

# WAINUIOMATA PRIMARY SCHOOL



## FINANCIAL STATEMENTS and ANNUAL REPORT FOR THE YEAR ENDED 31 DECEMBER 2022

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Ministry Number:	3059
Accountant / Service Provider:	Accounting for Schools Ltd

# WAINUIOMATA PRIMARY SCHOOL

Financial Statements and Annual report - For the year ended 31 December 2022

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# WAINUIOMATA PRIMARY 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 in the 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 reflect the financial position and operations of the school.

The School's 2022 financial statements are authorised for issue by the Board.

Lisa Preston

Full Name of Presiding Member


  
Signature of Presiding Member

Date:

31-5-23.

Allison Burdon

Full Name of Principal

  
Signature of Principal

Date:

31.05.2023.

# WAINUIOMATA PRIMARY SCHOOL

## Statement of Comprehensive Revenue and Expense For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>				
Government Grants	2	2,122,191	776,322	2,114,972
Locally Raised Funds	3	33,548	13,008	48,713
Interest Earned		4,739	3,156	2,956
		<b>2,160,478</b>	<b>792,486</b>	<b>2,166,641</b>
<b>Expenses</b>				
Locally Raised Funds	3	38,678	5,000	31,805
Learning Resources	4	1,375,721	190,322	1,451,795
Administration	5	432,503	141,720	384,623
Finance		2,174	2,004	3,230
Property	6	281,953	451,236	252,417
		<b>2,131,029</b>	<b>790,282</b>	<b>2,123,870</b>
<b>Net Surplus for the year</b>		<b>29,449</b>	<b>2,204</b>	<b>42,771</b>
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>29,449</b>	<b>2,204</b>	<b>42,771</b>

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

**WAINUIOMATA PRIMARY SCHOOL**  
Statement of Changes in Net Assets/Equity  
For the year ended 31 December 2022

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Balance at 1 January</b>	383,575	383,575	334,858
Total comprehensive revenue and expense for the year	29,449	2,204	42,771
Capital Contributions from the Ministry of Education			
Ministry Capital Contribution for Equipment	-	-	5,946
<b>Equity at 31 December</b>	<b>413,024</b>	<b>385,779</b>	<b>383,575</b>
Accumulated comprehensive revenue and expense	413,024	385,779	383,575
<b>Equity at 31 December</b>	<b>413,024</b>	<b>385,779</b>	<b>383,575</b>

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.

# WAINUIOMATA PRIMARY SCHOOL

## Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	307,656	45,464	45,837
Accounts Receivable	8	129,022	100,200	100,870
GST Receivable		13,856	-	5,462
Funds Owed for Capital Works Projects	16	14,885	-	3,450
Inventories	9	1,488	2,000	2,275
Investments	10	-	300,000	297,897
Prepayments		11,744	9,000	8,919
		<b>478,651</b>	<b>456,664</b>	<b>464,710</b>
<b>Current Liabilities</b>				
Accounts Payable	12	144,419	133,000	152,829
Finance Lease Liability	14	12,161	10,000	19,412
Provision for Cyclical Maintenance	13	2,000	1,778	1,778
Funds Held in Trust	15	8,287	8,287	8,287
Funds Held for Capital Works Projects	16	16,662	-	25,132
		<b>183,529</b>	<b>153,065</b>	<b>207,438</b>
<b>Working Capital Surplus/(Deficit)</b>		<b>295,122</b>	<b>303,599</b>	<b>257,272</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	145,524	118,000	150,918
		<b>145,524</b>	<b>118,000</b>	<b>150,918</b>
<b>Non-current Liabilities</b>				
Finance Lease Liability	14	8,699	9,000	9,795
Provision for Cyclical Maintenance	13	18,923	26,820	14,820
		<b>27,622</b>	<b>35,820</b>	<b>24,615</b>
<b>Net Assets</b>		<b>413,024</b>	<b>385,779</b>	<b>383,575</b>
<b>Equity</b>		<b>413,024</b>	<b>385,779</b>	<b>383,575</b>

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

# WAINUIOMATA PRIMARY SCHOOL

## Statement of Cash Flows

For the year ended 31 December 2022

		2022	2022	2021
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		617,227	459,293	575,315
Locally Raised Funds		33,098	13,008	62,181
Goods and Services Tax (net)		(8,391)	5,465	(11,698)
Payments to Employees		(386,795)	(252,441)	(374,137)
Payments to Suppliers		(238,594)	(185,789)	(244,173)
Interest Paid		(2,182)	(2,004)	(3,230)
Interest Received		4,948	3,165	2,817
Net cash from / (to) the Operating Activities		19,311	40,697	7,075
<b>Cash flows from Investing Activities</b>				
Purchase of PPE (and Intangibles)		(27,137)	(7,078)	(44,076)
Purchase of Investments		-	(2,103)	(297,897)
Proceeds from Sale of Investments		297,897	-	345,595
Net cash from / (to) the Investing Activities		270,760	(9,181)	3,622
<b>Cash flows from Financing Activities</b>				
Finance Lease Payments		(8,347)	(10,207)	(13,601)
Funds Administered on Behalf of Third Parties		(19,905)	(21,682)	(34,899)
Net cash from Financing Activities		(28,252)	(31,889)	(42,554)
<b>Net increase/(decrease) in cash and cash equivalents</b>		261,819	(373)	(31,857)
Cash and cash equivalents at the beginning of the year	7	45,837	45,837	77,694
<b>Cash and cash equivalents at the end of the year</b>	7	307,656	45,464	45,837

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 Cash Flow Statement should be read in conjunction with the accompanying notes which form part of these financial statements.

# WAINUIOMATA PRIMARY SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2022

### 1. Statement of Accounting Policies

#### a) Reporting Entity

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

#### b) Basis of Preparation

##### **Reporting Period**

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

##### **Basis of Preparation**

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

##### **Financial Reporting Standards Applied**

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

##### **PBE Accounting Standards Reduced Disclosure Regime**

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expenditure 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 long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 13.



# WAINUIOMATA PRIMARY SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2022

### 1. Statement of Accounting Policies

#### *Useful lives of property, plant and equipment*

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

#### **Critical Judgements in applying accounting policies**

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

#### *Classification of leases*

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 21b.

#### *Recognition of grants*

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carryforward 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.

# WAINUIOMATA PRIMARY SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2022

### 1. Statement of Accounting Policies

#### ***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 comprise of stationery. 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.

# WAINUIOMATA PRIMARY SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2022

### 1. Statement of Accounting Policies

#### 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 and resource books are depreciated over their estimated useful lives on a straight line basis. Library resources and resource books 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 to Crown Owned Assets	20 years
Furniture and equipment	10–14 years
Information and communication technology	5-10 years
Resource Books	8 years Diminishing Value
Leased assets held under a Finance Lease	5 years
Library resources	12.5% Diminishing Value

#### k) 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.

# WAINUIOMATA PRIMARY SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2022

### 1. Statement of Accounting Policies

#### l) Employee Entitlements

##### *Short-term employee entitlements*

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, and also 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.

