



ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number:	3064
Principal:	Tineke Giddy
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WAITARIA BAY SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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Waitaria Bay 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.

Kate Hutterd

Full Name of Presiding Member

Signed by:


051D3B39E9E2451B
Signature of Presiding Member

30/05/2024

Date:

Tineke Giddy

Full Name of Principal

Signed by:


57035288447CB2AF
Signature of Principal

30/05/2024

Date:

Waitaria Bay School

Members of the Board

For the year ended 31 December 2023

Name	Position	How Position Gained	Term Expired/ Expires
Kate Hutterd	Presiding member	Elected	Sep 2025
Tineke Giddy	Principal	ex Officio	
Keri Drylie	Staff Representative	Elected	Sep 2025
Kelly McFadyen	Parent Representative	Elected	Sep 2025
Braden Moleta	Parent Representative	Selected	Sep 2025
Stefan Shulz	Community Member	C0opted	Sep 2024

Waitaria Bay School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

		2023	2023	2022
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	368,886	385,000	352,812
Locally Raised Funds	3	32,253	15,850	23,024
Interest		7,133	1,740	2,453
Total Revenue		408,272	402,590	378,289
Expenses				
Locally Raised Funds	3	6,350	7,600	14,411
Learning Resources	4	218,637	254,294	217,772
Administration	5	36,327	38,051	42,731
Interest		101	200	185
Property	6	141,344	86,011	90,686
Other Expenses	7	26,602	23,500	27,481
Loss on Disposal of Property, Plant and Equipment		-	-	1,573
Total Expense		429,361	409,656	394,839
Net (Deficit) for the year		(21,089)	(7,066)	(16,550)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(21,089)	(7,066)	(16,550)

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

Waitaria Bay 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		327,475	327,475	344,025
Total comprehensive revenue and expense for the year		(21,089)	(7,066)	(16,550)
Equity at 31 December		306,386	320,409	327,475
Accumulated comprehensive revenue and expense		306,386	320,409	327,475
Equity at 31 December		306,386	320,409	327,475

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.

Waitaria Bay School

Statement of Financial Position

As at 31 December 2023

		2023	2023	2022
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	272,667	64,420	49,986
Accounts Receivable	9	18,322	14,722	14,722
GST Receivable		5,750	-	-
Prepayments		5,704	5,054	5,054
Investments	10	29,764	81,300	81,300
		<u>332,207</u>	<u>165,496</u>	<u>151,062</u>
Current Liabilities				
GST Payable		-	293	293
Accounts Payable	12	22,038	21,575	21,575
Revenue Received in Advance	13	7,277	-	-
Provision for Cyclical Maintenance	14	50,426	5,600	-
Finance Lease Liability	15	10,903	11,864	11,864
Funds held for Capital Works Projects	16	136,707	-	-
		<u>227,351</u>	<u>39,332</u>	<u>33,732</u>
Working Capital Surplus		104,856	126,164	117,330
Non-current Assets				
Property, Plant and Equipment	11	239,851	240,125	253,625
		<u>239,851</u>	<u>240,125</u>	<u>253,625</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	17,145	13,800	11,400
Finance Lease Liability	15	21,176	32,080	32,080
		<u>38,321</u>	<u>45,880</u>	<u>43,480</u>
Net Assets		<u>306,386</u>	<u>320,409</u>	<u>327,475</u>
Equity		<u>306,386</u>	<u>320,409</u>	<u>327,475</u>

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

Waitaria Bay 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		159,519	140,423	153,021
Locally Raised Funds		31,447	15,850	23,964
Goods and Services Tax (net)		(6,043)	-	1,306
Payments to Employees		(54,842)	(57,200)	(67,721)
Payments to Suppliers		(86,447)	(83,179)	(98,444)
Interest Paid		(101)	(200)	-
Interest Received		6,812	1,740	2,003
Net cash from Operating Activities		50,345	17,434	14,129
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(4,501)	(3,000)	(4,086)
Purchase of Investments		-	-	(1,591)
Proceeds from Sale of Investments		51,536	-	-
Net cash from/(to) Investing Activities		47,035	(3,000)	(5,677)
Cash flows from Financing Activities				
Finance Lease Payments		(11,406)	-	(6,070)
Funds Administered on Behalf of Other Parties		136,707	-	-
Net cash from/(to) Financing Activities		125,301	-	(6,070)
Net increase in cash and cash equivalents				
		222,681	14,434	2,382
Cash and cash equivalents at the beginning of the year	8	49,986	49,986	47,604
Cash and cash equivalents at the end of the year	8	272,667	64,420	49,986

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

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

Waitaria Bay School

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

1.1. Reporting Entity

Waitaria Bay 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.

