

WELCOME BAY SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number:	2076
Principal:	Jamie De La Haye
School Address:	309 Welcome Bay Road, Tauranga
School Postal Address:	309 Welcome Bay Road, Tauranga
School Phone:	07 544 1113
School Email:	principal@welcomebay.school.nz
Accountant / Service Provider:	PKF Tauranga Ltd

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Danielle Fong	Presiding Member	Re-Elected November 2023	Nov-26
Jamie De La Haye	Principal ex Officio	ex Officio	
Beth Kyd	Parent Representative	Re-Elected August 2022	Feb-24
Kieran Rutherford	Parent Representative	Re-Elected August 2022	Feb-24
Jeff Morgan	Parent Representative	Elected November 2020	Feb-24
Marcus Dean	Parent Representative	Re-Elected August 2022	Sept-25
Aidan Teesdale	Parent Representative	Elected November 2023	Nov-26
Courtney Honeyfield	Parent Representative	Co-opted May 2024	Sept-25
Tara Cooper	Parent Representative	Co-opted March 2024	Sept-25
Katreena Daniels	Staff Representative	Re-Elected August 2022	Sept-25

WELCOME BAY SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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Welcome Bay School

Statement of Responsibility

For the year ended 31 December 2024

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 2024 fairly reflects the financial position and operations of the School.

The School's 2024 financial statements are authorised for issue by the Board.

Danielle Fong
Full Name of Presiding Member

Danielle Fong
Signature of Presiding Member

20 October 2025
Date:

Jamie Dele Haye
Full Name of Principal

Jamie Dele Haye
Signature of Principal

20 October 2025
Date:

Welcome Bay School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue				
Government Grants	2	3,492,336	3,075,537	3,589,916
Locally Raised Funds	3	96,603	57,200	127,356
Interest		76,171	50,000	48,892
Gain on Sale of Property, Plant and Equipment		-	-	3,043
Total Revenue		3,665,110	3,182,737	3,769,207
Expense				
Locally Raised Funds	3	11,194	-	10,717
Learning Resources	4	2,137,672	2,282,317	2,170,445
Administration	5	533,482	225,407	547,474
Interest		7,184	-	5,643
Property	6	812,829	739,123	809,921
Loss on Disposal of Property, Plant and Equipment		6,237	-	5,562
Total Expense		3,508,598	3,246,847	3,549,762
Net Surplus / (Deficit) for the year		156,512	(64,110)	219,445
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		156,512	(64,110)	219,445

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

Welcome Bay School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		1,583,586	2,045,418	1,309,759
Total comprehensive revenue and expense for the year		156,512	(64,110)	219,445
Distributions to the Ministry of Education		-	-	37,971
Contribution - Furniture and Equipment Grant		-	-	16,411
Equity at 31 December		1,740,098	1,981,308	1,583,586
Accumulated comprehensive revenue and expense		1,740,098	1,981,308	1,583,586
Reserves		-	-	-
Equity at 31 December		1,740,098	1,981,308	1,583,586

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.

Welcome Bay School

Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	7	631,874	439,592	468,555
Accounts Receivable	8	276,842	302,000	293,192
GST Receivable		25,461	10,001	10,696
Prepayments		89,243	18,000	16,477
Inventories	9	1,986	3,000	2,802
Investments	10	795,738	962,526	916,692
Funds Receivable for Capital Works Projects	16	-	-	43,563
		1,821,144	1,735,119	1,751,977
Current Liabilities				
Accounts Payable	12	252,766	220,300	208,164
Revenue Received in Advance	13	181,839	10,000	13,750
Provision for Cyclical Maintenance	14	-	-	128,138
Finance Lease Liability	15	37,471	37,550	41,488
Funds held for Capital Works Projects	16	107,347	20,000	247,617
		579,423	287,850	639,157
Working Capital Surplus/(Deficit)		1,241,721	1,447,269	1,112,820
Non-current Assets				
Property, Plant and Equipment	11	521,473	557,489	551,081
		521,473	557,489	551,081
Non-current Liabilities				
Provision for Cyclical Maintenance	14	-	-	23,059
Finance Lease Liability	15	23,096	23,450	57,256
		23,096	23,450	80,315
Net Assets		1,740,098	1,981,308	1,583,586
Equity		1,740,098	1,981,308	1,583,586