#### m) Funds Held in Trust

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

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

#### n) 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.

#### o) 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.

# WAINUIOMATA PRIMARY SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2022

### 1. Statement of Accounting Policies

#### p) 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.

#### q) 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.

#### r) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

#### s) 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.

# WAINUIOMATA PRIMARY SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2022

### 2. Government Grants

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	834,166	473,322	770,980
Teachers' salaries grants	1,142,606	-	1,183,885
Use of Land and Buildings grants	140,514	300,000	167,201
Other government grants	4,905	3,000	(7,094)
	<u>2,122,191</u>	<u>776,322</u>	<u>2,114,972</u>

The school has opted in to the donations scheme for this year. Total amount received was \$31,350 (2021: \$34,950).

### 3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>			
Fees for Extra Curricular Activities	2,760	-	5,211
Donations & Bequests	3,417	3,000	3,150
Fundraising & Community Grants	19,646	3,000	32,969
Other revenue	-	-	864
Trading	7,725	7,008	6,519
	<u>33,548</u>	<u>13,008</u>	<u>48,713</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	13,272	-	9,362
Trading	7,104	5,000	7,017
Fundraising & Community Grant Costs	18,302	-	15,426
	<u>38,678</u>	<u>5,000</u>	<u>31,805</u>
<i>Surplus for the year Locally raised funds</i>	<u>(5,130)</u>	<u>8,008</u>	<u>16,908</u>

### 4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	24,694	29,522	24,385
Employee benefits - salaries	1,307,443	117,204	1,382,827
Extra-curricular activities	-	-	10
Information and communication technology	8,677	1,500	2,519
Staff development	2,376	2,100	2,951
Depreciation	32,531	39,996	39,103
	<u>1,375,721</u>	<u>190,322</u>	<u>1,451,795</u>

# WAINUIOMATA PRIMARY SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2022

### 5. Administration

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	7,205	6,504	6,995
Board of Trustees Expenses	5,734	2,004	4,122
Board of Trustees Fees	3,950	5,000	3,285
Communication	2,449	1,920	4,659
Consumables	29,008	17,700	26,099
Employee Benefits - Salaries	147,105	90,996	136,570
Insurance	10,809	12,996	10,504
Other	1,686	1,600	1,568
School Lunch Programme	221,844	-	188,571
Service Providers	2,713	3,000	2,250
	<u>432,503</u>	<u>141,720</u>	<u>384,623</u>

### 6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	17,085	14,424	16,148
Consultancy and Contract Services	43,260	45,000	45,260
Cyclical Maintenance Expense	4,325	12,000	(71,527)
Employee Benefits - Salaries	53,875	44,004	43,914
Grounds	2,613	2,004	2,163
Heat, Light and Water	17,923	19,800	16,101
Rates	13,632	6,996	10,031
Repairs and Maintenance	(11,274)	7,008	23,126
Use of Land and Buildings	140,514	300,000	167,201
	<u>281,953</u>	<u>451,236</u>	<u>252,417</u>

The use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

### 7. Cash and Cash Equivalents

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Current Account	307,656	45,464	45,837
Cash equivalents and bank overdraft for Cash Flow Statement	<u>307,656</u>	<u>45,464</u>	<u>45,837</u>

Of the \$307,656 Cash and Cash Equivalents, \$16,662 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2022 on Crown owned school buildings under the School's Five Year Property Plan.

# WAINUIOMATA PRIMARY SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2022

### 8. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	450	-	-
Banking Staffing Underuse	22,047	-	-
Interest Receivable	-	200	209
Teacher Salaries Grant Receivable	106,525	100,000	100,661
	<u>129,022</u>	<u>100,200</u>	<u>100,870</u>
Receivables from Exchange Transactions	450	200	209
Receivables from Non-Exchange Transactions	128,572	100,000	100,661
	<u>129,022</u>	<u>100,200</u>	<u>100,870</u>

### 9. Inventories

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Stationery	1,488	2,000	2,275

### 10. Investments

The School's investment activities are classified as follows:

	2022 Actual \$	2022 Budget \$	2021 Actual \$
Current Asset			
Short-term Bank Deposits	-	300,000	297,897



# WAINUIOMATA PRIMARY SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2022

### 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Building Improvements	33,669	-	-	-	(3,233)	30,436
Furniture and Equipment	5,445	12,138	-	-	(1,351)	16,232
Information Technology	53,586	3,559	-	-	(13,044)	44,101
Leased Assets	35,793	11,440	-	-	(11,726)	35,507
Library Resources	10,157	-	-	-	(1,271)	8,886
Playground	5,242	-	-	-	(1,028)	4,214
Resource Books	7,026	-	-	-	(878)	6,148
<b>Balance at 31 December 2022</b>	<b>150,918</b>	<b>27,137</b>	<b>-</b>	<b>-</b>	<b>(32,531)</b>	<b>145,524</b>

The net carrying value of equipment held under a finance lease is \$35,507 (2021: \$35,793).

	2022 Cost or Valuation \$	2022 Accum Depreciation \$	2022 Net Book Value \$	2021 Cost or Valuation \$	2021 Accum Depreciation \$	2021 Net Book Value \$
Building Improvements	103,932	(73,495)	30,436	103,932	(70,263)	33,669
Furniture and Equipment	157,596	(141,364)	16,232	170,078	(164,633)	5,445
Information Technology	166,857	(122,759)	44,101	226,296	(172,710)	53,586
Leased Assets	137,366	(101,860)	35,507	160,882	(125,089)	35,793
Library Resources	66,089	(57,202)	8,886	66,089	(55,932)	10,157
Playground	53,223	(49,007)	4,214	53,703	(48,461)	5,242
Resource Books	31,925	(25,777)	6,148	31,925	(24,899)	7,026
<b>Balance at 31 December 2021</b>	<b>716,988</b>	<b>(571,464)</b>	<b>145,524</b>	<b>812,905</b>	<b>(661,987)</b>	<b>150,918</b>

### 12. Accounts Payable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Creditors	8,187	20,000	21,907
Accruals	7,205	7,000	6,995
Banking staffing overuse	-	-	17,029
Employee Entitlements - salaries	116,228	100,000	100,661
Employee Entitlements - leave accrual	12,799	6,000	6,237
	<b>144,419</b>	<b>133,000</b>	<b>152,829</b>
Payables for Exchange Transactions	131,620	127,000	146,592
Payables for Non-exchange Transactions - Other	12,799	6,000	6,237
	<b>144,419</b>	<b>133,000</b>	<b>152,829</b>

The carrying value of payables approximates their fair value.

