

JAMES STREET SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number:	1755
Principal:	Roz Dakin
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Accountant / Service Provider:

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JAMES STREET SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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James Street 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.

Full Name of Presiding Member

Full Name of Principal

Signature of Presiding Member

Signature of Principal

Date:

Date:

James Street School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

		2023	2023	2022
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	3,632,310	2,730,789	3,079,449
Locally Raised Funds	3	72,407	33,985	91,719
Interest		53,182	8,000	16,676
Other Revenue		598	-	-
Total Revenue		3,758,497	2,772,774	3,187,844
Expense				
Locally Raised Funds	3	70,823	61,800	33,562
Learning Resources	4	2,614,897	2,209,259	2,130,926
Administration	5	388,743	113,519	363,584
Interest		1,266	610	610
Property	6	560,787	377,190	358,770
Loss on Disposal of Property, Plant and Equipment		711	-	1,473
Total Expense		3,637,227	2,762,378	2,888,925
Net Surplus / (Deficit) for the year		121,270	10,396	298,919
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		121,270	10,396	298,919

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



James Street 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		1,426,551	1,138,984	1,120,299
Total comprehensive revenue and expense for the year		121,270	10,396	298,919
Contribution - Furniture and Equipment Grant		12,173	-	7,333
Equity at 31 December		1,559,994	1,149,380	1,426,551
Accumulated comprehensive revenue and expense		1,559,994	1,149,380	1,426,551
Equity at 31 December		1,559,994	1,149,380	1,426,551

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.



James Street School Statement of Financial Position

As at 31 December 2023

		2023	2023	2022
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	7	850,582	423,763	810,530
Accounts Receivable	8	166,868	163,907	235,628
GST Receivable		13,792	-	-
Prepayments		4,249	10,803	7,237
Inventories	9	5,067	5,063	4,821
Investments	10	663,906	578,873	409,416
Funds Receivable for Capital Works Projects	17	35,208	-	54,926
		<u>1,739,672</u>	<u>1,182,409</u>	<u>1,522,558</u>
Current Liabilities				
GST Payable		-	22,930	458
Accounts Payable	12	199,065	141,636	150,093
Revenue Received in Advance	13	8,364	-	-
Provision for Cyclical Maintenance	14	90,937	13,298	79,058
Finance Lease Liability	15	30,481	23,098	29,161
Funds held in Trust	16	87,878	66,425	60,053
Funds held for Capital Works Projects	17	-	-	525
		<u>416,725</u>	<u>267,387</u>	<u>319,348</u>
Working Capital Surplus/(Deficit)		<u>1,322,947</u>	<u>915,022</u>	<u>1,203,210</u>
Non-current Assets				
Property, Plant and Equipment	11	291,115	259,206	249,935
		<u>291,115</u>	<u>259,206</u>	<u>249,935</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	3,633	-	2,020
Finance Lease Liability	15	50,435	24,848	24,574
		<u>54,068</u>	<u>24,848</u>	<u>26,594</u>
Net Assets		<u>1,559,994</u>	<u>1,149,380</u>	<u>1,426,551</u>
Equity		<u>1,559,994</u>	<u>1,149,380</u>	<u>1,426,551</u>

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



James Street School

Statement of Cash Flows

For the year ended 31 December 2023

		2023	2023	2022
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		1,314,631	1,008,191	1,144,238
Locally Raised Funds		77,548	33,985	92,574
Goods and Services Tax (net)		(14,250)	-	(22,472)
Payments to Employees		(813,043)	(405,817)	(766,678)
Payments to Suppliers		(323,417)	(617,701)	(197,942)
Interest Paid		(1,266)	(610)	(610)
Interest Received		43,474	8,000	9,726
Net cash from/(to) Operating Activities		283,677	26,048	258,836
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(24,987)	(106,975)	(71,645)
Purchase of Investments		(254,488)	-	(4,210)
Proceeds from Sale of Investments		-	-	173,664
Net cash from/(to) Investing Activities		(279,475)	(106,975)	97,809
Cash flows from Financing Activities				
Furniture and Equipment Grant		12,173	-	7,333
Finance Lease Payments		(30,138)	(29,161)	(30,646)
Funds Administered on Behalf of Other Parties		53,815	(125,160)	(181,813)
Net cash from/(to) Financing Activities		35,850	(154,321)	(205,126)
Net increase/(decrease) in cash and cash equivalents		40,052	(235,248)	151,519
Cash and cash equivalents at the beginning of the year	7	810,530	659,011	659,011
Cash and cash equivalents at the end of the year	7	850,582	423,763	810,530

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 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.



