

DISCOVERY SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023



DISCOVERY SCHOOL

- EDUCATING FOR SUCCESSFUL LIVING -

Ministry Number:	2832
Principal:	Kaylene Macnee
School Address:	Pullen Lane, Whitby
School Postal Address:	Pullen Lane, Whitby, Porirua, 5024
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Accountant / Service Provider:	Accounting For Schools Limited

DISCOVERY SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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Discovery 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.

Grayden Ross Smith
Full Name of Presiding Member

Grayden Smith
Signature of Presiding Member

20/5/2024
Date:

Kaylene Megan MacInnes
Full Name of Principal

[Signature]
Signature of Principal

20/5/2024
Date:

Discovery School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue				
Government Grants	2	4,190,305	3,932,750	3,919,671
Locally Raised Funds	3	212,898	161,141	268,069
Interest		36,283	5,000	11,243
		<u>4,439,486</u>	<u>4,098,891</u>	<u>4,198,983</u>
Expenses				
Locally Raised Funds	3	17,487	9,400	31,447
Learning Resources	4	3,142,642	3,017,810	3,045,096
Administration	5	231,396	232,982	263,846
Interest		1,878	1,600	3,322
Property	6	997,768	867,836	819,303
Loss on Disposal of Property, Plant and Equipment		-	-	-
		<u>4,391,171</u>	<u>4,129,628</u>	<u>4,163,014</u>
Net Surplus / (Deficit) for the year		48,315	(30,737)	35,969
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>48,315</u>	<u>(30,737)</u>	<u>35,969</u>

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

Discovery School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2023

Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Balance at 1 January	1,033,507	1,182,852	988,176
Total comprehensive revenue and expense for the year	48,315	(30,737)	35,969
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant		-	9,362
Equity at 31 December	1,081,822	1,152,115	1,033,507
Accumulated comprehensive revenue and expense	1,081,822	1,152,115	1,033,507
Reserves		-	
Equity at 31 December	1,081,822	1,152,115	1,033,507

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.

Discovery 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	86,360	135,571	25,216
Accounts Receivable	8	228,495	145,000	249,905
Funds held for Capital Works Projects	16	2,658	-	28,630
GST Receivable		57,180	10,002	13,509
Prepayments		22,776	15,000	28,007
Investments	9	415,520	550,000	455,169
		<u>812,989</u>	<u>855,573</u>	<u>800,436</u>
Current Liabilities				
Accounts Payable	11	287,930	175,500	283,879
Borrowings - Due in one year	12	6,257	-	-
Revenue Received in Advance	13	25,178	-	7,114
Provision for Cyclical Maintenance	14	13,733	30,000	19,696
Finance Lease Liability	15	14,105	15,000	9,173
Funds held for Capital Works Projects	16	17,129	-	-
		<u>344,332</u>	<u>220,500</u>	<u>319,862</u>
Working Capital Surplus/(Deficit)		<u>468,657</u>	<u>635,073</u>	<u>480,574</u>
Non-current Assets				
Property, Plant and Equipment	10	<u>670,823</u>	<u>582,042</u>	<u>622,677</u>
		670,823	582,042	622,677
Non-current Liabilities				
Borrowings	12	21,900	-	-
Provision for Cyclical Maintenance	14	21,418	50,000	62,661
Finance Lease Liability	15	14,340	15,000	7,083
		<u>57,658</u>	<u>65,000</u>	<u>69,744</u>
Net Assets		<u>1,081,822</u>	<u>1,152,115</u>	<u>1,033,507</u>
Equity		<u>1,081,822</u>	<u>1,152,115</u>	<u>1,033,507</u>