# WAINUIOMATA PRIMARY SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2022

### 13. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	16,598	16,598	88,125
Increase to the Provision During the Year	4,325	12,000	(71,527)
Adjustment to the Provision	-	-	-
Use of the Provision During the Year	-	-	-
<b>Provision at the End of the Year</b>	<b>20,923</b>	<b>28,598</b>	<b>16,598</b>
Cyclical Maintenance - Current	2,000	1,778	1,778
Cyclical Maintenance - Non Current	18,923	26,820	14,820
	<b>20,923</b>	<b>28,598</b>	<b>16,598</b>

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2023. This plan is based on the schools 10 Year Property plan prepared by a Ministry Engaged Consultant.

### 14. Finance Lease Liability

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	13,350	10,000	20,053
Later than One Year and no Later than Five Years	9,425	9,000	10,009
Future Finance Charges	(1,915)	-	(855)
	<b>20,860</b>	<b>19,000</b>	<b>29,207</b>
<b>Represented By</b>			
Finance Lease Liability - Current	12,161	10,000	19,412
Finance Lease Liability - Non Current	8,699	9,000	9,795
	<b>20,860</b>	<b>19,000</b>	<b>29,207</b>

### 15. Funds held in Trust

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	8,287	8,287	8,287

These funds are held on behalf of EHSAS.

# WAINUIOMATA PRIMARY SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2022

### 16. 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	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
Leaky Buildings	<i>Completed</i>	6,882	-	-	-	6,882
Block A - Heating Improvements	<i>Completed</i>	(3,450)	-	-	-	(3,450)
Boundary Fence	<i>In Progress</i>	18,250	187,630	(196,100)	-	9,780
B Block Earthquake Remediation	<i>Completed</i>	-	7,638	(7,638)	-	-
Information Centre Redevelopmer	<i>Completed</i>	-	12,283	(12,283)	-	-
LSC Office	<i>In Progress</i>			(11,435)	-	(11,435)
<b>Totals</b>		<b>21,682</b>	<b>207,551</b>	<b>(227,456)</b>	<b>-</b>	<b>1,777</b>

#### Represented by:

Funds Held on Behalf of the Ministry of Education	16,662
Funds Due from the Ministry of Education	(14,885)
	<b>1,777</b>

2021		Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
Leaky Buildings	<i>Completed</i>	6,882	-	-	-	6,882
Block A - Heating Improvements	<i>Completed</i>	(3,450)	-	-	-	(3,450)
Classroom Building Replacement	<i>Completed</i>	52,532	(38,654)	(13,878)	-	-
Boundary Fence	<i>Completed</i>	-	25,000	(6,750)	-	18,250
<b>Totals</b>		<b>55,964</b>	<b>(13,654)</b>	<b>(20,628)</b>	<b>-</b>	<b>21,682</b>

#### Represented by:

Funds Held on Behalf of the Ministry of Education	25,132
Funds Due from the Ministry of Education	(3,450)
	<b>21,682</b>

### 17. Related Party Transactions

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

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and 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.

# WAINUIOMATA PRIMARY SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2022

### 18. Remuneration

#### Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	3,950	3,285
<i>Leadership Team</i>		
Remuneration	458,327	559,208
Full-time equivalent members	4.00	5.07
Total key management personnel remuneration	462,277	562,493
Total full-time equivalent personnel	4.00	5.07

There are 8 members of the Board excluding the Principal. The Board had held 9 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

#### Principal

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140 - 150	140 - 150
Benefits and Other Emoluments	3 - 4	4 - 5

#### Other Employees

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

Remuneration \$000	2021 FTE Number	2020 FTE Number
100 - 110	3	4
	3	4

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

### 19. Compensation and Other Benefits Upon Leaving

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

	2022 Actual	2021 Actual
Total	-	-
Number of People	-	-

# WAINUIOMATA PRIMARY SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2022

### 20. Contingencies

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

In 2022 the Ministry of Education provided additional funding for both the support staff in School's Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School is yet to receive a final wash up that adjusts the estimated quarterly installments for the actual teacher aides employed in 2022. The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2022. Even though the payment is confirmed, the amount to be received is not known with a high level of certainty. The School has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2023.

#### Holidays Act Compliance – schools payroll

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

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

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

### 21. Commitments

#### (a) Capital Commitments

As at 31 December 2021 the Board has entered into the following agreements for Capital Commitments:

(i) to improve the Boundary Fence at a total cost of \$236,256, which is fully funded by the Ministry. To date, \$212,630 has been received & \$202,850 has been spent; and

(ii) to construct a new LSC office at a total cost of \$82,500, which is fully funded by the Ministry. To date, \$0 has been received & \$11,435 has been spent.

(Capital commitments at 31 December 2021: \$280,168, with \$10,200 spent to date)

#### (b) Operating Commitments

As at 31 December 2022 the Board has not entered into any contracts.

(Operating commitments at 31 December 2021: \$nil)

# WAINUIOMATA PRIMARY SCHOOL

Notes to the Financial Statements  
For the year ended 31 December 2022

## 22. 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	307,656	45,464	45,837
Receivables	129,022	100,200	100,870
Investments - Term Deposits	-	300,000	297,897
Total Financial Assets Measured at Amortised Cost	436,678	445,664	444,604

### Financial liabilities measured at amortised cost

Payables	144,419	133,000	152,829
Finance Leases	20,860	19,000	29,207
Total Financial Liabilities Measured at Amortised Cost	165,279	152,000	182,036

## 23. Events After Balance Date

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

## 24. Comparatives

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

# WAINUIOMATA PRIMARY SCHOOL

Members of the Board

For the year ended 31 December 2022

Name	Position	How position on Board gained	Term Expires
Lisa Preston	Presiding Member	Re-elected September 2022	September 2025
Allison Burdon	Principal	Appointed January 2015	
Marlene Bell	Staff Rep	Elected September 2022	September 2025
Corey Brown	Parent Rep	Co-opted September 2022	September 2025
Kahlia Hammington	Parent Rep	Elected September 2022	September 2025
Shane Kempson	Parent Rep	Co-opted September 2022	September 2025
Jess larsen	Parent Rep	Elected September 2022	September 2025
Eileen Salmon	Parent Rep	Re-elected September 2022	September 2025
Nicky Smith	Parent Rep	Elected September 2022	September 2025
Jemal Dixon	Presiding Member	Elected June 2016, Re-elected 2019	September 2022
James McGregor	Parent Rep	Elected June 2019	September 2022
Deb Neho	Staff Rep	Elected June 2019	September 2022
Stephanie Ots	Parent Rep	Co-opted June 2017, Elected 2019	September 2022

# **WAINUIOMATA PRIMARY SCHOOL**

## **Kiwisport Statement & Statement of Compliance with Employment Policy For the year ended 31 December 2022**

Kiwisport is a Government funding initiative to support students' participation in organised sport.

In 2022 the school received \$3,366 of Kiwisport funding (2021: \$3,059).

This funding was used to support and provide sporting programmes and equipment for all students of Wainuiomata Primary School.

The programmes included tennis, touch rugby, swimming and gymnastics.

