongly focusses on the well-being of staff, students, and our community.
How are you recognising the employment requirements of women?	Personnel appointments and practices are non-bias. Opportunities for advancement and leadership is open, transparent and available to all.

How are you recognising the employment requirements of persons with disabilities?	Through staff well-being and support initiatives. Providing tailored and timely support and requirements so employees can perform to the best of their abilities.
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Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies.

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

Charter and Strategic Plan 2024-2025

Strategic Goal 1 NELP ref: QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau.	Strategic Goal 2 NELP ref: LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education.	Strategic Goal 3 NELP ref: BARRIER FREE ACCESS Great education opportunities within reach for every learner
To increase Te Reo Māori me ona tikanga within our localised curriculum.	Taiao - To develop a caring environment where Kaitiakitanga is treasured.	To implement Literacy and numeracy through a tikanga lens.
Strategic Initiatives 2024 <ul style="list-style-type: none"> ➤ Build whanaungatanga and Manaakitanga – Te Mataiaho ➤ Ako – begin to develop a learner profile. 2025 <ul style="list-style-type: none"> ➤ Implement Te Mataiaho (NZC) as per the revised curriculum (2024) through a tikanga lens. 	Strategic Initiatives 2024 <ul style="list-style-type: none"> ➤ Explore our Māra Hūpara and integrate into classroom programmes. ➤ Investigate our story and local Pūrākau. 2025 <ul style="list-style-type: none"> ➤ Investigate and integrate Maramataka. (everything under the influence of the moon) 	Strategic Initiatives 2024 <ul style="list-style-type: none"> ➤ Math and literacy programmes will use Kaupapa of Te Kura Tapa Whā. ➤ Develop a more culturally responsive teaching and learning approach using the MAC Kaupapa. 2025 <ul style="list-style-type: none"> ➤ Implement a more culturally responsive teaching and learning approach using the MAC Kaupapa.

Annual Action Plan			
Strategic Goal 1	To increase Te Reo me o tikanga within our localised curriculum		
Strategic Initiative for 2024	<ul style="list-style-type: none"> ➤ Build whakawhaungatanga and manaakitanga – Te Mataiaho ➤ Ako – begin to develop learner profile. 		
Intended Outcome for 2024	Te Mataiaho will be evident in kaiako planning and teaching approach. Collect and review a range of learner profiles from schools similar to Te Awa’s Kaupapa (Te Whare tapu o te ngākau māori)		
Key Actions	Who is Responsible?	When Will This Happen?	What Actually Happened?
Weekly Waanga: Conduct regular workshops for kaiako focused on integrating Te Reo and tikanga into their daily practice.	Sasha and Michael	Every Tuesday 8am-8.45	
Ako: Integrate key readings into all Kaiako professional growth cycles, discussion of these will be discussed in meetings	Greta will select and involve other kaimahi ideas and suggestions	Fortnightly 12/01 26/02 11/03 25/03	
Promoting Tikanga and Kawa: Take all year 4 to 6 ākonga to Pukemokimoki marae for a Noho in term 1	Michael to organise initially - Year 4 -6 kaiako to collaboratively plan the visit	Term 1 TBC week 8/9	
Iwi Engagement: hold a whānau celebration day for Matariki Termly celebration breakfast with whānau	All kaimahi will share the responsibility holding this event	week 8/9 term 2 tbc confirm with Sasha PM last day of every term	
Hauora: Complete a Boxall profile assessment on every new entrant into the school.	New entrant kaiako and Sasha	4-6 weeks after starting school then after 6mths	

Annual Action Plan			
Strategic Goal 2	Taiao (environment) to develop a caring environment where kaitiakitanga is fostered		
Strategic Initiative for 2024	<ul style="list-style-type: none"> ➤ Explore our Māra Hūpara and integrate into classroom programmes. ➤ Investigate our story and local Pūrākau 		
Intended Outcome for 2024	Kaiako will show an understanding through their planning of pūrākau and our Māra Hūpara		
Key Actions	Who is Responsible?	When Will This Happen?	What Actually Happened?
All Kaiako and tamariki will visit the MTG and learn local pūrākau	Michael to book and organise the bus asap and RAMS	Term 1 week 7 whole school over two days	
Integrated plans to reflect a focus on local pūrākau and tamariki can retell local pūrākau	Kaiako will collaboratively plan and will then refine details that are relevant to their individual classes.	Term 2-4 at first planning meeting	
	Matt and KEEN leaders	Term2-4	

Annual Action Plan			
Strategic Goal 3	Implement Literacy and numeracy through a tikanga lens		
Strategic Initiative for 2024	<ul style="list-style-type: none"> ➤ Math and lit programmes will reflect the Kaupapa of Te Kura Tapa Whā. ➤ Develop a more culturally responsive teaching and learning approach using the MAC Kaupapa. 		
Intended Outcome for 2024	To teach tamariki the way they learn		
Key Actions	Who is Responsible?	When Will This Happen?	What Actually Happened?
whānau Whanaunatanga hui 3 days of individual interviews of half an hour each	All kaiako	31 st , 1 st and 2 nd Feb 2024	