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

Discovery 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		877,442	872,750	930,382
Locally Raised Funds		225,265	216,141	194,109
Goods and Services Tax (net)		(43,677)	-	(318)
Payments to Employees		(551,109)	(498,778)	(557,722)
Payments to Suppliers		(443,322)	(269,196)	(436,574)
Interest Paid		(1,878)	(1,600)	(3,322)
Interest Received		33,260	5,000	6,523
Net cash from Operating Activities		95,981	324,317	133,078
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(131,777)	70,248	(116,074)
Purchase of Investments		39,649	(350,000)	(86,549)
Net cash from Investing Activities		(92,128)	(279,752)	(202,623)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	9,362
Finance Lease Payments		(13,967)	11,000	(13,333)
Loans Received/ Repayment of Loans		28,157	-	-
Funds on behalf of Third Parties		43,101	-	14,057
Net cash from Financing Activities		57,291	11,000	10,086
Net increase/(decrease) in cash and cash equivalents		61,144	55,565	(59,459)
Cash and cash equivalents at the beginning of the year	7	25,216	80,006	84,675
Cash and cash equivalents at the end of the year	7	86,360	135,571	25,216

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

Discovery School

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 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 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.

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 10.

Discovery School

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

Cyclical Maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

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 carryforward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

c) Revenue Recognition

Government Grants

The school receives funding from the Ministry of Education. The following are the main types of funding that the School receives;

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period they relate to. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. Grants for the use of land and buildings are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

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.

Discovery School

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

Donations, Gifts and Bequests

Donations, gifts and bequests are recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

Interest Revenue

Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned.

d) Operating Lease Payments

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

e) Finance Lease Payments

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

f) Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

g) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

h) Inventories

Inventories are consumable items held for sale and comprise of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

i) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

j) Property, Plant and Equipment

Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements (funded by the Board) to buildings owned by the Crown or directly by the board are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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.

Discovery School

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

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 to Crown Owned Assets	20 years
Furniture and equipment	5 - 15 years
Information and communication technology	3 - 5 years
Motor vehicles	5 years
Textbooks	3 - 5 years
Leased assets held under a Finance Lease	4 years
Library resources	12.5% Diminishing value

k) Intangible Assets

Software costs

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

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

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

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

Non cash generating assets

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

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

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

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

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

Discovery School

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

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

Long-term employee entitlements

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

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

o) Revenue Received in Advance

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

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

p) Funds Held 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

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.

r) Shared Funds

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.

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.

Discovery School

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

u) 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 categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable, borrowings and finance lease liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

t) 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.

u) 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.

v) Budget Figures

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

w) 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.

Discovery School
Notes to the Financial Statements
For the year ended 31 December 2023

2. Government Grants

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Government Grants - Ministry of Education	877,027	872,750	930,082
Teachers' Salaries Grants	2,487,885	2,410,000	2,388,990
Use of Land and Buildings Grants	824,978	650,000	600,299
Other Government Grants	415	-	300
	<u>4,190,305</u>	<u>3,932,750</u>	<u>3,919,671</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	142,291	122,041	148,291
Fees for Extra Curricular Activities	18,252	10,700	21,221
Trading	23,197	28,400	19,320
Fundraising & Community Grants	29,158	-	79,237
	<u>212,898</u>	<u>161,141</u>	<u>268,069</u>
Expenses			
Extra Curricular Activities Costs	14,667	4,000	29,088
Trading	2,820	4,400	2,359
Fundraising and Community Grant Costs	-	1,000	-
	<u>17,487</u>	<u>9,400</u>	<u>31,447</u>
Surplus/ (Deficit) for the year Locally raised funds	<u>195,411</u>	<u>151,741</u>	<u>236,622</u>

4. Learning Resources

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	137,903	134,337	151,931
Depreciation	109,789	97,710	104,543
Information and Communication Technology	20,362	21,420	25,300
Library Resources	3,309	3,830	3,149
Employee benefits - salaries	2,840,422	2,723,013	2,739,783
Staff Development	30,857	37,500	20,390
	<u>3,142,642</u>	<u>3,017,810</u>	<u>3,045,096</u>