### **Statement of compliance with employment policy**

For the year ended 31 December 2022 the Wainuiomata Primary School Board:

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



# Independent auditor's report

## To the readers of the financial statements of Wainuiomata Primary School for the year ended 31 December 2022

The Auditor-General is the auditor of Wainuiomata Primary School (the School). The Auditor-General has appointed me, Michael Rania, using the staff and resources of Moore Markhams Wellington Audit, to carry out the audit of the financial statements of the School on his behalf.

### Opinion

We have audited the financial statements of the School on pages 2 to 20, which comprise the statement of financial position as at 31 December 2022, and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion, the financial statements of the School:

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

Our audit was completed on 31 May 2022. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

### Basis for Opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

### Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as

applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

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

### **Responsibilities of the auditor for the audit of the financial statements**

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

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

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

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

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

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

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements

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

Our responsibilities arise from the Public Audit Act 2001.

#### **Other information**

The Board is responsible for the other information. The other information comprises the information included on pages 21 onwards but does not include the financial statements, and our auditor's report thereon.

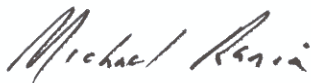
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

#### **Independence**

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

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



Michael Rania | **Moore Markhams Wellington Audit**  
On behalf of the Auditor-General | Wellington, New Zealand



# Wainuiomata Primary School

Achieving Hauora for all

“Living, learning, growing.... together”

Through CARE

“Mā te mahi ngātahi ... ka ora, ka ako, ka tipu”

## Analysis of Variance

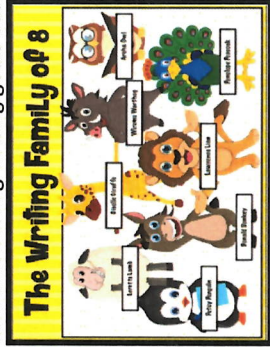
# 2022

ANNUAL GOALS	ACTIONS TO ACHIEVE GOALS	REVIEW
<p>1.1 Improved achievement for all students, with accelerated progress for our at-risk learners.</p>	<ul style="list-style-type: none"> <li>• Consolidate our focus on student agency so learning is authentic and relevant for our learners.</li> <li>• Consolidate Structured Literacy / Science of Reading programme in Years 1 &amp; 2 and for 'at risk learners throughout the school.</li> <li>• Introduce 'The Code' throughout the school.</li> <li>• Consolidate DMIC PLD (Mathematics)</li> <li>• Introduce Lesson Study across the school as part of DMIC.</li> <li>• Consolidate using the language of the 'Writing Family of 8'.</li> <li>• Restart the Mutukaroa home / school partnership.</li> <li>• Begin 6-year-old intervention for students identified at risk from the Observational Survey</li> </ul>	<p><b>Student Agency</b></p> <ul style="list-style-type: none"> <li>• Focus for PLD for 2022</li> <li>• Empowering Active Learners <ul style="list-style-type: none"> <li>○ Personalised Independent Learning Programme</li> <li>○ Akoranga Integrated Curriculum and Approach</li> <li>○ Formative Assessment Practices</li> </ul> </li> <li>• Developing Our Local Curriculum <ul style="list-style-type: none"> <li>○ Pathways and progressions for Akoranga and Literacy</li> <li>○ 2022 Korowai <ul style="list-style-type: none"> <li>▪ Kotahitanga - unity, togetherness</li> <li>▪ Whanaungatanga - relationships, cause and effect</li> <li>▪ Kaitiakitanga - guardianship, caring for and protecting the world</li> </ul> </li> </ul> </li> <li>• Amalgamating out C.A.R.E. values and our active learner skills</li> <li>• Teacher Only Days - 4 February &amp; 29 April</li> <li>• Teaching in class support / staff meetings <ul style="list-style-type: none"> <li>○ 28 February &amp; 1 March (virtual)</li> <li>○ 3 May</li> <li>○ 26 &amp; 27 July</li> <li>○ 24 &amp; 25 August</li> <li>○ 20 &amp; 21 October</li> <li>○ 16, 17 &amp; 18 November</li> </ul> </li> </ul> <p><b>Structured Literacy</b></p> <ul style="list-style-type: none"> <li>• Focus has been on introducing The Code throughout the school.</li> <li>• PLD for staff <ul style="list-style-type: none"> <li>• 3 February - Introduction to The Code</li> <li>• 15 August - Staff Reflection</li> </ul> </li> <li>• School wide testing of students re The Code</li> <li>• Year 3 - 6 intervention programme with Learning coaches continued for our at-risk learners.</li> <li>• Report presented to the Board to introduce The Code</li> <li>• School expectations for structured literacy aligned with other New Zealand schools effective 2023.</li> </ul> <p><b>DMIC</b></p> <ul style="list-style-type: none"> <li>• PLD for staff <ul style="list-style-type: none"> <li>• Teacher Only days - 1 February &amp; 20 April (call back day April Holidays), 17 September</li> <li>• In Class support <ul style="list-style-type: none"> <li>○ Term 1 - 4</li> <li>○ Term 2 - 4</li> <li>○ Term 3 - 3</li> <li>○ Term 4 - 2</li> </ul> </li> </ul> </li> </ul>

- Teacher staff meetings
  - 18 May
  - 25 November
- Collaborative planning - staff planning in whanau groups. This has helped staff develop a better understanding of the curriculum areas.
- School wide planning template is being used for units of work.
- Continued integration of topics to inquiry units e.g., Statistics - Aotearoa, Money- Auahatanga
- Trialling of assessment tasks and moderation of these tasks across the school
- All teaching staff involved in Lesson Study

#### Writing Family of 8

- Students setting writing goals based on the Writing Family progressions

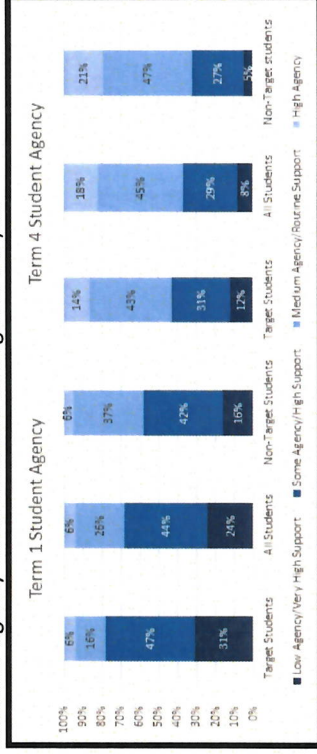


- Teachers continue to use the language of the family of 8 when they are modelling writing and taking lessons.
- Assessment tasks continue to be aligned to 'The Writing Family of 8'.
- Writing mawhai graphs used to track the progress of student's writing.
- Bek Galloway modelled the teaching of writing as part of her in class support during term 4.

1.2 Consolidate our student agency learning

- Continue monitoring and evaluating the impact of student agency on student achievement

- Students' agency levels increased throughout the year



- Anecdotal reports from teacher show that increased agency has led to a greater level of engagement.
- As yet, no trends have been noted re impact of student agency on student achievement.
- Agentic students in senior classes confidently talking about their learning.
- Developed reporting format so student's agency data can be compared year by year.