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

Welcome Bay School

Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash flows from Operating Activities				
Government Grants		880,981	1,261,792	1,017,409
Locally Raised Funds		302,455	54,598	3,526
Goods and Services Tax (net)		(14,763)	696	(14,838)
Payments to Employees		(446,697)	(470,439)	(366,779)
Payments to Suppliers		(537,260)	(558,280)	(326,714)
Interest Paid		(7,184)	-	(5,643)
Interest Received		76,473	52,283	42,233
Net cash from/(to) Operating Activities		254,005	340,650	349,194
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	(3,085)	17,143
Purchase of Property Plant & Equipment (and Intangibles)		(73,259)	(226,873)	(201,070)
Purchase of Investments		-	(45,834)	(561,270)
Proceeds from Sale of Investments		120,954	-	-
Net cash from/(to) Investing Activities		47,695	(275,792)	(745,197)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	(16,411)	16,411
Contributions from Ministry of Education		-	-	37,971
Finance Lease Payments		(41,674)	102,721	(26,154)
Funds Administered on Behalf of Other Parties		(96,707)	(184,054)	(156,177)
Net cash from/(to) Financing Activities		(138,381)	(97,744)	(127,949)
Net increase/(decrease) in cash and cash equivalents		163,319	(32,886)	(523,952)
Cash and cash equivalents at the beginning of the year	7	468,555	472,478	992,507
Cash and cash equivalents at the end of the year	7	631,874	439,592	468,555

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.

Welcome Bay School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

Welcome 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.

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2024 to 31 December 2024 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 with reference to generally accepted accounting practice. The financial statements have been prepared with reference to generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The School is considered a Public Benefit Entity as it meets the criteria specified as 'having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders'.

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the School is not publicly accountable and is not considered large as it falls below the expense threshold of \$33 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

The financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

Presentation Currency

These financial statements are presented in New Zealand dollars, rounded to the nearest dollar.

Specific Accounting Policies

The accounting policies used in the preparation of these financial statements are set out below.

Critical Accounting Estimates And Assumptions

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

Cyclical maintenance

The 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 21.

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

Inventories are consumable items held for sale and are comprised 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 material.

j) Property, Plant and Equipment

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

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

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

Gains and losses on disposals (i.e. sold or given away) are determined by comparing the proceeds received with the carrying amounts (i.e. the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

Finance Leases

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the School will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

Depreciation

Property, plant and equipment except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building Improvements	5-10 years
Board-owned Buildings	5-10 years
Furniture and Equipment	10–15 years
Information and Communication Technology	3–5 years
Motor Vehicles	10 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

k) Impairment of property, plant, and equipment

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.

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 surplus or deficit.

The reversal of an impairment loss is recognised in 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.

l) 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.

m) 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 and 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.

n) Revenue Received in Advance

Revenue received in advance relates to Grants and Funding received where there are unfulfilled obligations for the School to provide services in the future. The Grants and funding are recorded as revenue as the obligations are fulfilled and the fees or grants are earned.

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

o) 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.

p) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

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

The School carries out painting maintenance of the whole school over a 7 to 10 year period. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

q) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

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

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

r) 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 statement of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

s) Budget Figures

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

t) 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

Government Grants - Ministry of Education

Teachers' Salaries Grants

Use of Land and Buildings Grants

Ka Ora, Ka Ako - Healthy School Lunches Programme

Other Government Grants

2024	2024	2023
Actual	Budget (Unaudited)	Actual
\$	\$	\$
877,489	785,537	864,240
1,708,637	1,800,000	1,812,644
601,469	490,000	562,640
304,741	-	340,982
-	-	9,410
3,492,336	3,075,537	3,589,916

3. Locally Raised Funds

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

Revenue

Donations and Bequests

Fees for Extra Curricular Activities

Trading

Fundraising and Community Grants

Other Revenue

2024	2024	2023
Actual	Budget (Unaudited)	Actual
\$	\$	\$
10,548	12,000	33,371
10,939	-	9,797
3,241	-	3,015
15,802	10,000	23,635
56,073	35,200	57,538
96,603	57,200	127,356

Expense

Extra Curricular Activities Costs

Trading

2024	2024	2023
Actual	Budget (Unaudited)	Actual
\$	\$	\$
8,225	-	8,174
2,969	-	2,543
11,194	-	10,717