James Street School

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

James Street 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 15. 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 Stationery and 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 material.

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	18-40 years
Furniture and Equipment	5-15 years
Information and Communication Technology	5 years
Motor Vehicles	5 years
Library Resources	8 years DV
Leased assets held under a Finance Lease	Term of Lease

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 a comparison to recent market transactions.

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 students and grants received where there are unfulfilled obligations for the School to provide services in the future. The fees or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are 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 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 Comprehensive Revenue and Expense.

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

q) 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 Comprehensive Revenue and Expense.

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

r) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.



s) 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.

t) 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.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

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.

u) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

v) 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.

w) Budget Figures

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

x) 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	1,475,444	1,000,224	1,287,997
Teachers' Salaries Grants	1,778,309	1,509,453	1,504,551
Use of Land and Buildings Grants	338,807	211,112	233,923
Moe Urgent Response Fund	-	-	2,000
Other Government Grants	39,750	10,000	50,978
	3,632,310	2,730,789	3,079,449

The school has opted in to the donations scheme for this year. Total amount received was \$37,143.

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	12,090	2,000	5,797
Fees for Extra Curricular Activities	33,090	5,600	7,178
Trading	23,808	19,500	17,993
Fundraising & Community Grants	848	1,000	2,610
Other Revenue	2,571	5,885	58,141
	72,407	33,985	91,719
Expense			
Extra Curricular Activities Costs	49,654	43,800	14,991
Trading	21,169	18,000	18,271
Fundraising & Community Grant Costs	-	-	300
	70,823	61,800	33,562
<i>Surplus/(Deficit) for the year Locally raised funds</i>	1,584	(27,815)	58,157

4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	56,556	65,466	48,473
Library Resources	573	400	330
Employee Benefits - Salaries	2,489,950	2,064,516	2,016,515
Staff Development	8,558	27,045	7,107
Depreciation	59,260	51,832	58,501
	2,614,897	2,209,259	2,130,926



5. Administration

	2023	2023 Budget	2022
	Actual	(Unaudited)	Actual
	\$	\$	\$
Audit Fees	6,693	6,498	6,498
Board Fees	1,760	3,000	2,470
Board Expenses	2,457	1,000	3,001
Communication	1,203	3,810	1,632
Consumables	9,736	5,400	15,061
Operating Leases	517	540	517
Other	8,356	13,970	10,432
Employee Benefits - Salaries	72,434	63,821	82,192
Insurance	5,152	1,600	3,775
Service Providers, Contractors and Consultancy	14,856	13,880	13,836
Healthy School Lunch Programme	265,579	-	224,170
	388,743	113,519	363,584

6. Property

	2023	2023 Budget	2022
	Actual	(Unaudited)	Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	15,528	9,000	15,512
Consultancy and Contract Services	32,198	35,125	-
Cyclical Maintenance Provision	50,052	10,660	1,983
Grounds	15,084	19,000	1,853
Heat, Light and Water	15,659	13,000	13,652
Rates	7,625	7,000	6,252
Repairs and Maintenance	19,396	14,758	9,843
Use of Land and Buildings	338,807	211,112	233,923
Security	5,713	6,500	4,681
Employee Benefits - Salaries	60,725	51,035	71,071
	560,787	377,190	358,770

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	2023 Budget	2022
	Actual	(Unaudited)	Actual
	\$	\$	\$
Bank Accounts	850,582	423,763	577,296
Short-term Bank Deposits	-	-	233,234
Cash and cash equivalents for Statement of Cash Flows	850,582	423,763	810,530