1.3 Embed our systems for identifying and responding to students at risk of low achievement

- Referral flowchart – check it aligns with PB4L.
- Use of eTap
- Progress of in-class support students
- IEP format
- Evaluation of internal learning support programmes
- Mutukaroa Home / School partnership

- In class support students (3 students from the beginning of the year and 1 extra student from beginning of term 3) receiving support from designated learning coach
- Learning programmes developed for In-class support students (5 students) - personalised to meet their learning needs in literacy and numeracy.
- Structured literacy intervention programme continued for year 3 - 6 reading target students.
- Beginning of the year results compared to end of year results - Example below (Green shows improvement, orange limited progress)

Name	Phonological Awareness: 4.5	Phonics/Spelling Recognition: 3.1	LLSL Stages/Exam/LARS Assessment	Assessment Dates
Student 1	63 → 44	33 → 11	Stage 3 → 4 (Target)	3 (at 8 months), 6 (yr)
Student 2	53 → 4	31 → 5	Stage 3 → 2 (Target)	3 (at 8 months), 6 (yr)
Student 3	67 → 33	32 → 0	Stage 7 → 2 → 2 (Target)	3 (at 8 months), 6 (yr)
Student 4	n/a	37 → 7	Stage 3 → 2 (Target)	3 (at 8 months), 6 (yr)
Student 5	57 → 42	45 → 5	Stage 5 → 5 (Target)	4 (at 8 months), 6 (yr)
Student 6	65 → 4	44 → 4	Stage 7 → 5 (Target)	4 (at 8 months), 6 (yr)
Student 7	61 → 3	38 → 15	Stage 7 → 3 → 2 (Target)	4 (at 8 months), 6 (yr)
Student 8	53 → 5	48 → 5	Stage 7 → 5 → 2 (Target)	13 (at 8 months), 6 (yr)
Student 9	61 → 14	33 → 5	Stage 7 → 1 → 2 (Target)	4 (at 8 months), 6 (yr)
Student 10	n/a	44 → 4	Stage 7 → 4 → 3 (Target)	Stage 3
Student 11	64 → 3	33 → 1	Stage 7 → 3 → 3 (Target)	3 (at 8 months), 6 (yr)
Student 12	32 → 14	46 → 13	Stage 5 → 4 (Target)	3 (at 8 months), 6 (yr)
Student 13	63 → 44	40 → 7	Stage 7 → 2 (Target)	4 (at 8 months), 6 (yr)


- Mutukaroa resources developed that align with our structured literacy programme.
- Mutukaroa meetings held for our 5- and 6-year-old students - positive feedback received from parents especially about the resources they get to support their child's learning.

*Levels of achievement are still not at the level we would like. We believe the effects of COVID, and lockdown have had an impact on our school wide data especially in years 1 - 3. Our intervention programme has had a positive impact and we will continue with this in 2023.*

*We have noticed that our target students who made accelerated progress had regular attendance so we will be closely monitoring attendance in 2023.*

*Our student agency increased, and we have developed a way of reporting progress consistent with our other reporting tools.*

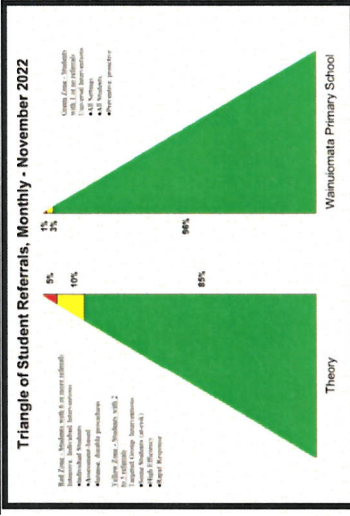
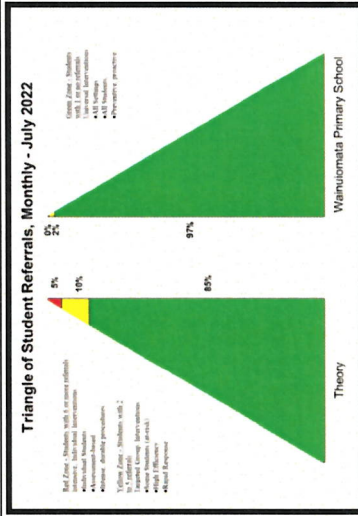
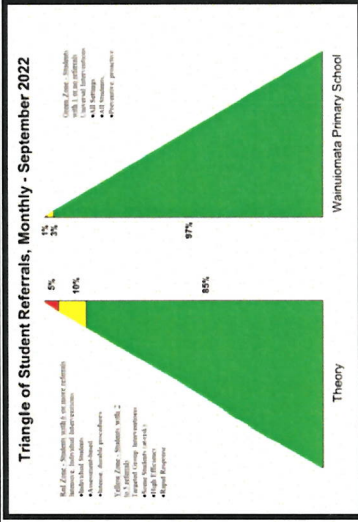