Discovery School

Notes to the Financial Statements

For the year ended 31 December 2023

5. Administration

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	8,175	8,175	7,937
Board of Trustees Fees	3,900	5,130	3,790
Board of Trustees Expenses	14,949	25,320	15,783
Communication	4,142	5,150	4,465
Consumables	10,078	12,000	8,223
Other	12,191	16,150	12,236
Employee Benefits - Salaries	149,365	129,765	177,908
Insurance	17,268	20,000	17,875
Service Providers, Contractors and Consultancy	11,328	11,292	15,629
	231,396	232,982	263,846

6. Property

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	18,252	15,200	16,213
Consultancy and Contract Services	53,143	46,306	46,072
Cyclical Maintenance Provision	(25,106)	22,100	44,043
Grounds	9,854	10,500	4,376
Heat, Light and Water	14,159	16,000	12,542
Rates	8,961	10,000	8,044
Repairs and Maintenance	34,070	37,730	31,890
Use of Land and Buildings	824,978	650,000	600,299
Security	8,836	4,000	4,815
Employee Benefits - Salaries	50,621	56,000	51,009
	997,768	867,836	819,303

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	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	86,360	135,571	25,216
Cash and cash equivalents for Cash Flow Statement	86,360	135,571	25,216

Of the \$86,360 Cash and Cash Equivalents, \$17,129 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2024 on Crown owned school buildings.

Discovery School
Notes to the Financial Statements
For the year ended 31 December 2023

8. Accounts Receivable

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	1,592	(35,000)	-
Receivables from the Ministry of Education	12,595	-	15,953
Interest Receivable	8,704	5,000	5,681
Teacher Salaries Grant Receivable	205,604	175,000	228,271
	228,495	145,000	249,905
Receivables from Exchange Transactions	205,604	175,000	228,271
Receivables from Non-Exchange Transactions	22,891	(30,000)	21,634
	228,495	145,000	249,905

9. Investments

The School's investment activities are classified as follows:

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	415,520	550,000	455,169
Total Investments	415,520	550,000	455,169

Discovery School
Notes to the Financial Statements
For the year ended 31 December 2023

10. Property, Plant and Equipment

2023	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Building Improvements	387,314	57,641	-	-	(31,475)	413,480
Furniture and Equipment	149,730	47,777	-	-	(38,562)	158,945
Information Technology	45,572	20,613	-	-	(21,840)	44,345
Leased Assets	11,919	26,156	-	-	(13,736)	24,339
Library Resources	28,142	5,748	-	-	(4,176)	29,714
Balance at 31 December 2023	622,677	157,935	-	-	(109,789)	670,823

The net carrying value of equipment held under a finance lease is \$24,339 (2022: \$11,919).

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	902,906	(489,426)	413,480	845,265	(457,951)	387,314
Furniture and Equipment	578,031	(419,086)	158,945	530,254	(380,524)	149,730
Information Technology	376,464	(332,119)	44,345	355,851	(310,279)	45,572
Leased Assets	78,389	(54,050)	24,339	52,233	(40,314)	11,919
Library Resources	75,040	(45,326)	29,714	69,291	(41,149)	28,142
Balance at 31 December	2,010,830	(1,340,007)	670,823	1,852,894	(1,230,217)	622,677

11. Accounts Payable

	2023	2023	2022
	Actual \$	Budget (Unaudited) \$	Actual \$
Creditors	11,473	20,500	18,998
Accruals	19,270	6,000	6,437
Employee Entitlements - Salaries	227,972	141,000	249,596
Employee Entitlements - Leave Accrual	9,215	8,000	8,848
	267,930	175,500	283,879
Payables for Exchange Transactions	267,930	175,500	283,879
	267,930	175,500	283,879

The carrying value of payables approximates their fair value.

Discovery School
Notes to the Financial Statements
For the year ended 31 December 2023

12. Borrowings

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Due in One Year	6,257	-	-
Due Beyond One Year	21,900	-	-
	28,157	-	-

The school has borrowings at 31 December 2023 of \$28,157 (31 December 2022 \$Nil). This loan is from the Energy Efficiency and Conservation Authority for the purpose of upgrading lighting. The loan is unsecured and interest free.