1.2. 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 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 whole 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 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 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.

1.3. 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 to which they relate. 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 programmes are recorded as revenue when the School has the rights to the funding in the period to which they relate. 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 recognised as 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.

1.4. 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.

1.5. 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.

1.6. Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The school's 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.

1.7. 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.

1.8. 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	10–75 years
Board Owned Buildings	10–75 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

1.9. 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 as 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.

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.

1.10. 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.

1.11. 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, 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.

1.12. 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.

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

The School carries out painting maintenance of the whole school over a variety of periods in accordance with the conditional assessment of each area of the school. 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.

1.14. 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 and finance lease 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.

1.15. 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.

1.16. Budget Figures

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

1.17. 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	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Government Grants - Ministry of Education	128,876	118,223	138,531
Teachers' Salaries Grants	151,343	190,816	140,088
Use of Land and Buildings Grants	62,839	52,961	52,961
Other Government Grants	25,828	23,000	21,232
	<u>368,886</u>	<u>385,000</u>	<u>352,812</u>

3. Locally Raised Funds

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

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations & Bequests	4,454	3,000	5,146
Trading	1,642	600	613
Fundraising & Community Grants	6,266	3,800	6,979
Other Revenue	19,891	8,450	10,286
	<u>32,253</u>	<u>15,850</u>	<u>23,024</u>
Expenses			
Extra Curricular Activities Costs	14	300	248
Fundraising & Community Grant Costs	2,825	1,600	1,575
Other Locally Raised Funds Expenditure	3,511	5,700	12,588
	<u>6,350</u>	<u>7,600</u>	<u>14,411</u>
<i>Surplus for the year Locally raised funds</i>	<u>25,903</u>	<u>8,250</u>	<u>8,613</u>

4. Learning Resources

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	7,890	9,128	15,508
Equipment Repairs	-	500	180
Information and Communication Technology	-	300	94
Library Resources	358	250	233
Employee Benefits - Salaries	182,965	219,316	179,928
Staff Development	9,149	8,300	3,003
Depreciation	18,275	16,500	18,826
	<u>218,637</u>	<u>254,294</u>	<u>217,772</u>

5. Administration

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	4,961	4,961	4,725
Board Fees	1,920	2,500	2,325
Board Expenses	1,415	1,780	2,606
Communication	1,153	1,120	1,145
Consumables	2,301	1,740	2,631
Legal Fees	-	-	1,844
Other	683	1,150	1,578
Employee Benefits - Salaries	17,069	18,000	19,223
Insurance	3,268	3,400	3,334
Service Providers, Contractors and Consultancy	3,557	3,400	3,320
	<u>36,327</u>	<u>38,051</u>	<u>42,731</u>

6. Property

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	1,274	1,000	1,883
Cyclical Maintenance	9,407	8,000	11,400
Adjustment to the Provision- Other Adjustments	46,764	-	-
Grounds	2,591	4,600	7,353
Heat, Light and Water	6,275	6,600	6,474
Rates	-	50	-
Repairs and Maintenance	3,235	1,300	571
Use of Land and Buildings	62,839	52,961	52,961
Employee Benefits - Salaries	8,959	11,500	10,044
	<u>141,344</u>	<u>86,011</u>	<u>90,686</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. Other Expenses

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Transport	26,602	23,500	27,481
	<u>26,602</u>	<u>23,500</u>	<u>27,481</u>

8. Cash and Cash Equivalents

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	217,184	64,420	49,986
Short-term Bank Deposits	55,483	-	-
Cash and Cash Equivalents for Statement of Cash Flows	<u>272,667</u>	<u>64,420</u>	<u>49,986</u>

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

Of the \$272,667 Cash and Cash Equivalents, \$136,707 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2024 on Crown owned school buildings.