ANNUAL GOALS	ACTIONS TO ACHIEVE GOALS	REVIEW
<p>2.1 Effective teaching practice is supported and strengthened</p>	<ul style="list-style-type: none"> <li>Consolidate our observation process.</li> <li>Develop a system to collate teachers' self-review data to track and report to the Board.</li> <li>Continue growing the collaborative culture within our staff – identify strengths of our staff to support each other's practice.</li> <li>Participation in Lesson study (DMIC) to grow teacher practice</li> </ul>	<ul style="list-style-type: none"> <li>Our first Professional Growth Cycle (PGC) cycle completed. Areas of focus were: <ul style="list-style-type: none"> <li>Lens <ul style="list-style-type: none"> <li>PB4L</li> <li>Cultural Responsiveness</li> <li>Akoranga</li> </ul> </li> <li>Context <ul style="list-style-type: none"> <li>DMIC</li> <li>Writing (Family of 8)</li> <li>Structured Literacy (Phonological Awareness)</li> <li>Te Reo and Tikanga Maori</li> <li>Professional Interest (optional other)</li> </ul> </li> </ul> </li> <li>Teachers held termly PGC discussions with a colleague.</li> <li>Final PGC meeting held as a syndicate with senior leaders signing of the summary sheet.</li> <li>Lesson study introduced as part of our DMIC PLD - this has provided opportunities for teachers to plan collaboratively.</li> <li>Lesson study observation will be used by teachers as part of teachers' attestation observations.</li> </ul>
<p>2.2 Continue implementing our local integrated curriculum</p>	<ul style="list-style-type: none"> <li>Continue working with Bek Galloway re Developing Active Learners with High Levels of Agency &amp; Engagement</li> <li>Continue using the curriculum matrices for writing.</li> <li>Introduce curriculum matrices for reading and mathematics.</li> <li>Implement the second year of our local curriculum and gather feedback from whānau re content.</li> <li>Continue Akoranga across our school – realising that moving from learning through exploration to developmental stage</li> <li>rather than being specific to a year level</li> </ul>	<ul style="list-style-type: none"> <li>PLD for staff <ul style="list-style-type: none"> <li>See above.</li> </ul> </li> <li>Focus: <ul style="list-style-type: none"> <li>Unpacking and understanding 'Akoranga @ Wainuiomata'</li> </ul> </li> </ul> <div data-bbox="853 728 1220 1198" style="border: 1px solid black; padding: 5px;">  <p><b>KO+AH+I+ANGA</b> - Unity, togetherness</p> <p><b>WHANGUNG+ANGA</b> - Relationships, Cause &amp; Effect</p> <p><b>KAI+HIKI+ANGA</b> - Guardianship, Caring for and protecting the World</p> </div> <div data-bbox="845 212 1220 705" style="border: 1px solid black; padding: 5px;"> <div style="display: flex; justify-content: space-between;"> <div style="width: 30%; background-color: #ffffcc; padding: 5px;"> <p><b>KO+AH+I+ANGA</b></p> <p>We have rights and responsibilities as members of a community</p> <p><b>TAMA WARUNA</b> is an important dimension of Haora</p> <p>We have personal responsibility to ourselves, whānau and the wellbeing of others</p> </div> <div style="width: 30%; background-color: #90ee90; padding: 5px;"> <p><b>WHANGUNG+ANGA</b> <b>CAUSE AND EFFECT</b></p> <p><b>TAMA WHANGAI</b> is an important dimension of Haora</p> <p>Events have causes and effects physics all around us</p> <p>We can use safe practices to manage risks, hazards, dangers, unsafe situations and risk</p> </div> <div style="width: 30%; background-color: #ffb6c1; padding: 5px;"> <p><b>KAI+HIKI+ANGA</b></p> <p>The universe is made up of many components, resources and systems</p> <p>Living things are part of an ecosystem</p> <p>The living world has changed over long periods of time</p> <p>Our climate is changing</p> <p>We can take action for safe and healthy communities and environments</p> </div> </div> </div>
<p>2.3 Teachers will inquire into their practice and engage in professional</p>	<ul style="list-style-type: none"> <li>Consolidate our Professional Growth Cycle – use of syndicate meetings to support and grow teacher practice.</li> <li>Continue with across school planning!</li> </ul>	<ul style="list-style-type: none"> <li>Students developed the concept of our 'Ride of Discovery' for reading - this will be unpacked mid-2023 and corresponding mawhai developed.</li> <li>Maths mawhai will be introduced early 2023.</li> <li>Strong Akoranga (learning through exploration) in junior school</li> <li>Planning checks have continued to be done with a colleague which has allowed teachers to see different types of planning and at different year levels.</li> <li>This year we have year level based syndicates which teachers have found to be more beneficial - opportunities still given for teacher to work collaboratively with teachers across the school</li> </ul>

discussions about student learning.	<ul style="list-style-type: none"> <li>• Mathematics</li> <li>• Akoranga</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Growth Cycle - professional discussions happening as part of the process</li> </ul>
<p><i>Teaching practice has strengthened throughout the school, and we believe the following factors have contributed:</i></p> <ul style="list-style-type: none"> <li>• <i>Lesson study (DMIC)</i></li> <li>• <i>Shared moderation of assessment tasks (writing and mathematics)</i></li> <li>• <i>Improved teacher curriculum knowledge (especially mathematics)</i></li> <li>• <i>Shared planning</i></li> <li>• <i>Reflective professional discussions re PCG goals and planning checks</i></li> </ul> <p><i>We will be introducing writing study (our version of lesson study for writing) across the school in 2023.</i></p>		

ANNUAL GOALS	ACTIONS TO ACHIEVE GOALS	REVIEW
<p>3.1 The community and school share understanding of positive behaviour expectations</p>	<ul style="list-style-type: none"> <li>Learning through exploration (Akoranga) is continued to support transition to school for our new entrants.</li> <li>Record Professional Development procedures for PB4L in staff handbook (TFI action)</li> <li>New staff have the opportunity to attend PB4L induction courses</li> </ul>	<ul style="list-style-type: none"> <li>New entrant students have continued to settle well, and we believe this is due in part to our Akoranga - Learning through expiration programme.</li> <li>New staff attended the PB4L Introduction course run by the Ministry.</li> <li>Learning Coach has taken over the organisation and training of Peer Mediators</li> <li>Whakaora Data - we have continued to record student behaviour in the PB4L triangle graphs - the percentage of students following our CARE values continues to be well about the expected national levels.</li> </ul>
<p>3.2 Promoting Positive Behaviour programme (Whakaora) is consolidated across the school.</p>	<ul style="list-style-type: none"> <li>Continue embedding our Promoting Positive Behaviour system Whakaora with a particular focus on consistency for each step. <ul style="list-style-type: none"> <li>Step 2 - phone calls</li> <li>Step 3 – timely follow up meetings.</li> </ul> </li> <li>Ensuring the restorative actions (putting right) happens</li> <li>Continue aligning the teaching of C.A.R.E. values to Whakaora data to target areas of need.</li> <li>Training of new peer mediators</li> <li>Review and refine Individual behaviour plan for students seen frequently in Whakaora considering: <ul style="list-style-type: none"> <li>What is the function of their behaviour?</li> <li>What support and interventions do these students need to be successful with their behaviour</li> <li>How as a school can we provide this?</li> <li>How can we continue to build relationships with whanau, so they are working alongside staff on this journey?</li> </ul> </li> </ul>	<p>The charts show the 'Triangle of Student Referrals' for Waiuomata Primary School. Each chart compares 'Theory' (95%) with 'Actual Referrals' (5%). The charts are for February, March, May, and June 2022. The March chart shows a slight increase in referrals compared to February, while May and June show a decrease.</p>
<p>3.3 Behaviour data is collated and reported regularly to the Board</p>	<ul style="list-style-type: none"> <li>Continue using the PB4L Triangle to share data with staff, Board and community.</li> </ul>	

- PB4L committee to analyse data to identify trends



- PLD - Unpacking chapter 2 of Teaching for Positive Behaviour 'Encouraging reflective thought & action'.
- Staff completed chapter 2 self-assess and from this set individual goals for their PGC.
  - We have worked to incorporate our Learner Agency Skills with our CARE values and have come up with three new statements for each value.
  - Te Reo included in our CARE value posters

<p><b>CARE</b>          Manaakitanga - Whanaungatanga - Karahitanga</p> <p><b>Encouraging Aki</b></p> <p>We have a positive mindset          We rise to the challenges          We celebrate effort &amp; improvement</p>	<p><b>CARE</b>          Manaakitanga - Whanaungatanga - Karahitanga</p> <p><b>Co-operative Awhiatu</b></p> <p>We teach and learn together          We support others          We contribute to the team</p>	<p><b>CARE</b>          Manaakitanga - Whanaungatanga - Karahitanga</p> <p><b>Active Learner Kaha ki te ako</b></p> <p>We think and question          We strive to grow our skills          We make good choices</p>	<p><b>CARE</b>          Manaakitanga - Whanaungatanga - Karahitanga</p> <p><b>Respect Whakaute</b></p> <p>We look after our huatao          We consider others          We care for community and environment</p>
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*Our school PB4L systems and processes continue to work for the majority of our students (tier 2 and 3 students). Our tier 1 students required individualised behaviour plans and took a huge toll on staff across the school.*