13. Revenue Received in Advance

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Grants in Advance - Ministry of Education	12,101	-	2,868
Other	13,077	-	4,246
	25,178	-	7,114

14. Provision for Cyclical Maintenance

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	82,357	82,357	54,534
Increase/ (decrease) to the Provision During the Year	13,858	22,100	24,530
Adjustment to the provision	(38,964)	-	29,633
Use of the Provision During the Year	(22,100)	(24,457)	(26,340)
Provision at the End of the Year	35,151	80,000	82,357
Cyclical Maintenance - Current	13,733	30,000	19,696
Cyclical Maintenance - Term	21,418	50,000	62,661
	35,151	80,000	82,357

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.

Discovery School

Notes to the Financial Statements

For the year ended 31 December 2023

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 \$	2023 \$	2022 \$
No Later than One Year	15,915	15,000	9,729
Later than One Year and no Later than Five Years	15,369	15,000	7,289
Later than Five Years	-	-	-
Future Finance Charges	(2,839)	-	(762)
	<u>28,445</u>	<u>30,000</u>	<u>16,256</u>
Represented by			
Finance lease liability - Current	14,105	15,000	9,173
Finance lease liability - Term	<u>14,340</u>	<u>15,000</u>	<u>7,083</u>
	<u>28,445</u>	<u>30,000</u>	<u>16,256</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 7.

2023	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
Fire and Security Alarms	(11,503)	14,974	(3,471)	-	-
SIP - Refurbish Admin Block	(4,425)	950,000	(928,446)	-	17,129
Library Leak	(12,702)	13,072	(370)	-	-
Replace Heat Pumps Blocks 4,6,12,16,17	-	60,800	(63,458)	-	(2,658)
Totals	<u>(28,630)</u>	<u>1,038,846</u>	<u>(995,745)</u>	<u>-</u>	<u>14,471</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	17,129
Funds Due from the Ministry of Education	(2,658)
	<u>14,471</u>

2022	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
Fire and Security Alarms	(9,203)	-	(2,300)	-	(11,503)
SIP - Refurbish Admin Block	(21,837)	77,212	(59,800)	-	(4,425)
Blk 16 Leak Remediation II	1,055	-	(1,055)	-	-
Library Leak	(12,702)	-	-	-	(12,702)
Totals	<u>(42,687)</u>	<u>77,212</u>	<u>(63,155)</u>	<u>-</u>	<u>(28,630)</u>

Discovery School

Notes to the Financial Statements

For the year ended 31 December 2023

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, Principal and Deputy Principal.

	2023 Actual \$	2022 Actual \$
Board Members		
Remuneration	3,900	3,790
Leadership Team		
Remuneration	405,781	381,926
Full-time equivalent members	3	3
Total key management personnel remuneration	409,681	385,716
Total full-time equivalent personnel	3.00	3.00

There are 10 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

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	5 - 6	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	3	3
110 - 120	4	1
	7	4

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

Discovery School

Notes to the Financial Statements

For the year ended 31 December 2023

19. 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.

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

20. Commitments

(a) Capital Commitments

As at 31 December 2023 the Board had capital commitments of \$270,810 (2022: \$925,690) as a result of entering the following contracts.

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
Refurbish Admin Block - 219150	1,268,551	1,010,083	258,468
Heat Pumps Blocks 4,6,12,16,17	75,800	63,458	12,342
Total	1,344,351	1,073,541	270,810

Discovery School
Notes to the Financial Statements
For the year ended 31 December 2023

21. 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	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Cash and Cash Equivalents	86,360	135,571	25,216
Receivables	228,495	145,000	249,905
Investments - Term Deposits	415,520	550,000	455,169
	<u>730,375</u>	<u>830,571</u>	<u>730,290</u>
Total Financial assets measured at amortised cost			
Financial liabilities measured at amortised cost			
Payables	267,930	175,500	283,879
Finance Leases	28,445	30,000	16,256
Borrowings	28,157	-	-
Total Financial Liabilities Measured at Amortised Cost	<u>324,532</u>	<u>205,500</u>	<u>300,135</u>

