

WELCOME BAY SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

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

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	Sep-25
Kieran Rutherford	Parent Representative	Re-Elected August 2022	Sep-25
Jeff Morgan	Parent Representative	Elected November 2020	Nov-23
Marcus Dean	Parent Representative	Re-Elected August 2022	Sep-25
Aidan Teesdale	Parent Representative	Elected November 2023	Nov-26
Katreena Daniels	Staff Representative	Re-Elected August 2022	Sep-25

Accountant / Service Provider: PKF Tauranga Ltd

WELCOME BAY SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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Welcome Bay School

Statement of Responsibility

For the year ended 31 December 2023

The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management (including the Principal and others, as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2023 fairly reflects the financial position and operations of the school.

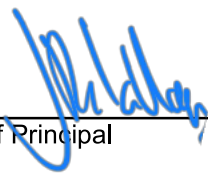
The School's 2023 financial statements are authorised for issue by the Board.

Danielle Maree Fong
Full Name of Presiding Member


Signature of Presiding Member

29.05.24
Date:

Janine De la Haye
Full Name of Principal


Signature of Principal

29 M 2024
Date:

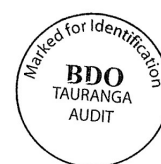
Welcome Bay School

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	3,589,916	2,995,125	3,365,176
Locally Raised Funds	3	127,356	375,450	99,502
Interest		48,892	3,000	9,582
Gain on Sale of Property, Plant and Equipment		3,043	-	3,346
Total Revenue		3,769,207	3,373,575	3,477,606
Expense				
Locally Raised Funds	3	10,717	-	13,024
Learning Resources	4	2,170,445	2,142,509	1,934,580
Administration	5	547,475	539,530	514,324
Interest		5,643	-	7,140
Property	6	809,920	709,185	710,977
Loss on Disposal of Property, Plant and Equipment		5,562	-	1,389
Total Expense		3,549,762	3,391,224	3,181,434
Net Surplus / (Deficit) for the year		219,445	(17,649)	296,172
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		219,445	(17,649)	296,172

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 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		1,309,763	1,293,587	1,013,591
Total comprehensive revenue and expense for the year		219,445	(17,649)	296,172
Contributions from / (Distributions to) the Ministry of Education		37,971	-	-
Contribution - Furniture and Equipment Grant		16,411	-	-
Equity at 31 December		1,583,590	1,275,938	1,309,763
Accumulated comprehensive revenue and expense		1,583,590	1,275,938	1,309,763
Reserves		-	-	-
Equity at 31 December		1,583,590	1,275,938	1,309,763

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 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets				
Cash and Cash Equivalents	7	468,555	588,163	992,507
Accounts Receivable	8	293,192	244,500	301,103
GST Receivable		10,700	10,000	-
Prepayments		16,477	13,000	12,407
Inventories	9	2,802	2,000	2,128
Investments	10	916,692	473,275	355,422
Funds Receivable for Capital Works Projects	16	43,563	-	9,992
		1,751,981	1,330,938	1,673,559
Current Liabilities				
GST Payable		-	-	4,136
Accounts Payable	12	208,164	185,500	187,217
Revenue Received in Advance	13	13,750	-	5,750
Provision for Cyclical Maintenance	14	128,138	-	-
Finance Lease Liability	15	41,488	30,000	30,740
Funds held for Capital Works Projects	16	247,617	100,000	370,223
		639,157	315,500	598,066
Working Capital Surplus/(Deficit)		1,112,824	1,015,438	1,075,493
Non-current Assets				
Property, Plant and Equipment	11	551,081	447,500	390,533
		551,081	447,500	390,533
Non-current Liabilities				
Provision for Cyclical Maintenance	14	23,059	147,000	112,649
Finance Lease Liability	15	57,256	40,000	43,614
		80,315	187,000	156,263
Net Assets		1,583,590	1,275,938	1,309,763
Equity		1,583,590	1,275,938	1,309,763