*We did not have time to unpack Sensemaker data due to COVID restrictions early in the year.*

ANNUAL GOALS	ACTIONS TO ACHIEVE GOALS	REVIEW
<p>4.1 Technologies are used effectively to support learning and assessment</p>	<ul style="list-style-type: none"> <li>School will subscribe to the Full School version of SeeSaw.</li> <li>School will subscribe to Matific for year 3 – 6 classes.</li> <li>Devices will be redistributed to ensure equitable numbers per class</li> </ul>	<ul style="list-style-type: none"> <li>Chromebooks <ul style="list-style-type: none"> <li>30 leased chrome books were returned.</li> <li>35 Chromebooks purchased.</li> </ul> </li> <li>Distribution of Chromebooks is as follows: <ul style="list-style-type: none"> <li>Room 1- 20 chrome books (32 students)</li> <li>Room 2 - 20 chrome books (25 students)</li> <li>Room 6 - 16 chrome books (26 students)</li> <li>Room 7 - 16 chrome books (28 students)</li> <li>Room 8 - 16 chrome books (22 students)</li> </ul> </li> <li>15 students have a BYOD (Bring Your Own Nominated Device)</li> <li>Tablets <ul style="list-style-type: none"> <li>35 lease tablets were returned.</li> <li>30 tablets purchased.</li> </ul> </li> <li>Distribution of tablets is as follows: <ul style="list-style-type: none"> <li>Room 13 - 8 tablets (25 students)</li> <li>Room 14 - 6 tablets + 4 chrome books (23 students)</li> <li>Room 15 - 8 tablets (17 students)</li> <li>Room 16 - 8 tablets (16 students)</li> </ul> </li> <li>Learner hubs used extensively in years 3 -6 to support literacy and mathematics programmes.</li> <li>Matific used in years 3 - 6.</li> <li>Hapara used to monitor student activity on school Chromebooks.</li> <li>SeeSaw used to set independent activities for students. These can be teacher made or drawn from a library of activities on SeeSaw (full version gives us the ability to set multi page activities)</li> </ul>
<p>4.2 eTap is used to full potential</p>	<ul style="list-style-type: none"> <li>Investigate what skills can be added to eTap e.g., Water Skills for Life</li> <li>Continue using eTap for invoicing and receipting purposes.</li> <li>Develop mawhai graphs for Reading and mathematics</li> </ul>	<ul style="list-style-type: none"> <li>eTap <ul style="list-style-type: none"> <li>Learner Agency skills on eTap</li> <li>Stationery receipts generated using eTap.</li> <li>Camp invoices created using eTap.</li> </ul> </li> <li>Report comments reviewed and edited.</li> <li>Structured Literacy progress can be recorded on eTap - still investigating if graphs are possible.</li> <li>Writing graphs modified to include &lt;1B.</li> <li>Structured Literacy comments included in report comments.</li> </ul>
<p>4.3 Technology is introduced and used in the library to support students' learning (carried over from 2021)</p>	<ul style="list-style-type: none"> <li>Survey carried out with staff, students and whānau as to how they would like to see the library used conducted.</li> <li>Library 5-year plan is developed using data from survey.</li> <li>Staff and students upskilled in the use of Accessit.</li> </ul>	<ul style="list-style-type: none"> <li>Staff discussed 'Does our school library match and support our school's pedagogy of active learners?'</li> <li>This discussion included: <ul style="list-style-type: none"> <li>Third place theory</li> <li>Learning spaces in an innovative learning space</li> <li>Characteristics of an innovative learning space</li> </ul> </li> <li>Staff and students completed a SWOT (Strength, Weakness, Opportunities and Threats) analysis for our current library space.</li> </ul>

- Students take an active role and develop leadership skills in using the library technology

### Staff SWOT

<b>Strengths</b>	<b>Weaknesses</b>
<ul style="list-style-type: none"> <li>It has a good variety of books for all ages</li> <li>Have quiet space where you can read</li> </ul>	<ul style="list-style-type: none"> <li>Study spaces for research and learning</li> <li>Interactive talk zones</li> <li>Some books are old and not appealing</li> <li>Need more space to read, reading nook, quiet table etc.</li> <li>Not enough chairs and tables for a class.</li> </ul>
<b>Opportunities</b>	<b>Threats</b>
<ul style="list-style-type: none"> <li>Be able to issue and return books yourself</li> <li>The availability of a variety of devices for learning</li> <li>Open the library before school and after school</li> <li>Comfortable places to sit</li> <li>Heart of school should be the library.</li> <li>Green screen could be used to present our learning</li> <li>Workshops at morning tea and lunchtime</li> <li>More than one class to be able to use the library.</li> </ul>	

### Class SWOT

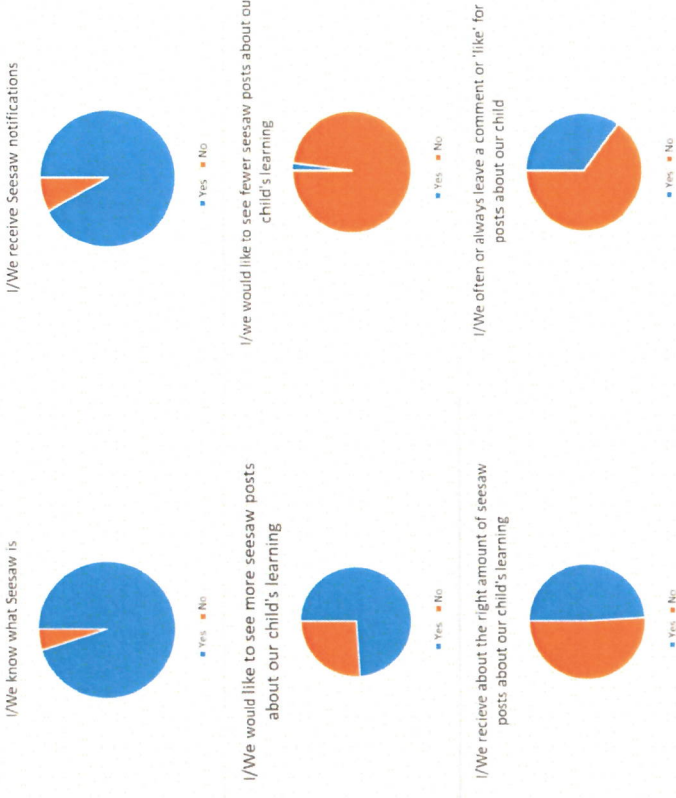
<b>Waihiomata Primary School - School Library SWOT</b>	
Consider the following questions when completing the SWOT	
<ul style="list-style-type: none"> <li>What is the purpose of our library and how can you use the space to achieve that?</li> <li>What do you want our library spaces to do?</li> <li>What types of spaces and facilities do we need?</li> <li>What do we need now?</li> <li>What might you need in the future?</li> </ul>	
<b>Strengths</b>	<b>Weaknesses</b>
<ul style="list-style-type: none"> <li>Decorative</li> <li>Books are easy to find and return for young students</li> </ul>	<ul style="list-style-type: none"> <li>Teacher or Learning Coach needed to issue books</li> <li>Hobbit carport</li> <li>Limited opportunities to borrow books - no library at lunchtime</li> <li>Current furniture is restrictive</li> <li>Access to books</li> </ul>
<b>Opportunities</b>	<b>Threats</b>
<ul style="list-style-type: none"> <li>Develop a SWOT</li> <li>Develop types of furniture</li> <li>Engage</li> <li>Green Screen</li> <li>Self-checkout</li> <li>Open library before and after school, open for more than one class and use tables</li> <li>Student interaction within the library</li> <li>Using eTap</li> <li>Have a rotation of books that come through the library</li> <li>Workshops at morning tea and lunchtime</li> <li>Crash games and activities and other things happening in the library</li> <li>More opportunities for student voice e.g. Student Council</li> <li>Have access to areas different from what is available in the classroom</li> <li>Use a timetable to fulfil the different functions of a library because physical space is limited</li> <li>Use a timetable to fulfil the different functions of a library e.g. morning, lunchtime, afternoon</li> <li>Interactive digital activities centred around books and study skills</li> <li>Well designed multipurpose furniture is e.g. try to be multi-use</li> <li>Good models for children's answer and books time</li> </ul>	<ul style="list-style-type: none"> <li>Books are in many files or stacks in all areas and have limited space to access</li> <li>Technology being broken or going missing</li> <li>Library being used inappropriately</li> <li>Use of furniture</li> <li>Using technology (hardware and software)</li> </ul>