Of the \$272,667 Cash and Cash Equivalents, \$7,277 of unspent grant funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

9. Accounts Receivable

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	1,035	229	229
Receivables from the Ministry of Education	1,582	1,596	1,596
Interest Receivable	977	656	656
Banking Staffing Underuse	1,535	-	-
Teacher Salaries Grant Receivable	13,193	12,241	12,241
	<u>18,322</u>	<u>14,722</u>	<u>14,722</u>
Receivables from Exchange Transactions	2,012	885	885
Receivables from Non-Exchange Transactions	16,310	13,837	13,837
	<u>18,322</u>	<u>14,722</u>	<u>14,722</u>

10. Investments

The School's investment activities are classified as follows:

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	29,764	81,300	81,300
Total Investments	<u>29,764</u>	<u>81,300</u>	<u>81,300</u>



11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Buildings	195,708	2,248	-	-	(3,294)	194,662
Furniture and Equipment	8,442	2,160	-	-	(1,502)	9,100
Information and Communication Technology	3,785	-	-	-	(1,745)	2,040
Leased Assets	42,779	-	-	-	(11,359)	31,420
Library Resources	2,911	93	-	-	(375)	2,629
Balance at 31 December 2023	253,625	4,501	-	-	(18,275)	239,851

The net carrying value of equipment held under a finance lease is \$20,947 (2022: \$28,769)

The net carrying value of motor vehicles held under a finance lease is \$10,473 (2022: \$14,011)

Restrictions

With the exception of the contractual restrictions relating to the above noted finance leases, there are no other 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 Cost or Valuation	2023 Accumulated Depreciation	2023 Net Book Value	2022 Cost or Valuation	2022 Accumulated Depreciation	2022 Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	256,426	(61,764)	194,662	254,178	(58,470)	195,708
Building Improvements	57,841	(57,841)	-	57,841	(57,841)	-
Furniture and Equipment	58,187	(49,087)	9,100	56,687	(48,245)	8,442
Information and Communication Technology	30,910	(28,870)	2,040	31,798	(28,013)	3,785
Leased Assets	52,367	(20,947)	31,420	58,428	(15,649)	42,779
Library Resources	35,421	(32,792)	2,629	35,328	(32,417)	2,911
Balance at 31 December	491,152	(251,301)	239,851	494,260	(240,635)	253,625

12. Accounts Payable

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Creditors	-	2,951	2,951
Accruals	3,361	3,225	3,225
Banking Staffing Overuse	-	800	800
Employee Entitlements - Salaries	17,231	13,874	13,874
Employee Entitlements - Leave Accrual	1,446	725	725
	<u>22,038</u>	<u>21,575</u>	<u>21,575</u>
Payables for Exchange Transactions	<u>22,038</u>	<u>21,575</u>	<u>21,575</u>
	<u>22,038</u>	<u>21,575</u>	<u>21,575</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	7,277	-	-
	<u>7,277</u>	<u>-</u>	<u>-</u>

14. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	11,400	11,400	-
Increase to the Provision During the Year	9,407	8,000	3,600
Other Adjustments	46,764	-	7,800
Provision at the End of the Year	<u>67,571</u>	<u>19,400</u>	<u>11,400</u>
Cyclical Maintenance - Current	50,426	5,600	-
Cyclical Maintenance - Non current	17,145	13,800	11,400
	<u>67,571</u>	<u>19,400</u>	<u>11,400</u>

The School's cyclical maintenance schedule details annual painting & other significant cyclical maintenance work to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the School's most recent 10 Year Property plan and the Programmed Maintenance Contract signed March 2024.

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	10,946	11,965	11,965
Later than One Year and no Later than Five Years	21,183	32,130	32,130
Future Finance Charges	(50)	(151)	(151)
	<u>32,079</u>	<u>43,944</u>	<u>43,944</u>
Represented by:			
Finance lease liability - Current	10,903	11,864	11,864
Finance lease liability - Non current	21,176	32,080	32,080
	<u>32,079</u>	<u>43,944</u>	<u>43,944</u>

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 8. No projects in 2022.