Surplus/ (Deficit) for the year Locally Raised Funds

2024	2024	2023
Actual	Budget (Unaudited)	Actual
\$	\$	\$
85,409	57,200	116,639

4. Learning Resources

Curricular

Information and Communication Technology

Employee Benefits - Salaries

Staff Development

Depreciation

Other Learning Resources

2024	2024	2023
Actual	Budget (Unaudited)	Actual
\$	\$	\$
54,872	56,534	53,144
13,642	12,903	11,142
1,935,604	2,095,900	2,009,346
26,325	34,800	18,442
100,126	80,000	76,250
7,103	2,180	2,121
2,137,672	2,282,317	2,170,445

5. Administration

Audit Fees

Board Fees and Expenses

Operating Leases

Other Administration Expenses

Employee Benefits - Salaries

Insurance

Service Providers, Contractors and Consultancy

2024	2024	2023
Actual	Budget (Unaudited)	Actual
\$	\$	\$
8,800	7,378	6,953
4,816	7,700	7,735
-	29,654	7,654
338,116	45,615	376,813
159,606	118,700	132,256
8,618	7,000	6,708
13,526	9,360	9,355

6. Property

Consultancy and Contract Services
Cyclical Maintenance
Heat, Light and Water
Rates
Repairs and Maintenance
Use of Land and Buildings
Employee Benefits - Salaries
Other Property Expenses

	533,482	225,407	547,474
	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
	52,570	50,000	50,180
	16,640	22,000	38,547
	24,769	31,000	21,723
	19,954	18,000	17,969
	30,842	55,623	55,135
	601,469	490,000	562,640
	50,840	55,000	48,197
	15,745	17,500	15,530
	812,829	739,123	809,921

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

Bank Accounts

Cash and cash equivalents for Statement of Cash Flows

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
	631,874	439,592	468,555
	631,874	439,592	468,555

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

Of the \$631,874 Cash and Cash Equivalents, \$107,347 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 and include retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

Of the \$631,874 Cash and Cash Equivalents, \$202,070 of Revenue Received in Advance is held by the School, as disclosed in note 16.

8. Accounts Receivable

Receivables
Receivables from the Ministry of Education
Interest Receivable
Teacher Salaries Grant Receivable

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
	91,830	127,000	124,398
	10,624	15,000	16,761
	8,896	10,000	9,198
	165,492	150,000	142,835
	276,842	302,000	293,192
	100,726	137,000	133,596
	176,116	165,000	159,596
	276,842	302,000	293,192

Receivables from Exchange Transactions
Receivables from Non-Exchange Transactions

9. Inventories

Stationery

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
	1,986	3,000	2,802
	1,986	3,000	2,802

10. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset Short-term Bank Deposits	795,738	962,526	916,692
Total Investments	795,738	962,526	916,692

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2024						
Buildings	81,810	-	-	-	(3,762)	78,048
Furniture and Equipment	263,286	62,931	(6,237)	-	(37,303)	282,676
Information and Communication Technology	46,976	10,328	-	-	(10,879)	46,425
Motor Vehicles	58,619	-	-	-	(5,862)	52,757
Leased Assets	91,962	3,497	-	-	(41,267)	54,192
Library Resources	8,428	-	-	-	(1,053)	7,375
	551,081	76,756	(6,237)	-	(100,126)	521,473

The following note can be used for each class of asset that are held under a finance lease:

The net carrying value of furniture and equipment held under a finance lease is \$54,192 (2023: \$91,962)

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.

	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$
Buildings	168,629	(90,580)	78,049	168,629	(86,819)	81,810
Furniture and Equipment	584,885	(302,209)	282,676	533,120	(269,834)	263,286
Information and Communication Technology	70,789	(24,364)	46,425	60,461	(13,485)	46,976
Motor Vehicles	61,704	(8,947)	52,757	61,704	(3,085)	58,619
Leased Assets	143,962	(89,770)	54,192	140,465	(48,503)	91,962
Library Resources	50,864	(43,490)	7,374	50,864	(42,436)	8,428
	1,080,833	(559,360)	521,473	1,015,243	(464,162)	551,081

12. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	77,169	54,300	48,490
Banking Staffing Overuse	2,550	-	-
Employee Entitlements - Salaries	166,792	160,000	153,905
Employee Entitlements - Leave Accrual	6,255	6,000	5,769
	252,766	220,300	208,164
Payables for Exchange Transactions	252,766	220,300	208,164
	252,766	220,300	208,164

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Grants in Advance - Ministry of Education	8,555	10,000	13,750
Other revenue in Advance	173,284	-	-
	<u>181,839</u>	<u>10,000</u>	<u>13,750</u>

14. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	151,197	23,059	112,649
Increase to the Provision During the Year	16,640	22,000	38,547
Use of the Provision During the Year	(167,837)	(45,059)	-
Provision at the End of the Year	<u>-</u>	<u>-</u>	<u>151,196</u>
Cyclical Maintenance - Current	-	-	128,138
Cyclical Maintenance - Non current	-	-	23,059
	<u>-</u>	<u>-</u>	<u>151,197</u>

The School's cyclical maintenance schedule details annual painting 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 schools painting contract.