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



8. Accounts Receivable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	660	31,511	4,719
Receivables from the Ministry of Education	21,884	-	-
Interest Receivable	16,658	-	6,950
Banking Staffing Underuse	3,402	12,825	101,106
Teacher Salaries Grant Receivable	124,264	119,571	122,853
	<u>166,868</u>	<u>163,907</u>	<u>235,628</u>
Receivables from Exchange Transactions	39,202	31,511	11,669
Receivables from Non-Exchange Transactions	127,666	132,396	223,959
	<u>166,868</u>	<u>163,907</u>	<u>235,628</u>

9. Inventories

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Stationery	663	651	605
Uniforms	4,404	4,412	4,216
	<u>5,067</u>	<u>5,063</u>	<u>4,821</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	663,906	578,873	409,416
Total Investments	<u>663,906</u>	<u>578,873</u>	<u>409,416</u>

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2023						
Building Improvements	123,567	16,878	-	-	(7,619)	132,826
Furniture and Equipment	49,367	20,325	-	-	(11,334)	58,358
Information and Communication Technology	10,164	1,430	-	-	(5,537)	6,057
Leased Assets	56,413	79,910	(19,950)	-	(33,240)	83,133
Library Resources	10,424	1,847	-	-	(1,530)	10,741
Balance at 31 December 2023	<u>249,935</u>	<u>120,390</u>	<u>(19,950)</u>	<u>-</u>	<u>(59,260)</u>	<u>291,115</u>

The net carrying value of equipment held under a finance lease is \$83,133 (2022: \$56,413)



Restrictions

With the exception of the contractual restrictions related to the above noted finance leases, there are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	274,567	(141,741)	132,826	257,689	(134,122)	123,567
Furniture and Equipment	465,812	(407,454)	58,358	445,488	(396,121)	49,367
Information and Communication Technology	120,462	(114,405)	6,057	119,033	(108,869)	10,164
Motor Vehicles	51,816	(51,816)	-	51,816	(51,816)	-
Leased Assets	122,442	(39,309)	83,133	108,615	(52,202)	56,413
Library Resources	51,113	(40,372)	10,741	49,265	(38,841)	10,424
Balance at 31 December	1,086,212	(795,097)	291,115	1,031,906	(781,971)	249,935

12. Accounts Payable

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	38,697	8,023	12,401
Accruals	25,358	6,309	6,498
Employee Entitlements - Salaries	124,264	119,571	122,853
Employee Entitlements - Leave Accrual	10,746	7,733	8,341
	199,065	141,636	150,093
Payables for Exchange Transactions	199,065	141,636	150,093
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	199,065	141,636	150,093

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Grants in Advance MOE	8,364	-	-
	8,364	-	-



14. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	81,078	2,638	93,735
Increase to the Provision During the Year	10,214	10,660	10,725
Use of the Provision During the Year	(36,560)	-	(23,600)
Other Adjustments	39,838	-	218
Provision at the End of the Year	<u>94,570</u>	<u>13,298</u>	<u>81,078</u>
Cyclical Maintenance - Current	90,937	13,298	79,058
Cyclical Maintenance - Non current	3,633	-	2,020
	<u>94,570</u>	<u>13,298</u>	<u>81,078</u>

Per the cyclical maintenance schedule, the school is next expected to undertake painting works during 2024. This plan is based on the schools 10 Year Property plan / painting quotes.

15. 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	31,395	23,098	29,529
Later than One Year and no Later than Five Years	50,836	24,848	24,761
Future Finance Charges	(1,315)	-	(555)
	<u>80,916</u>	<u>47,946</u>	<u>53,735</u>
Represented by			
Finance lease liability - Current	30,481	23,098	29,161
Finance lease liability - Non current	50,435	24,848	24,574
	<u>80,916</u>	<u>47,946</u>	<u>53,735</u>

16. Funds held in Trust

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	87,878	66,425	60,053
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<u>87,878</u>	<u>66,425</u>	<u>60,053</u>

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expenditure of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.



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 projects is included under cash and cash equivalents in note 7.