2023	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Whole School Upgrade - 240037	-	224,890	(88,183)	-	136,707
Totals	<u>-</u>	<u>224,890</u>	<u>(88,183)</u>	<u>-</u>	<u>136,707</u>

Represented by:

Funds Held on Behalf of the Ministry of Education

136,707

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.

18. Remuneration

Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	1,920	2,325
<i>Leadership Team</i>		
Remuneration	127,638	118,236
Full-time equivalent members	1.00	1.00
Total key management personnel remuneration	129,558	120,561

There are 5 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	120 - 130	50 - 60
Benefits and Other Emoluments	0 - 10	0 - 10
Termination Benefits	0 - 0	0 - 0

Principal 2

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	0 - 0	50 - 60
Benefits and Other Emoluments	0 - 0	0 - 10
Termination Benefits	0 - 0	0 - 0

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	-	-
	-	-

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 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	-	-

20. 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: nil).

Holidays Act Compliance – schools payroll

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

The Ministry continues to review the schools sector payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts of specific individuals, as such this is expected to resolve the liability for school boards.

Pay Equity Settlement Wash Up amounts

In 2023 the Ministry of Education provided additional funding for non-teaching collective and pay equity agreements. The School is yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual eligible staff members employed in 2023. The Ministry is in the process of determining wash up payments or receipts for the year ended 31 December 2023 however as at the reporting date this amount had not been calculated and therefore is not recorded in these financial statements.

21. Commitments

(a) Capital Commitments

At 31 December 2023, the Board had capital commitments of \$265,834 (2022:\$nil) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
Whole School Upgrade - 240037	281,112	88,183	192,929
Programmed Maintenance Contract	72,905	-	72,905
Total	354,017	88,183	265,834

(Capital commitments in relation to Ministry projects at 31 December 2022: nil)

(b) Operating Commitments

As at 31 December 2023 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2022: nil)

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	272,667	64,420	49,986
Receivables	18,322	14,722	14,722
Investments - Term Deposits	29,764	81,300	81,300
Total Financial assets measured at amortised cost	<u>320,753</u>	<u>160,442</u>	<u>146,008</u>

Financial liabilities measured at amortised cost

Payables	22,038	21,575	21,575
Finance Leases	32,079	43,944	43,944
Total Financial liabilities measured at amortised Cost	<u>54,117</u>	<u>65,519</u>	<u>65,519</u>

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.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF WAITARIA BAY SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

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

Opinion

We have audited the financial statements of the School on pages 3 to 17 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 Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 30 May 2024. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities arise from section 134 of the Education and Training Act 2020.

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 arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Members of the Board Listing, Statement of Variance, Report on good employer requirements, Annual Implementation Plan, and the Kiwisport report, but does not include the financial statements, and our auditor's report thereon.

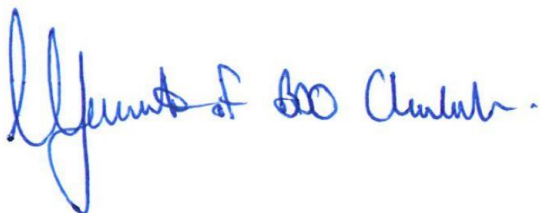
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

Independence

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

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



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

Statement of Variance



School Name:	Waitaria Bay School	School Number:	3064
Strategic Aim:	Improve Student achievement outcomes for Māori students.		
Annual Aim:	To increase engagement through improved regular attendance.		
Target:	Attendance of 80% for all Māori students.		
Baseline Data:	<p>Ministry Attendance data reports for 2022 show the following;</p> <ul style="list-style-type: none"> Term 1 2022 5 students with 80% or more attendance Term 2 2022 1 student with 80% or more attendance and 1 student with 70-80% attendance Term 3 2022 2 students with 0-70% attendance Term 4 2022 2 students with 80% or more attendance 		