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:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	41,261	41,350	48,598
Later than One Year and no Later than Five Years	24,330	24,750	61,689
Future Finance Charges	(5,024)	(5,100)	(11,543)
	<u>60,567</u>	<u>61,000</u>	<u>98,744</u>
Represented by			
Finance lease liability - Current	37,471	37,550	41,488
Finance lease liability - Non current	23,096	23,450	57,256
	<u>60,567</u>	<u>61,000</u>	<u>98,744</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 9, and includes retentions on the projects, if applicable.

2024	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
SIP Front Entrance: Project 235708	(41,335)	61,051	(19,236)	-	480
SIP Pool Project: Project 235708	(2,229)	3,679	(1,450)	-	-
WTN: H & J Weathertightness Remediation: Project	239,136	-	(159,348)	-	79,788
Window Replacement: Project 240872	8,481	-	(8,481)	-	-
A,B,E Battens to Ceiling Tiles	-	100,617	(75,355)	-	25,262
Hall Floor Repairs Project 240872	-	7,549	(5,733)	-	1,816
Totals	204,054	172,895	(269,602)	-	107,347

Represented by:

Funds Held on Behalf of the Ministry of Education	107,347
Funds Receivable from the Ministry of Education	-

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Toilet Project: Project 228166	36,734	75,002	(111,736)	-	-
Classroom Upgrade: Project 228168	2,740	12,342	(15,082)	-	-
R Block Rationalisation: Project 234245	39,061	-	(39,061)	-	-
SIP Front Entrance: Project 235708	40,287	-	(81,622)	-	(41,335)
SIP Pool Project: Project 235708	(9,992)	30,402	(22,639)	-	(2,229)
WTN: H & J Weathertightness Remediation: Project	250,000	700,651	(711,515)	-	239,136
Site Replacement Underground Watermain Pipe:	1,400	-	(1,400)	-	-
Window Replacement: Project 240872	-	12,931	(4,450)	-	8,481
Cyclone Damage	-	13,074	(13,074)	-	-
Totals	360,230	844,403	(1,000,579)	-	204,054

Represented by:

Funds Held on Behalf of the Ministry of Education	247,617
Funds Receivable from the Ministry of Education	(43,563)

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 Board members, Principal, Deputy Principals and Heads of Departments.

	2024 Actual \$	2023 Actual \$
<i>Board Members</i> Remuneration	3,015	3,620
<i>Leadership Team</i> Remuneration	375,765	361,951
Full-time equivalent members	3	3
Total key management personnel remuneration	378,780	365,571

There are 6 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. The Board also has Finance (1 members) and Property (1 members) committees that meet monthly and quarterly respectively. 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:

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160-170	150-160
Benefits and Other Emoluments	2-3	2-3
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	5.00	5.00
110 - 120	1.00	1.00
	6.00	6.00

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 board members, committee members, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2024 Actual	2023 Actual
Total	-	-
Number of People	-	-

20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2024 (Contingent liabilities and assets at 31 December 2023: 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 and Collective Agreement Funding Wash-up

In 2024 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. At the date of signing the financial statements the School's final entitlement for the year ended 31 December 2024 has not yet been advised. The School has therefore not recognised an asset or a liability regarding this funding wash-up, which is expected to be settled in July 2025.

21. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$71,383 (2023:\$195,522) as a result of entering the following contracts:

Contract Name	2024 Capital Commitment
	\$
SIP Pool Project: Project 235708	5,919
WTN: H & J Weathertightness Remediation: Project	7,173
Window Replacement: Project 240872	3,217
A,B,E Battens to Ceiling Tiles	55,074
Bike Track	265,400
Total	336,783

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 16.

(b) Operating Commitments

As at 31 December 2024, the Board has entered into no operating lease contracts.