22. Events After Balance Date

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

Discovery School

Members of the Board

For the year ended 31 December 2023

Name	Position	How position on Board gained	Occupation	Term expired/expires
Brayden Smith	Presiding Member	Elected	Accountant	September 2025
Kaylene Macnee	Principal	Appointed	Principal	
Sam Taylor	Parent Rep	Elected	Project Manager	September 2025
Laura Lumley	Parent Rep	Elected	Designer and Implementation Manager	September 2025
Fuianina Washburn	Parent Rep	Co-opted		September 2025
Georgia Taingahue	Parent Rep	Co-opted	Project Leader	September 2025
Andrea Smith	Staff Rep	Elected	Teacher	September 2025
Danelle Whaanga	Parent Rep	Elected	Customer Success Manager	November 2026
Nicholas Emmerson	Parent Rep	Elected	Director	November 2026
Adam White	Parent Rep	Elected	IT Manager	December 2023
Martin Robinson	Parent Rep	Appointed	Property Manager	December 2023

Discovery School

Kiwisport / Statement of Compliance with Employment Policy For the year ended 31 December 2023

Kiwisport

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

In 2023, the school received total Kiwisport funding of \$6,812 (2022: \$6,987).

The funding was spent on Kelly Sports and swimming lessons.

Statement of Compliance with Employment Policy

For the year ended 31 December 2023 Discovery School Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspect 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 an complies with the conditions contained in the employment contract of all staff employed by the Board.
- Ensures all employees and applicants for employments are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.

**INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF DISCOVERY SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2023**

The Auditor-General is the auditor of Discovery School (the School). The Auditor-General has appointed me, Geoff Potter, using the staff and resources of BDO Wellington, 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 Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 20 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 information included on pages 21 to 22, 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.

A handwritten signature in blue ink, appearing to read 'Geoff Potter', is written over a light blue horizontal line.

Geoff Potter
BDO WELLINGTON AUDIT LIMITED
On behalf of the Auditor-General
Wellington, New Zealand



Discovery School Statement of Variance 2023

School Number 2832

Strategic Goals and Annual Initiatives	<p>1. Grow our knowledge of Te Ao Māori</p> <ul style="list-style-type: none"> 1.1. Connect and work in partnership with Ngati Toa 1.2. Increase our understanding of te tiriti o Waitangi & our role in honouring this 1.3. Increase understanding, knowledge & use of te reo me ona tikanga Māori <p>2. Learn through a refreshed, rich local curriculum</p> <ul style="list-style-type: none"> 2.1. Implementation of Aotearoa NZ Histories 2.2. Refresh our local curriculum as the national refresh progresses 2.3. Ensure our vision is fit for purpose <p>3. To improve the school environment and resources</p> <ul style="list-style-type: none"> 3.1. Encourage and support student led projects that improve our school environment 3.2. Use the bike track to support learning 3.3. Create spaces that enhance outdoor learning
Achievement Target 1 - Our students as writers	By the end of 2023, accelerate the progress of Year 2-8 students so that 91% of students are writing at or above the expected level. This means shifting 22/55 students achieving below expectations at the end of 2022.
Baseline Data	At the end of 2022, 86.1% (423/488) of students were working within or above their curriculum expectations in writing. This includes 401 students in Y2-8 this year. Girls were achieving higher in writing than boys. We have noticed a significant drop in achievement data in Years 5-8 and this may be a result of the time lost at school through covid lockdowns and increased absences. Staff have implemented a range of differentiated strategies within and across classes and syndicates to meet the needs of students, however we still have a need to focus on acceleration for a number of students.
Actions Taken in 2023	<ul style="list-style-type: none"> ● Aspects of Structured Literacy implemented in classrooms across the school ● School wide moderation was undertaken before our OTJs were entered into Edge in Term 2 & 4 as we aimed for consistency of OTJs ● The Loss of Learning Programme was in place for only Term 1 to give 20 Year 7/8 students a boost in writing - it focussed on reinforcing basic writing skills and using high interest/engaging content