Statement of Variance Reporting



School Name:	Waitaria Bay School	School Number:	3064
Strategic Aim:	Teaching and Learning- We accelerate the learning of students identified as being at risk of not achieving the New Zealand Curriculum expectations and extend those identified as being above.		
Annual Aim:	Identify priority learners in mathematics (those working 1 to 2 levels below the current expected year level) Review assessments and how they show progress, skills being used and next steps in learning.		
Target:	To have 90% of all students achieving at the expected level in maths by the end of 2023.		
Baseline Data:	<p>At the beginning of 2023, 9 out of 12, Year 3-8 students scored stanines 4-6 putting them in the average range for achievement in maths. 3 of these students were identified as priority learners in maths for 2023.</p> <p>End of 2022/beginning of 2023 OTJ (overall teacher judgement data) for our Year 1-3 students assessed using JAM (junior assessment maths) showed that 2 out of 3 students were at the expected level and 1 student was identified as a priority learner in maths for 2023.</p>		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>In 2023, the .3 FTTE Principal release teacher oversaw the student math programmes and achievement by monitoring online programmes Mathseeds and Mathletics. She provided 1-1 tuition on an as needs basis based on their results.</p> <p>As the main classroom teacher I introduced more formal maths teaching using NZ Curriculum Maths-Connecting all Strands as the basis for the daily programme. Teaching was largely individual or small group based. This allowed for greater consistency.</p> <p>Late in 2023 I trained in administering both the GLOSS and JAM assessments.</p>	<p>2023 saw a large fluctuation in roll numbers especially during Terms 1 and 2, and we welcomed 2 New Entrants at the beginning of Term 3.</p> <p>In term 4 only 2 of the 4 priority learners in maths remained on the school roll.</p> <p>Both made significant progress throughout the year.</p> <p>1 student remained below the expected level of Strategy stage 7/Level 4 and was working solidly at Strategy Stage 5/end of Level 2 of the Curriculum.</p> <p>1 student moved from Strategy Stage 3 to strategy stage Early 5 and is now achieving at the expected level.</p>	<p>Our December 2023 total roll number was 7 students. 6 of these students were achieving at or above the expected level which is the equivalent of 86% of all students achieving.</p> <p>In terms of accelerating learning 1 of our priority students gained 2 strategy stages over the course of the year.</p> <p>Consistency and prioritising Maths in the daily timetable/programme along with targeted instruction has made a difference.</p> <p>This has been balanced by the online practice/revision tasks.</p>	<p>Overall student achievement in math continues to be a concern within our school community and nationwide.</p> <p>Further teacher training in the delivery of math lessons, and the requirements/achievement expectations in the Curriculum refresh will be required in 2024.</p> <p>Budgeting for this by the board will be a priority.</p>
<p>Planning for next year:</p>			
<p>The board will have clear achievement data via our SMS in 2024 in order to set realistic targets for achievement in math for 2024. The 2024 budget will reflect provision for further teacher training. We will work with the maths progressions in the revised NZ Curriculum Framework to inform planning, teaching and reporting. We will create a long term math plan/overview and work with the Te Wheke Kāhui Ako to secure Professional Learning and Development.</p>			

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>We highlighted the need for regular attendance.</p> <p>We made families aware of the Ministry of Education Expectations</p> <p>We added attendance data from our SMS to the student reports</p> <p>We</p>	<p>2023 attendance shows</p> <p>Term 1 2 students at 70-80% 1 students below 70%</p> <p>Term 2 1 student at 80-90% 2 students below 70%</p> <p>Term 3 1 student below 70%</p> <p>Term 4 1 student at 70-80%</p> <p>There is a pattern emerging across the two years of lower overall attendance in Term 3.</p>	<p>During 2023 the composition of the student roll fluctuated.</p> <p>There were bouts of illness that contributed to the fluctuations especially in Term 3, the winter term.</p>	<p>We will work with our families to better understand the reasons behind the various absences and work to mitigate them.</p>
Planning for next year:			
<p>2024 will see the appointment of a new .3 FTTE Principal Release teacher and the reworking of the support staff timetable. It will be important to ensure our students are supported to develop positive relationships with the new teaching and support staff roster.</p> <p>2024 will see an increased use of te reo, karakia, waiata. We will continue to deliver the Aotearoa Histories component of the Social Sciences aspect of the New Zealand Curriculum.</p>			

Waitaria Bay School Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2023.