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

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Cash and Cash Equivalents	631,874	439,592	468,555
Receivables	276,842	302,000	293,192
Investments - Term Deposits	795,738	962,526	916,692
Total financial assets measured at amortised cost	1,704,454	1,704,118	1,678,439

Financial liabilities measured at amortised cost

Payables	252,766	220,300	208,164
Finance Leases	60,567	61,000	98,744
Total financial liabilities measured at amortised cost	313,333	281,300	306,908

23. Events After Balance Date

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

23. 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 WELCOME BAY SCHOOL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Welcome Bay School (the School). The Auditor-General has appointed me, Sarah Jenkins using the staff and resources of Silks Audit Chartered Accountants Limited, 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 18, that comprise the *statement of financial position* as at 31 December 2024, 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 2024; 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 Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 20 October 2025. 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 1, 23 to 30, 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.



Sarah Jenkins
Silks Audit Chartered Accountants Limited
On behalf of the Auditor-General
Whanganui, New Zealand

STATEMENT OF VARIANCE

Strategic Goal 1:

Progress Target: For 70% of students at school for 12 months to make sufficient or accelerated progress

Reading: Of the 229 students (125 boys and 104 girls) who were at our school for the end of 2023 and end of 2024 data entry points:

77% of students made sufficient or accelerated progress

Actions List all the actions from your Annual Implementation Plan for this Annual Target/Goal.	What did we achieve? What were the outcomes of our actions? What impact did our actions have?	Evidence This is the sources of information the board used to determine those outcomes.	Reasons for any differences (variances) between the target and the outcomes Think about both where you have exceeded your targets or not yet met them.	Planning for next year – where to next? What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.
Increase attendance at school - Data proves if children are at school 90%+ we can make progress Literacy Review - This began to ensure we are teaching effectively and also have fidelity across the school. - Working with MOE curriculum advisors to support refresh curriculum roll out is successful in our kura	We achieved our target Accelerated progress (more than one sub level): 31% 70 pupils Sufficient progress (one sub level): 47% 107 pupils 74% Maori made sufficient or accelerated progress Insufficient progress (less than a sub level) 23% 52 pupils - Of the 52 pupils who made insufficient progress 78% (41/52) are on the Learning Support Register. 21/52 ākonga who made insufficient progress are NZ Māori.	Leadership teams analysis of the end of year data. X 2 termly Principal reports and Hub Guarding presentation mid year on progress and achievement Teacher analysis and presentation to BOT ETAP used.	We hit our target but we do have disparity as our Nz Maori tamariki 7% less and also boys not hitting our target either NZ Maori compared to NZ European 74% of Maori made progress 79% Nz European 85% Other Boys and Girls comparison 76% Boys made progress 79% Girls progress Other circumstances to take into account Academically it has been a sea of curriculum change. It's like being in the middle of a sports	Structured Literacy professional learning application Pedagogical coach to support kaiako's learning and accelerate tamariki's progress Increase attendance. Reduce variability and increase fidelity in our teaching and learning through Leading to the Northeast professional development, facilitated by Learning Cognition.

			game where the rules are changing, but you still have to keep playing and scoring goals and trying to win. The curriculum refresh is like getting totally new tactics from your coach – you need to adjust and learn but you can't stop to do this because you are still playing the game. You still have to focus on delivering results and winning even as the field, the rules, size of the ball, position of the goal and boots you are wearing all change around you. • But as we write this we are very proud of where we are now as we finish this year and head into 2025. • Cost of living crisis - external factors impact on our whānau and kaiako	
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Strategic Goal 2:

Progress Target: For 70% of students at school for 12 months to make sufficient or accelerated progress

Writing: Of the 228 students (124 boys and 104 girls) who were at our school for the end of 2022 and end of 2023 data entry points:
86% of students made sufficient or accelerated progress