	2023	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Roofing Works Blks D, H & B		210950	(31,962)	-	7,562	-	(24,400)
LSC Space		218622	525	-	(525)	-	-
LSPM Fencing		229821	(22,964)	14,698	8,266	-	-
Higher Learning Needs - Fencing		242791	-	69,068	(79,876)	-	(10,808)
Totals			(54,401)	83,766	(64,573)	-	(35,208)

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(35,208)

	2022	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Roofing Works Blks D, H & B		210950	(17,664)	-	(14,298)	-	(31,962)
C Block Refurb		210951	(2,517)	-	2,517	-	-
LSC Space		218622	6,139	-	(5,614)	-	525
LSPM Fencing		229821	90,999	-	(113,963)	-	(22,964)
SIP Playground		221940	42,737	14,400	(57,137)	-	-
Totals			119,694	14,400	(188,495)	-	(54,401)

Represented by:

Funds Held on Behalf of the Ministry of Education	525
Funds Receivable from the Ministry of Education	(54,926)

18. Related Party Transactions

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

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



19. 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 \$
<i>Board Members</i>		
Remuneration	1,760	2,470
<i>Leadership Team</i>		
Remuneration	702,999	557,423
Full-time equivalent members	6.00	5.59
Total key management personnel remuneration	<u>704,759</u>	<u>559,893</u>

There are 8 members of the Board excluding the Principal. The Board has held 7 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:

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	150 - 160
Benefits and Other Emoluments	4 - 5	4 - 5
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	4.00	1.00
110 - 120	1.00	1.00
120 - 130	1.00	-
	<u>6.00</u>	<u>2.00</u>

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

20. Compensation and Other Benefits Upon Leaving

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

	2023 Actual	2022 Actual
Total	-	-
Number of People	-	-



21. Contingencies

There are no contingent liabilities and no contingent assets (except as noted below) as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: the same).

In 2023 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The school is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2023.

The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2023. Even though the payment is probable, 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 2024.

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.

22. Commitments

(a) Capital Commitments

As at 31 December 2023, the Board had capital commitments of \$88,972 (2022:\$120,468) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
Roofing Works Blks D, H & B	349,939	343,869	6,070
Higher Learning Needs - Fencing	162,778	79,876	82,902
Total	512,717	423,745	88,972

(b) Operating Commitments

There are no operating commitments as at 31 December 2023 (Operating commitments at 31 December 2022: nil).



23. Financial Instruments

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

Financial assets measured at amortised cost

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	850,582	423,763	810,530
Receivables	166,868	163,907	235,628
Investments - Term Deposits	663,906	578,873	409,416
Total financial assets measured at amortised cost	1,681,356	1,166,543	1,455,574

Financial liabilities measured at amortised cost

Payables	199,065	141,636	150,093
Finance Leases	80,916	47,946	53,735
Total financial liabilities measured at amortised cost	279,981	189,582	203,828

24. Events After Balance Date

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

25. Comparatives

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



James Street School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Catherine Checkley-Hogg	Presiding Member	Elected	Nov 2023
Emma Hall	Presiding Member	Elected	Nov 2026
Rosalyn Dakin	Principal	ex Officio	
Nickie-Jean Hunia	Parent Representative	Elected	Jun 2025
Colin Geenty	Parent Representative	Elected	Jun 2025
James Steele	Parent Representative	Elected	Jun 2025
Sara Stoddard	Parent Representative	Elected	Nov 2026
Shelley Forster	Staff Representative	Elected	Jun 2025
Ryan Morrison	Other	Co-opted	Nov 2023

James Street School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2023, the school received total Kiwisport funding of \$4,014 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2023 the James Street 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.

James Street 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.

Emma Nicde Hall
Full Name of Presiding Member

Rosalyn Dakin
Full Name of Principal


Signature of Presiding Member


Signature of Principal

28/05/2024
Date:

28/05/2024
Date:

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF JAMES STREET SCHOOL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

The Auditor-General is the auditor of James Street School (the School). The Auditor-General has appointed me, Fred Cookson, using the staff and resources of Cookson Forbes & Associates, Chartered Accountants, 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, that comprise the statement of financial position as at 31 December 2023, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2023; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – International Public Sector Accounting Standards, Reduced Disclosure Regime.

Our audit was completed on 4th June 2024. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

The Board of Trustees 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 of Trustees 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 of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees 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 of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees 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's 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 of Trustees 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 arises from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the Members of the Board, Kiwisport/Statement of Compliance with Employment Policy, Statement of Variance, Evaluation of School's Student Progress and Achievements and how the school gives effect to the Te Tiriti o Waitanga information, 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.