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

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	Yes
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p><i>Equal Employment Opportunities</i></p> <p><i>As required by the Education and Training Act 2020 (s 597), Waitaria Bay School operates an employment policy that complies with the principle of being a good employer and ensures the fair and proper treatment of staff in all aspects of their employment. This Equal Employment Opportunities (EEO) policy is our framework for providing an inclusive, non-discriminatory workplace, and promoting equal opportunities for all staff members.</i></p> <p><i>Waitaria Bay School promotes equal opportunities by applying our EEO framework to all relevant school policies and procedures, particularly those relating to employment (e.g. recruitment and selection, training, professional development, and promotion).</i></p> <p><i>This is to ensure that we:</i></p> <ul style="list-style-type: none"> <i>• treat current and prospective staff fairly</i> <i>• make decisions based on relevant merit</i> <i>• work to eliminate bias and discrimination.</i> <p>YES</p>
How do you practise impartial selection of suitably qualified persons for appointment?	<p><i>We produce a matrix of desired skills and attributes when advertising/seeking to fill a vacant position and rank applications accordingly.</i></p> <p><i>Due to our remote location we very rarely have more than one applicant for any position.</i></p>
<p>How are you recognising,</p> <ul style="list-style-type: none"> - The aims and aspirations of Maori, - The employment requirements of Maori, and 	<p><i>We have reviewed our school motto to better reflect the aims and aspirations of our parent community.</i></p> <p><i>We are incorporating karakia, waiata and te reo me tikanga maori in our daily teaching programme</i></p>

– Greater involvement of Maori in the Education service?	<i>We are Equal Opportunity provider</i> <i>We have sought to second local maori onto the Board but have been unsuccessful</i>
How have you enhanced the abilities of individual employees?	<i>We have provided training for our caretaker in swimming pool maintenance and to become an approved vespex handler.</i> <i>Our Office Administrator has been given wider access via Education Service Login and undertaken the associated online training</i> <i>The Principal has trained in BSLA</i> <i>First Aid refresher courses have been completed by the majority of the staff</i>
How are you recognising the employment requirements of women?	<i>Women make up the majority of our workforce and are suitably catered for.</i>
How are you recognising the employment requirements of persons with disabilities?	<i>N/A at this time</i>

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

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

*Send in a copy of our policy and our EEO statement for 2023

Waitaria Bay School Annual Implementation Plan 2024

Summary of the plan

This annual plan is drawn from the strategic goals as set out in the Waitaria Bay School Strategic Plan (2024-2025). The Strategic Plan covers two years instead of the usual three, so that it fall in line with Board election cycles.

Where we are currently at:

Regulation 9(1)(e)

As of February 2024 Waitaria Bay School is fully staffed. The school roll is stable and currently sits at 7 with further new entrant enrolments due throughout the year. From our 2023 Analysis of Variance documents we identified the following to inform planning for 2024;

Math-The board will have clear achievement data via our SMS in 2024 in order to set realistic targets for achievement in math for 2024. The 2024 budget will reflect provision for further teacher training. We will work with the math progressions in the revised NZ Curriculum Framework to inform planning, teaching and reporting. We will create a long-term math plan/overview and work with the Te Wheke Kāhui Ako to secure Professional Learning and Development.

Attendance-2024 will see the appointment of a new .3 FTTE Principal Release teacher and the reworking of the support staff timetable. It will be important to ensure our students are supported to develop positive relationships with the new teaching and support staff roster. 2024 will see an increased use of te reo, karakia, waiata. We will continue to deliver the Aotearoa Histories component of the Social Sciences aspect of the New Zealand Curriculum.

These recommendations along with our current Strategic Plan have contributed to the formation of this Annual Implementation Plan.

How will our targets and actions give effect to Te Tiriti o Waitangi?