The school has continued to invest in the full version of SeeSaw. SeeSaw has been used to varying degrees across the school and we realise that we need to develop systems to:

- ensure consistency.
- monitor effectiveness.

Students have continued using Chromebooks and tablets across the school to access online tools including Bek's Learner Hub and Matific. We started collecting data for our Strategic Library Plan and will fully develop this in 2023.

We believe we are using eTap more effectively for reporting purposes by assigning groups and we will continue to refine this in 2023.

ANNUAL GOALS	ACTIONS TO ACHIEVE GOALS	REVIEW
<ul style="list-style-type: none"> <li>5.1 Three way learning conversations are continued using student goals</li> </ul>	<ul style="list-style-type: none"> <li>Embed student lead learning conversations.</li> <li>Continue to evaluate Learning Conversations</li> </ul>	<ul style="list-style-type: none"> <li>Learning conversations again held later due to COVID. <ul style="list-style-type: none"> <li>End of term 2 (unfortunately two teachers were isolating / had COVID, and their learning conversations postponed until Week 2, Term 3</li> <li>End of term 3 - week 9</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>5.2 SeeSaw is used to regularly share students' learning with their whānau</li> </ul>	<ul style="list-style-type: none"> <li>Ensure Seesaw is set up within the first few weeks at school in case of emergency / lockdown - use of SMS function.</li> <li>Develop the use of technology / social media to communicate student, class and school learning.</li> <li>Embed the use of learning stories for years 1 &amp; 2.</li> </ul>	<ul style="list-style-type: none"> <li>SeeSaw</li> <li>All classes using this digital platform.</li> <li>Survey on use of SeeSaw was undertaken at the Learning Conversation. 95 parents/families were surveyed:</li> </ul>  <p>The survey results are as follows:</p> <ul style="list-style-type: none"> <li><b>1/We know what Seesaw is:</b> 95% Yes, 5% No.</li> <li><b>1/We receive Seesaw notifications:</b> 95% Yes, 5% No.</li> <li><b>1/We would like to see more seesaw posts about our child's learning:</b> 75% Yes, 25% No.</li> <li><b>1/We would like to see fewer seesaw posts about our child's learning:</b> 95% No, 5% Yes.</li> <li><b>1/We receive about the right amount of seesaw posts about our child's learning:</b> 50% Yes, 50% No.</li> <li><b>1/We often or always leave a comment or 'like' for posts about our child:</b> 65% No, 35% Yes.</li> </ul> <p>Comments:</p> <ul style="list-style-type: none"> <li>Great for lunches so children know in advance.</li> <li>I always read them but am slack replying.</li> <li>Great to see what she is learning.</li> <li>Love seeing her learning.</li> <li>Sometimes I struggle to see the posts.</li> <li>I would like to see more.</li> <li>Social Media</li> </ul>



		<ul style="list-style-type: none"> <li>Continued to employ learning coach employed to promote school through social media.</li> <li>AP (Sam Sanders) has also posted school events onto social media.</li> <li>Very fortunate to have a professional photographer (Lisa Preston) as our presiding member and her photos / videos have showcased our school events e.g., Matariki.</li> <li>Continued to have increased engagement on school Facebook page.</li> </ul> <p>Reporting to Parents</p> <ul style="list-style-type: none"> <li>Senior management began inquiring into "How can we report student achievement to parents?"</li> <li>Survey on reports was sent out to teachers and parents and responses collated on Google Forms</li> <li>Staff meeting held around the quality of our school reports - activity 'Can we pick whose report is who?'</li> </ul>
<p>5.3 Regular events are planned with and for the community (COVID-19 permitted)</p>	<ul style="list-style-type: none"> <li>Explore other options to engage and gain feedback with whānau using social media.</li> <li>School community events – Matariki and Summer Concert</li> </ul>	<ul style="list-style-type: none"> <li>Term 1 <ul style="list-style-type: none"> <li>Movin' March - Fancy feet and wacky wheels day planned with a parade around the streets/ bottom field - unfortunately the event was cancelled due to bad weather. Photos of the fancy feet and wacky wheels were posted on Facebook.</li> </ul> </li> <li>Term 2 <ul style="list-style-type: none"> <li>Matariki Celebrations - Wearable Art Show and hangi</li> <li>Learning Conversations - 5 &amp; 7 July</li> </ul> </li> <li>Term 3 <ul style="list-style-type: none"> <li>Dancesplash - 14 September</li> <li>Learning Conversations - 20 &amp; 22 September</li> <li>Hutt Fest - 27 September</li> </ul> </li> <li>Term 4 <ul style="list-style-type: none"> <li>Fun Bike Afternoon - 18 September</li> <li>Summer Concert - 13 December</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li><i>Social media continues to be an effective way to communicate with our school community.</i></li> <li><i>We were thrilled to hold two successful community events for our school whanau - Matariki and Summer Concert</i></li> <li><i>We are still concerned that numbers attending Learning Conversations are down compared to pre COVID times and will investigate this in 2023.</i></li> <li><i>To ensure consistency across the school re SeeSaw we will provide PLD for our staff.</i></li> </ul>		