Fred Cookson
Cookson Forbes & Associates Chartered Accountants
On behalf of the Auditor-General
Opotiki, New Zealand

2023 Strategic Goal 1: All our students will progress and achieve to their highest possible educational potential through quality teaching and learning, safe environments and positive relationships
Annual Goal 1: To accelerate the Reading achievement of a targeted group of year 2 to 6 students who are currently reading below or well below the expected NZ Curriculum Level to achieve at, or above, the expected NZ Curriculum Level

2023 Baseline data (end of 2022 data)	Expected achievement levels	Actual state of student learning Year ended 2023:	Analysis and Recommendations:
<p>Reading achievement across the school at the end of 2022 was 64% (students reading at or above the expected NZC level). <i>55% of Maori boys are reading at or above the expected NZC level; whilst 68% of NZE boys are.</i> <i>60% of Maori girls are reading at or above the expected NZC level; whilst 83% of NZE girls are.</i></p> <p>100% of the current year 1 cohort are achieving at the expected level 73% of the current year 2 cohort are achieving at or above the expected level. 43% of the current year3 cohort are achieving at or above the expected level. 51% of the current year 4 cohort are achieving at or above the expected level. 60% of the current year 5 cohort are achieving at or above the expected level. 80% of the current year 6 cohort are achieving at or above the expected level</p>	<p>22 Year 2 children 21 Year 3 children 21 Year 4 children 16 Year 5 children 7 Year 6 children</p> <p>Year 2: That the identified 2 students will make accelerated progress toward the expected NZC level by December 2023 - Turquoise L17/18</p> <p>Year 3: That the identified 21 students will make accelerated progress toward the expected NZC level by December 2023 - Gold L21/22</p> <p>Year 4: That the identified 21 students will make accelerated progress toward the expected NZC level by December 2023 - Level 2</p> <p>Year 5: That the identified 16 students will make accelerated progress toward the expected NZC level by December 2023 - toward Level 3 / early Level 3</p> <p>Year 6: That the identified 7 students will make accelerated progress toward the expected NZC level by December 2023 - Level 3</p>	<p>Year 2 students - 22 students</p> <ul style="list-style-type: none"> ● 5 students left ● 4 students made accelerated progress to meet expected NZC level ● 7 students made 9 months progress ● 6 students made 6 months progress <p>Year 3 - 21 students</p> <ul style="list-style-type: none"> ● 6 students left ● 8 students made 6 months progress ● 6 students made accelerated progress to meet expected NZC level ● 1 student made little progress <p>Year 4 - 21 students</p> <ul style="list-style-type: none"> ● 2 students left ● 5 students made 6 month's progress ● 7 students made a year's progress ● 7 students made accelerated progress to meet expected NZC level <p>Year 5 - 16 students</p> <ul style="list-style-type: none"> ● 3 students left ● 10 students made less than a year's progress ● 1 student made accelerated 	<p>Analysis and Recommendations:</p> <p>Three NE / Year 1 teachers trained in BSLA in Terms 3 and 4 2023. Four teachers will be training in BSLA in Terms 1 and 2 2024.</p> <p>Five teachers will be teaching phonics (Yolanda Soryl) to Level 1 readers in Years 4 to 6.</p> <p>All teachers will be 'reading to' specific / sophisticated picture books daily.</p> <p>Reciprocal Teaching RT3T was used as an intervention for readers with poor comprehension. 30% of the Level 2 readers made accelerated progress, 57% made expected progress and 13% made no change. RT3T will continue to be used as an intervention for poor comprehension at Level 2.</p> <p>A shortage of relieving staff continued to have an impact across the school.</p>