	<ul style="list-style-type: none"> Students were expected to know and be able to express their current writing levels and next learning steps to share with their parents in student-led conferences at the beginning of term 3 - they set writing goals and reflected on these during their meetings Most students who were writing at curriculum levels below those expected for their cohort had Priority Learner Tracking Sheets Writers' walls were displayed in some classrooms (learners walls) Increased engagement with whānau Māori across the school which may have contributed to improved writing for some of our Māori students and is an important base for building relationships with families of those students not yet achieving expectations The use of Assistive Technology to support individual students
Outcomes	<ul style="list-style-type: none"> At the end of 2023, 82% of students across Years 1-8 were achieving within or above curriculum expectations in writing (381/466) - when specially looking at the 2023 Year 2-8 students, this was 78% Of the 22 students we identified at the beginning of 2023 who could be focused on to make accelerated progress, they all made progress, with 18 of them making accelerated progress 87.1% of girls and 76.9% of boys achieved expectations Ethnic breakdown achieving expectations: 51.6% Māori (18/31 students), 82.4% NZ Pākeha (250/303 students), 80.7% Pasifika (23/26 students) & 86.1% Asian (31/36 students) Across all cohorts, we saw an increase in the number of students achieving above from the middle to the end of the year Overall, we continue to see a drop in our writing data and this target was not met
Reasons for Variance	<p>We believe we continue to see the effects of covid lock downs in our achievement data. 2020, 2021 and 2022 all had impacts on student attendance, with 2022 being one of the most challenging with large numbers of students off at different times due to health guidance/rules around isolation periods for those with covid or household contacts. The continuous learning in writing was interrupted for our students. The Loss of Learning programme helped a number of our Year 7/8 students to improve on their writing, however other students were also impacted. Writing programmes have returned to normal in 2023, and we have begun to implement structured literacy approaches as we have undertaken professional learning. There are a small number of students for whom ongoing attendance concerns may have impacted.</p>
Evaluation / Next Steps	<ul style="list-style-type: none"> Continue to moderate writing samples across classes within syndicates, ensuring an appropriate balance of deeper/surface features Continue to moderate OTJs across the school - twice a year Consider possibilities of allocating funding to a loss of learning programme for identified students like the one we ran this year Teams look for opportunities to engage our boy writers (PD for staff, male role models) Share practice and monitor across teams and the Leadership Team to support students writing below - this will be in the form of a revised approach to tracking priority learners Students will be supported to know and express their current writing levels and next learning steps to share with their parents in student led conferences