Regulation 9(1)(g)

Our annual targets and actions seek to give effect to Te Tiriti o Waitangi through the three principles of partnership, participation and protection.

Beginning with our new school motto and increasing the use of te reo me tikanga Māori in the daily classroom through to developing new connections with kaumatua, kuia and iwi and ensuring our tamariki have a rich knowledge of our local Sounds pre-European history. This alongside new approaches to the teaching of literacy and numeracy will enhance engagement and learning for all.

Waitaria Bay School Annual Implementation Plan 2024

<p>Strategic Goal 1 <i>Provide a high-level education for the local Sounds community.</i></p> <p>Regulation 9(1)(a)</p>				
<p>Annual Target/Goal: Regulation 9(1)(a) <i>Achievement data in Reading, Writing and Math will show progress over time.</i></p>				
<p>What do we expect to see by the end of the year? (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)</p> <p>Regulation 9(1)(d) <i>By the end of 2024 further comparative data will available via ETAP, our student management system for Reading, Writing and Math. Progress over time achievement data will be available to students/whānau, Board and community.</i></p>				
<p>Regulation 9(1)(b)</p>				
<p>Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i></p>	<p>Who is Responsible?</p>	<p>Resources Required</p>	<p>Timeframe <i>This is optional however is useful to help with your planning</i></p>	<p>How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i></p>
	Regulation 9(1)(c)	Regulation 9(1)(c)		Regulation 9(1)(d)
<i>Revise and implement the Annual Assessment timetable and load results into ETAP mark books</i>	<i>Tineke/Marion</i>	<i>Use of Principal Release time 1-1 online ETAP training sessions as required</i>	<i>Term 1 2024</i>	<i>Monitoring data entered regularly (weekly, termly and/or as required)</i>
<i>Use ETAP birthday and anniversary reminders to schedule parent/teacher/pupil learning conferences to co-construct written reports twice a year.</i>	<i>Tineke</i>	<i>Scheduled time slots</i>	<i>Ongoing throughout 2024</i>	<i>Effective student achievement reporting system for whānau.</i>
<i>Complete training in Better Start Literacy Approach (BSLA) Gain micro-credential</i>	<i>Tineke</i>	<i>Time to complete online training and submit a written report Support from Marion Townsend</i>	<i>June-Dec 2024</i>	<i>BSLA Micro credential will be obtained Student progress in reading and writing will be evident via BSLA progress checks and reports</i>
<i>Source professional learning that aligns with the new Frameworks for Teaching and Learning in Maths</i>	<i>Tineke</i>	<i>Explore online offering from Cognition Release to attend professional learning opportunities within Te Wheke Kāhui Ako and/or the Pelorus Principal Cluster</i>	<i>Term 2 and ongoing in 2024</i>	<i>A long-term plan for the teaching of math will be developed in line with the new Framework and National guidelines which will ensure a cohesive approach to the teaching of math at Waitaria Bay School.</i>