<p><i>[This is based on EOY 2022 data - 77 Year 2 to 6 students are reading below or well below the expected NZC level.]</i></p> <p><i>N.B. There is some discrepancy in year 0-3 data due to time at school compared to end of year data.</i></p>		<p>progress toward</p> <ul style="list-style-type: none"> • 2 students made accelerated progress to meet expected NZC level <p>Year 6 - 6 students</p> <ul style="list-style-type: none"> • 2 students made accelerated progress toward • 4 students made a year's progress toward • 1 student made little progress 	
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<p>2023 Strategic Goal 1: All our students will progress and achieve to their highest possible educational potential through quality teaching and learning, safe environments and positive relationships</p> <p>Annual Goal 2: To accelerate the Writing achievement of a targeted group of year 3 to 6 students to achieve at, or above, the expected NZ Curriculum Level</p>			
<p>2023 Baseline data (end of 2022 data)</p> <p>Writing achievement across the school is at 60% (students writing at or above the expected NZC level). <i>50% of Maori boys are writing at or above the expected NZC level; as are 64% of NZE boys are.</i> <i>65% of Maori girls are writing at or above the expected NZC level; whilst 80% of NZE girls are.</i></p> <p>100% of the current year 1 cohort are achieving at the expected level. 100% of the current year 2 cohort are achieving at the expected level. 26% of the current year 3 cohort are achieving at or above the expected level. 53% of the current year 4 cohort are achieving at or above the expected level.</p>	<p>Expected achievement levels:</p> <p>Expected achievement levels:</p> <p>Year 3 - 21 students Year 4 - 16 students Year 5 - 17 students Year 6 - 10 students</p> <p>Year 3: That the 21 identified students will make accelerated progress toward writing at the expected NZC level by December 2023 - Level 1iii / early Level 2</p> <p>Year 4: That the 16 identified students will make accelerated progress toward writing at the expected NZC level by December 2023 - Level 2</p> <p>Year 5: That the 17 identified students will make accelerated progress toward writing at</p>	<p>Actual state of student learning Year ended 2023:</p> <p>Year 3 - 21 students</p> <ul style="list-style-type: none"> • 6 students left • 2 students made accelerated progress to meet NZC expectation • 2 students progressed 2 sublevels • 8 students progressed 1 sublevel • 3 students made no progress <p>Year 4 - 16 students</p> <ul style="list-style-type: none"> • 1 student left • 3 students made accelerated progress to meet NZC expectation • 4 students progressed 2 sublevels • 8 students progressed 1 sublevel <p>Year 5 - 17 students</p> <ul style="list-style-type: none"> • 2 students left • 4 students made accelerated 	<p>Analysis and Recommendations:</p> <p>Three NE / Year 1 teachers trained in BSLA in Terms 3 and 4 2023. Four teachers are training in BSLA in Terms 1 and 2 2024.</p> <p>Five teachers will be teaching phonics (Yolanda Soryl) to Level 1 readers in Years 4 to 6.</p> <p>Dictation will become a weekly practice.</p> <p>Sophisticated picture books will be read to Year 4 to 6 students daily.</p> <ul style="list-style-type: none"> • Students will engage in clarifying vocabulary and discussing, questioning and predicting storylines

<p>59% of the current year 5 cohort are achieving at or above the expected level. 75% of the current year 6 cohort are achieving at or above the expected level</p> <p><i>[This is based on EOY 2022 data. 64 Year 3 to 6 students are writing below or well below the expected NZC level.]</i></p> <p>N.B. There is some discrepancy in year 0-3 data due to time at school compared to end of year data.</p>	<p>the expected NZC level by December 2023 - toward Level 3 /early Level 3</p> <p>Year 6: That the 10 identified students will make accelerated progress toward writing at the expected NZC level by December 2023 - Level 3</p>	<p>progress towards NZC expectation</p> <ul style="list-style-type: none"> • 10 students progressed 1 sublevel • 1 student made no progress <p>Year 6 - 10 students</p> <ul style="list-style-type: none"> • 5 students made accelerated progress towards NZC expectation • 1 student progressed 1 sublevel • 4 students made no progress 	<p>A shortage of relieving staff continued to have an impact across the school.</p>
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2023 Strategic Goal 1: All our students will progress and achieve to their highest possible educational potential through quality teaching and learning, safe environments and positive relationships

Annual Goal 3: To accelerate the Mathematics achievement of a targeted group of year 4, year 5 and year 6 students to achieve at, or above, the expected NZ Curriculum Level