	<ul style="list-style-type: none"> ● Explore and begin to use the refreshed curriculum ● Implement our newly developed school wide plan of scope and sequence for Structured Literacy ● Focus on what needs to be delivered at each phase of learning as we change the structure of our school to better cater for foundation learning in Year 0-3 and broadening horizons beyond that, along with less transitions as students progress through school
Achievement Target 2 - Our students as readers	By the end of 2023, accelerate the progress of Year 2-8 students so that 97% of students are reading at or above the expected level. This means shifting 11/22 students achieving below expectations at the end of 2022.
Baseline Data	At the end of 2022, 96% (468/488) of students were working within or above their curriculum expectations in reading. This includes 401 students in Y2-8 this year. While girls were achieving marginally higher in reading than boys, there is not a significant achievement gap. Reading continues to be a strength in our data set and the students who are below, often have other learning difficulties that are contributing, making their achievement quite difficult to accelerate.
Actions Taken in 2023	<ul style="list-style-type: none"> ● Students set reading goals and reflected on these during their student led meetings with their parents ● One of our PD focuses this year was consolidating our understanding and use of Structured Literacy throughout the school. Helen Walls led the PD focusing on using structured literacy approaches to our reading and writing programmes. Classes have been using elements of this approach in their literacy programmes. Feedback from staff has shown this has been a successful addition to our teaching programmes already in place ● Teachers in Year 5/6 used Chapter Chat. This is a system involving reading a chapter book over a period of time and then the class discussing their thoughts online with others and completing assigned tasks related to that text ● Priority tracking sheets were established or continued to track Year 3-8 students who were reading below their curriculum level. Extra support was given to these students and reflected upon regularly on the tracking sheet. They were shared within syndicate meetings so successes could be replicated in other classes ● 10 students received individualised support at Tier 3 level in reading and writing in Reading Recovery during 2023, with three being carried over with the programme in 2024. ● Eleven students worked in small groups within the classroom taking part in Reading Recovery, Early Literacy Support across the year receiving Tier 2 support.
Outcomes	<ul style="list-style-type: none"> ● At the end of 2023, 90.1% of students across Years 1-8 were achieving within or above curriculum expectations in reading(420/466) - when specially looking at the 2023 Year 2-8 students, this was 88.2% ● Of the 12 students we identified at the beginning of 2023 who could be focused on to make accelerated progress, 10 did so with 7 moving to within expectations, 1 to above and 2 from well below to below expectations (not quite accelerated enough) ● 92.7% of girls and 88.7% of boys achieved expectations ● Ethnic breakdown achieving expectations: 83.9% Māori (26/91 students), 90.8% NZ Pākeha (275/303 students), 88.5% Pasifika (23/26 students) & 86.1% Asian (31/36 students)

	<ul style="list-style-type: none"> While some of our priority learners made great progress, overall, we have been concerned to see the drop in reading achievement across our school reading is an area of strength for our school and the target was not achieved
Reasons for Variance	<p>We are unsure as to why there has been a drop in our reading data. While achievement is still high, it is not as high as expected and we have an increasing number of children who are priority learners in reading. While we may be seeing the ongoing effects of covid lockdowns, we feel that reading was the one area that students and parents were able to carry on with more independently during lockdowns. We have started to wonder about the effect of screen time and less reading of actual books on student achievement. Of the children who are below, a number of them have complex needs and learning support needs such as dyslexia and auditory processing difficulties.</p>
Evaluation / Next Steps	<ul style="list-style-type: none"> Implement our newly developed school wide plan of scope and sequence for Structured Literacy Ensure parents know where their child is in reading and what they can do at home to help them Investigate more opportunities for teachers to engage children in oral language and vocabulary building, especially during play-based learning in Junior Team Explore and begin to use the draft curriculum Share practice and monitor across teams and the Leadership Team to support students reading below - this will be in the form of a revised approach to tracking priority learners Ensure all classes are engaged in a balanced reading programme (structured literacy, reading to, with & by) Continue with Reading Recovery programme for 6 year olds along with a small group of younger students each term that is based in the classroom to help with lifting their reading skills and strategies Ensure teachers regularly use formative assessment as part of their reading programme Focus on what needs to be delivered at each phase of learning as we change the structure of our school to better cater for foundation learning in Year 0-3 and broadening horizons beyond that, along with less transitions as students progress through school
Achievement Target 3 - Our students as mathematicians	<p>By the end of 2023, accelerate the progress of Year 2-8 students so that 95% of students are achieving at or above the expected maths level. This means shifting 27/46 students achieving below expectations at the end of 2022.</p>
Baseline Data	<p>At the end of 2022, 91% (444/488) of students were working within or above their curriculum expectations in maths. This includes 401 students in Y2-8 this year. Boys were achieving slightly higher in maths than girls. We have noticed a drop in achievement data compared with previous years and this may be a result of the time lost at school through covid lockdowns and increased absences. Staff have implemented a range of differentiated strategies within and across classes and syndicates to meet the needs of students, however we still have a need to focus on acceleration for a number of students.</p>
Actions Taken in 2023	<ul style="list-style-type: none"> Weekly 'Loss of Learning' programme during Term 1 with a group of 16 Year 7/8 students Students have set maths goals and most have reflected on these on Seesaw and children communicated their current maths levels and next learning steps during their student led conference