Actions List all the actions from your Annual Implementation Plan for this Annual Target/Goal.	What did we achieve? What were the outcomes of our actions? What impact did our actions have?	Evidence This is the sources of information the board used to determine those outcomes.	Reasons for any differences (variances) between the target and the outcomes Think about both where you have exceeded your targets or not yet met them.	Planning for next year – where to next? What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.
Increase attendance at school - Data proves if children are at school 90%+ we can make progress Literacy Review - This began to ensure we are teaching effectively and also have fidelity across the school.	We exceeded our target Accelerated progress (more than one sub level): 36% 83 pupils Sufficient progress (one sub level): 50% 115 pupils 81 % Maori made sufficient or accelerated progress Insufficient progress (less than a sub level) 13% 30	Leadership teams analysis of the end of year data. X 2 termly Principal reports and Hub Guarding presentation mid year on progress and achievement Teacher analysis and presentation to BOT	NZ Maori compared to NZ European 79% of Maori made progress 92% NZ European made progress 100% Pasifika made progress 82% Other made progress	- Relationships First PLD - to reduce disparity and variability across kaiako by understanding pedagogical thinking using Russell Bishops Relationship Base Learning Practice model. - Yr 0-3 Align Reading and Writing Programme between

Working with MOE curriculum advisors to support refresh curriculum roll out is successful in our kura	pupils. 80% (24/30) of pupils who made insufficient progress are on the Learning Support Register. 13/30 ākonga who made insufficient progress are NZ Māori.	ETAP used.	We have reduced disparity to only 13 % between maori and NZ European Boys and Girls comparison 84% Boys made progress 91% girls progress - WOW Some disparity at 7% between Boys and Girls - We can see that writing over the last 3 years is declining. Attendance which we are seeing as a nation wide issue also has impact. If our tamariki are not here every day then they are unable to practise writing or be exposed to technical/ mechanics of writing through explicit teaching. - As above with refreshed curriculum changes and challenges with this.	junior hubs and each kaiako to reduce variability using the NZ refresh. This is already underway. - Oral Language recasting - Concepts about Print - Phonological awareness and Letter ID - Explicit oral language lessons - Explicit writing lessons - Explicit reading lessons - Ministry of Education scope and sequence - Building sustainable leadership capacity of Junior Hub Guardians to lead literacy - Building knowledge and capability with our junior kaiako through PLD
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Strategic Goal 3:**Progress Target:** For 70% of students at school for 12 months to make sufficient or accelerated progress**Math:** Of the 228 students (124 boys and girls) who were at our school for the end of 2022 and end of 2023 data entry points:

88% of students made sufficient or accelerated progress

Actions List all the actions from your Annual Implementation Plan for this Annual Target/Goal.	What did we achieve? What were the outcomes of our actions? What impact did our actions have?	Evidence This is the sources of information the board used to determine those outcomes.	Reasons for any differences (variances) between the target and the outcomes Think about both where you have exceeded your targets or not yet met them.	Planning for next year – where to next? What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.
Increase attendance at school Data proves if children are at school 90%+ we can make progress Maths Review 2022/24 This ensured we are teaching effectively and also have fidelity across the school, align to curriculum refresh Banger and Maths evening with our community was an amazing success.	We exceeded our target, which is very exciting but this has also been an area of focus and review in 2022/23 Accelerated progress (more than one sub level): 42 % 96 pupils Sufficient progress (one sub level):46% 106 pupils 84 % Maori made sufficient or accelerated progress Insufficient progress (less than a sub level) 11% pupils, 26 students. - Of the 11% pupils who made insufficient progress 69% (18/26) are on the Learning Support Register. 10/26 ākonga who made insufficient progress are NZ Māori.	Leadership teams analysis of the end of year data. X 2 termly Principal reports and Hub Guarding presentation mid year on progress and achievement Teacher analysis and presentation to BOT ETAP used.	NZ Maori compared to NZ European 84% of Maori made progress 94% NZ European made progress 93% Pasifika made progress 85% Other made progress Disparity has increased this year to 10% from only at 2% between NZ European and Maori. Boys and Girls comparison 93% Boys made progress 83% girls progress Disparity at 10% between Boys and Girls	Ensure sustainability as a result of agreed good practise from our review. Increase attendance. Maths WST teacher to work closely with DP who leads curriculum in the school Reduce variability and increase fidelity in our teaching and learning through Leading to the Northeast professional development, facilitated by Learning Cognition.