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 2023

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash flows from Operating Activities				
Government Grants		1,017,409	775,125	1,349,116
Locally Raised Funds		3,526	445,450	93,762
Goods and Services Tax (net)		(14,838)	(15,000)	(34,771)
Payments to Employees		(366,779)	(386,400)	(349,946)
Payments to Suppliers		(326,715)	(689,824)	(598,013)
Interest Paid		(5,643)	-	(7,140)
Interest Received		42,233	1,000	7,258
Net cash from/(to) Operating Activities		349,193	130,351	460,266
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		17,143	-	1,957
Purchase of Property Plant & Equipment (and Intangibles)		(201,070)	(132,000)	(51,339)
Purchase of Investments		(561,270)	(117,775)	(278,456)
Net cash from/(to) Investing Activities		(745,196)	(249,775)	(327,838)
Cash flows from Financing Activities				
Furniture and Equipment Grant		16,411	-	-
Contributions from / (Distributions to) Ministry of Education		37,971	-	-
Finance Lease Payments		(26,154)	(4,000)	(24,128)
Loans Received		-	-	(10,693)
Repayment of Loans		-	-	(6,110)
Funds Administered on Behalf of Other Parties		(156,177)	(250,000)	(139,712)
Net cash from/(to) Financing Activities		(127,949)	(254,000)	(180,643)
Net increase/(decrease) in cash and cash equivalents		(523,952)	(373,424)	(48,215)
Cash and cash equivalents at the beginning of the year	7	992,507	961,587	738,702
Cash and cash equivalents at the end of the year	7	468,555	588,163	690,487

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 2023

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 2023 to 31 December 2023 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expense threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

Useful lives of property, plant and equipment

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



Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 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 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 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 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 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 funding received where there are unfulfilled obligations for the School to provide services in the future. The funds are recorded as revenue as the obligations are fulfilled.

The School holds sufficient funds to enable the refund of funds, 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) 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.

s) 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.

t) Budget Figures

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

u) Services received in-kind

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.



2. Government Grants

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	1,205,222	775,125	1,239,328
Teachers' Salaries Grants	1,812,644	1,750,000	1,607,034
Use of Land and Buildings Grants	562,640	470,000	489,494
Other Government Grants	9,410	-	29,320
	<u>3,589,916</u>	<u>2,995,125</u>	<u>3,365,176</u>

The school has opted in to the donations scheme for this year. Total amount received was \$50,859.

3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue			
Donations & Bequests	33,371	12,000	30,800
Curriculum related Activities - Purchase of goods and services	6,635	-	-
Fees for Extra Curricular Activities	9,797	-	11,079
Trading	3,015	-	4,043
Fundraising & Community Grants	17,000	15,000	10,000
Other Revenue	57,538	348,450	43,580
	<u>127,356</u>	<u>375,450</u>	<u>99,502</u>
Expense			
Extra Curricular Activities Costs	8,174	-	9,923
Trading	2,543	-	3,101
	<u>10,717</u>	<u>-</u>	<u>13,024</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>116,639</u>	<u>375,450</u>	<u>86,478</u>

4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	53,144	62,203	44,611
Equipment Repairs	-	500	-
Information and Communication Technology	11,142	12,926	11,783
Library Resources	2,121	2,180	1,180
Employee Benefits - Salaries	2,009,346	1,972,700	1,790,698
Staff Development	18,442	17,000	8,923
Depreciation	76,250	75,000	77,385
	<u>2,170,445</u>	<u>2,142,509</u>	<u>1,934,580</u>



5. Administration

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Audit Fees	6,953	6,952	6,749
Board Fees	3,620	4,000	1,928
Board Expenses	4,115	4,785	4,009
Communication	4,281	5,250	4,400
Consumables	10,418	15,000	3,795
Operating Leases	7,654	29,654	-
School Lunches	340,982	320,000	337,803
Other	21,133	26,760	22,533
Employee Benefits - Salaries	132,256	112,200	117,971
Insurance	6,708	6,029	6,225
Service Providers, Contractors and Consultancy	9,355	8,900	8,911
	<u>547,475</u>	<u>539,530</u>	<u>514,324</u>

6. Property

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Caretaking and Cleaning Consumables	14,190	13,600	12,041
Consultancy and Contract Services	50,180	46,320	27,525
Cyclical Maintenance	38,547	22,000	55,225
Grounds	26,581	20,500	20,466
Heat, Light and Water	21,723	34,000	26,964
Rates	17,969	16,065	16,065
Repairs and Maintenance	28,554	32,700	16,772
Use of Land and Buildings	562,640	470,000	489,494
Vehicle Expenses	1,339	4,000	-
Employee Benefits - Salaries	48,197	50,000	46,425
	<u>809,920</u>	<u>709,185</u>	<u>710,977</u>

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

7. Cash and Cash Equivalents

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Bank Accounts	472,478	591,263	995,517
Bank Overdraft	(3,923)	(3,100)	(3,010)
Cash and cash equivalents for Statement of Cash Flows	<u>468,555</u>	<u>588,163</u>	<u>992,507</u>

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

Of the \$468,555 Cash and Cash Equivalents, \$247,617 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2024 on Crown owned school buildings.