	<ul style="list-style-type: none"> • Senior students analysed their diagnostic data during the addition/subtraction, multiplication/division strategy and proportions/ratios units and selected workshops based on their needs • Most students who were working below their expected curriculum levels had Priority Learner Tracking Sheets • Last year, we changed the end of year maths assessments. This is because of the time taken to complete GLOSS/NUMPA testing as well as reliever costs. Years 1 & 2 have continued with JAM and NumPa, years 3 & 4 re-sat the PAT in term 4 and years 5-8 sat an E-AsTTle test. This was set up to primarily assess number knowledge and strategies. This data was used to assist teachers to create their overall teacher judgements and to provide them with teaching points/gaps in understanding. All year 3-8 students sat the Progressive Achievement tests in term 1 as usual • 35 Year 7&8s participated in the Otago Problem Solving Challenges throughout the year. Some of these students went on to compete in the interschool MATHSWELL competition and six of them sat an exam called the "Final Challenge" aimed at those who excelled in Otago Problem Solving • Weekly programme during Term 3 for 23 year 7&8 students who excel in mathematics • We celebrated Maths Week in Term 3 to promote maths as fun and engaging
Outcomes	<ul style="list-style-type: none"> • At the end of 2023, 84% of students across Years 1-8 were achieving within or above curriculum expectations in maths (389/466) – when specially looking at the 2023 Year 2-8 students, this was 80.2% • Of the 27 students we identified at the beginning of 2023 who could be focused on to make accelerated progress, they all made progress, however only 10 made accelerated progress (9 moved from working towards to within expectations, 1 from well below to below expectations) • 80% of girls and 86.7% of boys achieved expectations • Ethnic breakdown achieving expectations: 68% Māori (21/31 students), 83% NZ Pākeha (251/303 students), 81% Pasifika (21/26 students) & 91.7% Asian (33/36 students) • Overall, we have seen a drop in our maths data and this target was not met
Reasons for Variance	<p>We believe we continue to see the effects of covid lock downs in our achievement data. 2020, 2021 and 2022 have all seen significant impacts on student attendance, with 2022 being one of the most challenging with large numbers of students off at different times due to health guidance/rules around isolation periods for those with covid or household contacts. This has impacted on a teacher's ability to ensure consistency in deliberate acts of teaching of maths knowledge across number and strand. For a small number of students, there are also additional attendance concerns that remain post covid. We also have a period of 'limbo' between the numeracy project and the curriculum refresh. System wide guidance on assessment tools and clarity around what students need to know has been unclear.</p>
Evaluation / Next Steps	<ul style="list-style-type: none"> • Two teachers completed ongoing professional development in 2022; "Just in Time Maths." They have begun sharing the ideas from this with other teaching staff this year and this should continue in 2024 • Explore and begin to use the draft refreshed curriculum

	<ul style="list-style-type: none"> • Share practice and monitor across teams and the Leadership Team to support students who are below in maths - this will be in the form of a revised approach to tracking priority learners • Look to implement an ALIM programme one term in senior classes. This aims to accelerate maths progress in struggling learners • Middle Team to consider how students could analyse their diagnostic data during numeracy units and select workshops based on their needs • Work with whānau Māori and Ūpane to ensure programmes are relevant to our Māori learners and that strong partnerships are established that support learning. • All classes ensure that engaging basic facts/place hot spot activities are part of their daily programme • Focus on what needs to be delivered at each phase of learning as we change the structure of our school to better cater for foundation learning in Year 0-3 and broadening horizons beyond that, along with less transitions as students progress through school
Planning for next year	<p>In 2024, we will continue to 'drill down' into our data more deeply with a systematic approach developed to track students carefully and identify any who may be plateauing in achievement. We also intend on looking deeply at the curriculum refresh content in English and Maths, with a particular focus on teachers understanding what students specifically need to understand, know and do at each phase of learning. We will be refining our priority learner processes with a focus on sharing more strategies across teams and more formal check ins with the Deputy Principal/SENCO.</p>