Constantly reflect on what Kaiako have learnt from whānau hui about their ākonga and how is this impacting your teaching of individuals.	Kaiako in PODs	Fortnightly even weeks throughout the year.	
PLD on differentiated learning	Kaiako in PODs	Fortnightly even weeks throughout the year.	
PLD on Te Kura Tapa Whā.	Kaiako in staff meetings		
Implement MAC tasks	Greta, Mac team, all kaimahi		
Monitor student progress on structured literacy yr 0-3	Teachers will collect data Lucy to collate and report to board.	Terms 1 and 3	
Investigate the revised learning progression (new National name) in lit and num.	All kaiako	Term 3 and 4	

Analysis of Variance Reporting

Te Awa School 2023



School Name:	Te Awa School	School Number:	2691
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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:	To ensure students at Te Awa School feel connected to their whenua and culture
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.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>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>Kaiako completed a review of their practice and identified areas to develop while being supported by tumuaki and BOT.</p> <p>Term 1 topic ko au</p> <p>Engagement with akonga, whanau and kaiako</p> <p>Whanau breakfast every term</p> <p>Tumuaki at the gate 8-9 daily</p> <p>Open door policy</p>	<p>Over all, along with the Board and kaiako, a collaborative plan was developed to identify areas for improvement. Whanau voice was gathered to support the need for change.</p> <p>Wellbeing at school survey has identified 19% of akonga in years 4-6 feel their culture and whakapapa are not important within a schooling environment.</p> <p>This was made up of 33% of year 6, 10% of year 5 and 9% of year 4 akonga</p>	<p>Although a marginal gain was achieved, stronger relationships have been developed between whanau and kaiako.</p> <p>We encourage kaiako to reach out to whanau and this has significantly reduced the barrier of parental involvement.</p> <p>akonga ensured we started the year with 'ko au' sharing and learning</p> <p>Connecting with tamariki each morning and again after each break</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 akonga, whanau and Kaiako to connect with the whenua.</p>	<p>We have made a significant improvement in years 4 and 5 and will continue to work on making connections. We have been accepted onto MAC.</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>We will start the year with a wananga at Pukemokimoki Marae for all Kaiako and kaiawhina, this will be about whanaungatanga, getting to know each other and building relationships. We will design our whanaungatanga interviews for whanau for beginning of school, noho marae at the beginning of the year for all years 4-6 tamariki. Continue connecting with whanau, marae, iwi and hapori. All staff will sit with experts and start to compose their own Pepeha, not using a generic template but using their whakapapa to inform it, we will then dig deeper into our own whakapapa to continually grown it. This will be shared with tamariki and whanau.</p> <p>Continue with tumuaki at the gate each morning, participate in professional development in Te Reo maori at school with our in-house experts.</p>			

Volunteer at the marae and be more active.

School Name:	Te Awa School	School Number:	2691
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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 2023 50% of akonga in year 5 will gain mastery in phonological awareness.
Baseline Data:	0% of our year 4 2022 cohort have mastered their phonological sounds, 69% are gaining mastery and 35% need attention.

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>
Participate in professional development with experts on	Kaiako gained a new understanding of structured literacy, and were able to put this into practice.	Intense and individualised support as well as year/age range PLG withing in school and KA	Structured Literacy will continue throughout the yrs 0-3

<p>structured literacy, Kate and Alana. (RTLiT)</p> <p>Engaged in observations, modeling, professional conversations and individualised meetings with RTLiT or improve our individual pedagogy and practice.</p> <p>Monitored target tamariki from each class to ensure goals and targets were SMART.</p>	<p>Kaiako were able to watch the experts teach a lesson, ask questions to gain a better understanding of structured literacy. They were then observed and given feedback on their lessons to help improve pedagogy and practice. This enhanced their practice and pedagogy and this was observed and feedback to SLT by experts. This was also a place extra support for individuals was discussed and actioned.</p> <p>Kaiako monitor 3-4 target tamariki to help inform their All tamariki made accelerated progress due to intensive individualised teaching.</p> <p>Results moved from our baseline data through to 55% mastering, 39% gaining mastery and only 6% needing attention.</p>	<p>Commitment of Kaiako to making a difference, putting in the time to understand the learner and the code.</p> <p>Support from SLT where required that sat alongside the RTLiT support for individuals still being challenged by the change in approach.</p> <p>Intense schoolwide support from RTLiT and SLT to making a difference.</p> <p>Going back and teaching the whole school within level 1 of the literacy curriculum, taking all tamariki through the whole programme.</p>	<p>Intense acceleration groups will be introduced in yrs 4-6 to support the tamariki who are needing attention to achieve at expected levels.</p> <p>This intensive group will sit alongside a spelling programme that fits within the structured literacy model as well as a providing a balanced programme.</p>
<p>Planning for next year:</p>			
<p>RTLiT to continue to support the Kaiako and kaimahi to provide a structured literacy approach across the years 0-3 and acceleration groups in years 4-6. Intensive PLD for new teachers, individual referral for new entrant teacher with new RTLiT.</p>			