<p>2023 Baseline data (end of 2022 data)</p> <p>Mathematics achievement across the school is at 77% (students working at or above the expected NZC level). <i>69% of Maori boys are working at or above the expected NZC level; whilst 70% of NZE boys are.</i> <i>70% of Maori girls are working at or above the expected NZC level; whilst 81% of NZE girls are.</i></p> <p>100% of the current year 1 cohort are achieving at the expected level. 100% of the current year 2 cohort are achieving at or above the expected level.</p>	<p>Expected achievement levels</p> <p>Year 4 - 12 students Year 5 - 8 students Year 6 - 20 students</p> <p>Year 4: That the 12 identified students will make accelerated progress toward working at the expected NZC level by December 2023 - Level 2</p> <p>Year 5: That the 8 identified students will make accelerated progress toward working at the expected NZC level by December 2023 - early Level 3</p> <p>Year 6: That the 20 identified students will</p>	<p>Actual state of student learning Year ended 2023:</p> <p>Year 4 - 12 students</p> <ul style="list-style-type: none"> • 7 students made accelerated progress to meet NZC expectation • 5 students progressed within the level <p>Year 5 - 8 students</p> <ul style="list-style-type: none"> • 1 student left • 4 students made accelerated progress to meet NZC expectation • 3 students made some progress within the level <p>Year 6 - 20 students</p>	<p>Analysis and Recommendations:</p> <p>Continue with Developing Mathematical Inquiry Communities (DMIC). Teachers will use their knowledge gained through ongoing PLD for PaCT and Mathematics to engage their students in problem solving. Teachers will continue to use Talk Moves to enable power to be shared (mahi tahi) and the Communication and Participation Framework.</p> <p>A shortage of relieving staff continued to have an impact across the school.</p>
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<p>100% of the current year 3 cohort are achieving at or above the expected level. 70% of the current year 4 cohort are achieving at or above the expected level. 97% of the current year 5 cohort are achieving at or above the expected level 48% of the current year 6 cohort are achieving at or above the expected level</p> <p><i>[This is based on EOY 2022 data. 40 Year 4 to 6 students are working below or well below the expected NZC level.]</i></p> <p>N.B. There is some discrepancy in year 0-3 data due to time at school compared to end of year data.</p>	<p>make accelerated progress toward working at the expected NZC level by December 2023 - Level 3</p>	<ul style="list-style-type: none"> • 6 students made accelerated progress to meet NZC expectation • 13 students made progress within the current level 	
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2023 Strategic Goal 1: All our students will progress and achieve to their highest possible educational potential through quality teaching and learning, safe environments and positive relationships
Annual Goal 4: Students' attendance will improve across the school