How we have given effect to Te Tiriti o Waitangi

- As a school we will continue to build up on and focus on connections with the following key stakeholders connected to our kura: community, iwi, whānau, staff, students, kāhui Ako and the wider Tauranga Peninsula,
- The 3 principles of TTOW: Partnership, participation, and protection
 - Te Whare Tapa Wha – Mason Durie
 - Wairua – Spiritual well being
 - Hinengaro- Mental and emotion
- To achieve equitable outcomes for Māori we have engaged in professional learning through cognition focused on Russel Bishops research 'Leading to the North East'. This learning is focusing on our kaiako having the capability and capacity to provide learning opportunities which are both focused on teacher / student learning relationships and also high quality instruction.
- We continue to partner with our local iwi (Ngāti Pukenga) and utilize the new MOE funded Te Mana Tkiki leadership programme. This is built on the foundation of our own learning in this area over the previous six years and we are very excited about how this new programme will have a positive impact on our Māori rangatahi.
- Te Tai Whanake ki Tauranga Moana integrated into our Localised Curriculum
 - Teacher confident to use this resources to enhance teaching and learning that we provide.
 - Tangata whenua satisfaction that the local curriculum has been co- designed with them
 - WBS have benefited from the 150 hours our Kāhui Ako has been awarded to support the development and implementation of Te Tai Whanake in our kura working alongside Iwi.
 - Aspects of Te Tai Whanake link to our AHNZ curriculum within the WBS Curriculum Framework
 - Individualised professional learning through (Te Wānanga) for kaiako to grow their confidence in tikanga and te reo as well as professional learning at school facilitate by our new kaiako assigned the Cultural Leadership allowance



Welcome Bay School

Next review: Term 2 2027

Equal Employment Opportunities

At Welcome Bay School, we promote equal employment opportunities (EEO) for all staff as part of our commitment to being a **good employer**. Welcome Bay School supports the fair and proper treatment of staff members in all aspects of their employment, and we comply with employment legislation and regulations, and all relevant employment agreements. We aim to provide a safe and inclusive environment, and to identify and eliminate causes of inequality in employment at our school.

At Welcome Bay School, we implement equal employment opportunities in all relevant school policies, procedures, and practices. The board is required to operate an EEO programme, which means "a programme that is aimed at the identification and elimination of all aspects of policies, procedures, and other institutional barriers that cause or perpetuate, or tend to cause or perpetuate, inequality with respect to the employment of any persons or group of persons" (Education and Training Act 2020, s 10, s 597).

The implementation of our EEO policy and programme supports our school to:

- prevent and eliminate bias and **discrimination**
- promote an inclusive and safe work environment
- treat all current and prospective staff fairly
- provide equal access and consideration in all aspects of employment (e.g recruitment, training, promotion).

We ensure that our EEO policy and programme is available to all staff. Prospective and current staff can raise concerns at any time. See **Concerns and Complaints Policy**.

We monitor, review, and evaluate our employment policies and processes on an ongoing basis. We report on compliance with our Employment Policy (including our EEO programme) in our annual report.

Equal employment opportunities (EEO) programme

To support equal employment opportunities at our school, we have a programme to identify and eliminate processes that contribute to employment inequality. As part of our EEO programme, we:

- appoint appropriately qualified staff through a fair and impartial appointment process
- create opportunities for staff to receive information about the programme and provide feedback (e.g. through staff meetings)
- explore professional development and training opportunities
- monitor the implementation of our programme and report to the board.

See **Appointment Policy** and **Professional Development**.

Any information collected as part of our EEO programme is kept confidential and securely in accordance with privacy and record keeping requirements – see **Privacy Policy** and **School Records Retention and Disposal**.

The principal assures the board that the school operates an employment policy that complies with the principle of being a good employer, that the policy (including our equal employment opportunities programme) is available to staff, and that a report on compliance is included in the annual report. See **Review Schedule and Board Assurances**.

Related topics

- **Inclusive School Culture**
- **Bullying and Harassment**
- **School Planning and Reporting**
- **Appointment Policy**
- **Flexible Working Arrangements**
- **Staff Conduct**
- **Professional Development**
- **School Records Retention and Disposal**
- **Privacy Policy**
- **Concerns and Complaints Policy**

Legislation

- Education and Training Act 2020
- Human Rights Act 1993
- Employment Relations Act 2000
- Public Service Act 2020

Resources

- Ministry of Education | Te Tāhuhu o te Mātauranga: **School annual reports**  (see **Statement of compliance with employment policy**)
- Te Kāhui Tika Tangata | Human Rights Commission: **Te Ōritenga me te Whakawāteatanga | Equality and Freedom from Discrimination** 
- NZSBA | Te Whakarōputanga Kaitiaki Kura o Aotearoa: **What are Equal Employment Opportunities?** 

Hei mihi | Acknowledgement

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IN THIS SECTION

Flexible Working Arrangements

Last review
Topic type

Term 2 2024
Core