Waitaria Bay School Annual Implementation Plan 2024

Strategic Goal 2 <i>Provide a modern, safe and comfortable physical environment for all.</i>				
Regulation 9(1)(a)				
Annual Target/Goal: Regulation 9(1)(a) <i>School is attractive and well maintained.</i>				
What do we expect to see by the end of the year? (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.) Regulation 9(1)(d)				
<i>By the end of 2024 all works relating to the 10 Year Property Plan Whole School Upgrade will be complete.</i>				
Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i>	Who is Responsible?	Resources Required	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i>
Regulation 9(1)(b)	Regulation 9(1)(c)	Regulation 9(1)(c)		Regulation 9(1)(d)
<i>Work with Jody Nichols MoE Property Advisor, Peter Chisholm Onus and BC Builders to ensure all aspects of the Whole School Upgrade are completed in a timely fashion.</i>	<i>Jody Nichols MoE Peter Chisholm-Onus Project Manager Ben Curties-BC Builders Programmed Maintenance Tineke on behalf of the Board</i>	<i>Time set aside for on-site meetings and progress/quality checks 10 YPP Budget</i>	<i>To be determined by the Project Manager</i>	<i>Top Classroom will be significantly enhanced with new layout, furnishings and heating. Top Deck will become an extra outdoor learning space once partially closed in. The pool will be fenced according to local/national recommendations. The library will be heated and water tight with a new roof. The Hazchem Shed will be regulation compliant Whole School Painting project completed</i>
<i>Regularly maintain, lawns, grounds, turf, swimming pool and complete minor repairs as required.</i>	<i>Ben Jones-Caretaker Tineke</i>	<i>Annual Budget Funds for wages, materials, mower operation</i>	<i>As per maintenance schedule and job description</i>	<i>Lawns mowed, edges trimmed, spraying completed as required</i>
<i>Set up a regular working bee schedule to maintain gardens</i>	<i>Keri- Board/Staff Health and Safety rep Ben Jones-Caretaker Board Members Tineke</i>	<i>Parent/Community help Gardening equipment Plant replacement budget</i>	<i>Termly? On a Monday afternoon from 3.00pm-4.00pm</i>	<i>Gardens will be well tended, trees trimmed etc. Entrance to school will be enhanced and obvious.</i>
<i>Complete Safety Checks- Fire Electrical Hazards</i>	<i>Keri- Board/Staff Health and Safety rep Board Members Tineke</i>	<i>Engage with Fire Safety Personnel Identify personnel who can tag and test all electrical appliances Research regulations/guidelines Budget allocation as required</i>	<i>Term 2 2024 Term 3 2024</i>	<i>All electrical appliances will be tested and tagged All fire extinguishers tested and compliant All door locks open from the inside/locked on the outside Updated Fire Evacuation protocols in place</i>

Waitaria Bay School Annual Implementation Plan 2024

Strategic Goal 3 <i>Provide a culturally responsive, supportive, inclusive environment for all</i>				
Regulation 9(1)(a) Annual Target/Goal: Regulation 9(1)(a) <i>Ensure the implementation of the Aotearoa New Zealand Histories Social Sciences Curriculum</i>				
What do we expect to see by the end of the year? (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.) Regulation 9(1)(d)				
Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i>	Who is Responsible?	Resources Required	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i>
<i>Regulation 9(1)(b)</i>	<i>Regulation 9(1)(c)</i>	<i>Regulation 9(1)(c)</i>		<i>Regulation 9(1)(d)</i>
<i>Develop knowledge of sites of local significance.</i>	<i>Tineke Community</i>	<i>Visit to Karaka Point- transport budget Local iwi input/ link with Waikawa Bay School- via Kāhui Ako</i>	<i>Term 3 2024</i>	<i>Local sites in the Sounds beginning with Titirangi will be identified, mapped and visited where appropriate Relationships established with local kaumatua, kuia, iwi identified.</i>
<i>Embed our school motto</i>	<i>Tineke/Marion/Keri Whānau</i>	<i>Time allocated in the teaching timetable Certificates of acknowledgment</i>	<i>Term 1 2024-ongoing</i>	<i>Students will be able to articulate motto, what it means and how it is lived</i>

WAITARIA BAY SCHOOL

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KIWISPORT REPORT 2023

In 2023 Waitaria Bay School received \$117.20 Kiwisport funding. This was used to support teaching and participation in sporting activities.

\$44.16 Pool Entry Pelorus Cluster Senior Swimming

\$136.40 Sports Equipment

Ngā mihi,

Tineke Giddy

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF WAITARIA BAY SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

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

Opinion

We have audited the financial statements of the School on pages 3 to 17 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 Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 30 May 2024. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities arise from section 134 of the Education and Training Act 2020.

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 Members of the Board Listing, Statement of Variance, Report on good employer requirements, Annual Implementation Plan, and the Kiwisport report, but does not include the financial statements, and our auditor's report thereon.

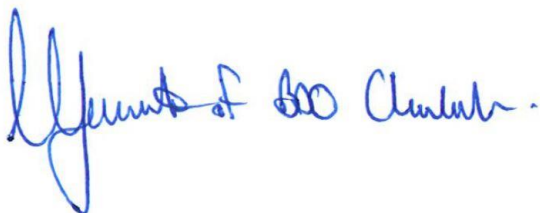
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

Independence

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

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



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