<p>2023 Baseline data (end of 2022 data)</p> <p>The present attendance count for 2022 is 84.3% (including 3.7% F) Medical - 8.5%. Truant - 3.2% Explained - 3.2% Justified - 1.7%</p> <p>Targeted Students: Year 1: 4 students Year 2: 10 students Year 3: 8 students Year 4: 5 students</p>	<p>Expected achievement levels:</p> <p>'Regular' attendance is defined for statistical purposes as 90% or higher. However, Ministry of Education analysis shows every day has a cumulative impact on a child's learning and there is no 'safe' level of non-attendance. Every day matters.</p>	<p>Actual data for end of 2023:</p> <p>Year 1: 4 students</p> <ul style="list-style-type: none"> • 3 students had 70 - 80% present • 1 student had 80 - 90% present <p>Year 2: 10 students</p> <ul style="list-style-type: none"> • 3 students left • 1 student had less than 50% • 1 student had 50 -60% present • 2 students had 60 - 70% present • 2 students had 70 - 80% present • 1 student had 80 - 90% present <p>Year 3: 8 students</p> <ul style="list-style-type: none"> • 2 students left 	<p>Analysis and Recommendations:</p> <p>Teachers will check the absentee book daily. This is kept in the office and whanau are rung if they haven't rung in with an absence. Principal will be notified by the teacher when a child has had 3 days truant, through team meeting notes. Teacher to contact whanau and follow up, actively. Notes to be made in guidance.</p> <p>All staff will follow the JSS Engagement and Attendance flowchart.</p> <p>The pastoral team will continue to include 'attendance' in their fortnightly SENCo meetings.</p>
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<p>Year 5: 10 students Year 6: 8 students</p>		<ul style="list-style-type: none"> ● 2 students had 60 - 70% present ● 2 students had 70 - 80% present ● 2 students had 80 - 90% present <p>Year 4: 5 students</p> <ul style="list-style-type: none"> ● 1 student had 50 -60% present ● 3 students had 70 - 80% present ● 1 student had 80 - 90% present <p>Year 5: 10 students</p> <ul style="list-style-type: none"> ● 3 students left ● 2 students had 60 - 70% present ● 2 students had 70 - 80% present ● 3 students had 80 - 90% present <p>Year 6: 8 students</p> <ul style="list-style-type: none"> ● 1 student left ● 2 students had 60 - 70% present ● 3 students had 70 - 80% present ● 2 students had 80 - 90% present 	<p>The Learning Support Coordinator will continue to engage with the Engagement and Attendance roopu (Kahui Ako). She will make positive connections with whanau and actively support students' return to school after absence of any reason. The LSC will continue to actively attend the Child Action Meetings.</p> <p>The school will be involved in the EBOP attendance actions.</p> <p>Parents/ Caregivers will continue to have a variety of ways to engage with the school if their child is going to be absent:</p> <ul style="list-style-type: none"> ● Ring school - leave a message ● Facebook message ● Skool Loop message ● Text or ring principal's phone ● Message Class Dojo <p>Ākonga who have 100% attendance per week will receive a chocolate fish on Friday afternoon. A tamaiti from each class will receive a 100% certificate each Friday.</p> <p>Attendance rates and weekly certificate winners will be published in the weekly newsletter.</p>
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Statement of student's achievement and how the school has met its Te Tiriti o Waitangi commitments:

Across the school our results were as follows :

60% of students At or Above the expectation in Writing

76% of students At or Above the expectation in Mathematics

56 % of students At or Above the expectation in Reading.

All staff have been involved in Professional Learning and Development facilitated by the Developing Mathematical Inquiry Communities team from Massey University. Three professional learning days were facilitated by their team and each teacher had the support of an in class mentor four times per term.

Three of the junior team completed the two term BSLA training facilitated by Canterbury University.

Many senior students (Years 4 to 6) represented our school at swimming, cross country and athletics at an inter school level; five of these students went on to represent at EBOP level.

Te Tiriti o Waitangi

We are committed to honouring Te Tiriti o Waitangi and further developing our teacher practice to truly reflect the principles of partnership, participation, and protection.

Achievement of Māori students is analysed termly in Reading, Writing and Maths.

All students have the opportunity to actively engage in Te Reo me ona Tikanga daily.

The school starts its day with Karakia and himene followed by a weekly kiwaha. The ākonga lead this each day. The plan is currently written by kaiako. There is a weekly draw for Te Reo Māori Akomanga o te Wiki.

The school is in its fourth year of engaging in Iwi Connections mahi with the Whakatāne Kāhui Ako; developing kaiako practice and knowledge, developing a school-wide understanding of Ngāti Awa as mana whenua, learning the purakau of Ngāti Awa and the significant historical sites within, hearing the history of colonisation and raupatu, and learning the karakia and waiata. The school has an annual Noho Marae. Priority is being given to local knowledge.

This year we are developing the Whakatāne Kāhui Ako Graduate Profile ensuring there are measurable goals / outcomes for students.

The school is developing kaiako knowledge and confidence to teach a weekly half hour Te Reo Maori lesson. Previously the school has received professional learning support with the Principles of Instructed Second Language Acquisition (Ellis Erlam Sakui 2004) and using these principles to teach Te Reo Maori kupu and kiwaha. A curriculum team meets regularly to plan and support this aspect of teacher professional development. All staff are supported in developing their confidence and use in Te Reo Māori.

We value and spend time weekly on growing tuakana - teina relationships across the school.

Professional learning time with all staff on Ka Hikitia - Ka Hāpaitia and Tātaiako.

The Board will take part in PLD in relation to the Hautu tool through the Kāhui Ako.

The school developed a Māori Strategic Plan in 2014. It needs to be reviewed.

PPDak
3/03/2024