Of the \$468,555 Cash and Cash Equivalents, \$13,750 of unspent grant funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.



8. Accounts Receivable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	124,398	100,000	7,642
Receivables from the Ministry of Education	16,761	-	154,372
Interest Receivable	9,198	4,500	2,539
Teacher Salaries Grant Receivable	142,835	140,000	136,550
	<u>293,192</u>	<u>244,500</u>	<u>301,103</u>
Receivables from Exchange Transactions	133,596	104,500	10,181
Receivables from Non-Exchange Transactions	159,596	140,000	290,922
	<u>293,192</u>	<u>244,500</u>	<u>301,103</u>

9. Inventories

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Stationery	2,802	2,000	2,128
	<u>2,802</u>	<u>2,000</u>	<u>2,128</u>

10. Investments

The School's investment activities are classified as follows:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Asset			
Short-term Bank Deposits	916,692	473,275	355,422
Total Investments	<u>916,692</u>	<u>473,275</u>	<u>355,422</u>

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2023						
Buildings	76,033	12,674	(3,324)	-	(3,573)	81,810
Furniture and Equipment	233,826	64,748	(2,194)	-	(33,095)	263,284
Information and Communication Technology	6,610	23,765	(14,104)	-	(7,267)	9,005
Motor Vehicles	-	61,704	-	-	(3,085)	58,619
Leased Assets	64,628	55,399	(40)	-	(28,026)	91,962
Library Resources	9,436	205	(9)	-	(1,204)	8,428
Balance at 31 December 2023	<u>390,533</u>	<u>218,495</u>	<u>(19,671)</u>	<u>-</u>	<u>(76,250)</u>	<u>513,110</u>

The net carrying value of furniture and equipment held under a finance lease is \$91,962 (2022: \$64,628)

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
	\$	\$	\$	\$	\$	\$
Buildings	168,629	(86,819)	81,810	161,505	(85,472)	76,033
Furniture and Equipment	533,120	(269,834)	263,286	533,779	(299,953)	233,826
Information and Communication Technology	60,461	(13,485)	46,976	100,180	(93,570)	6,610
Motor Vehicles	61,704	(3,085)	58,619	-	-	-
Leased Assets	140,465	(48,503)	91,962	95,808	(31,180)	64,628
Library Resources	50,864	(42,436)	8,428	50,709	(41,273)	9,436
Balance at 31 December 2023	1,015,243	(464,162)	551,081	941,981	(551,448)	390,533

12. Accounts Payable

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Creditors	48,490	40,000	43,808
Employee Entitlements - Salaries	153,905	140,000	138,352
Employee Entitlements - Leave Accrual	5,769	5,500	5,057
	<u>208,164</u>	<u>185,500</u>	<u>187,217</u>
Payables for Exchange Transactions	208,164	185,500	187,217
	<u>208,164</u>	<u>185,500</u>	<u>187,217</u>

The carrying value of payables approximates their fair value.

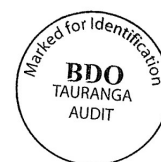
13. Revenue Received in Advance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	13,750	-	5,750
	<u>13,750</u>	<u>-</u>	<u>5,750</u>

14. Provision for Cyclical Maintenance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Provision at the Start of the Year	112,649	125,000	57,424
Increase to the Provision During the Year	38,547	22,000	66,755
Use of the Provision During the Year	-	-	(11,530)
Provision at the End of the Year	<u>151,196</u>	<u>147,000</u>	<u>112,649</u>
Cyclical Maintenance - Current	128,138	-	-
Cyclical Maintenance - Non current	23,059	147,000	112,649
	<u>151,197</u>	<u>147,000</u>	<u>112,649</u>

The schools 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 10 Year Property plan.



15. Finance Lease Liability

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	48,598	35,000	35,978
Later than One Year and no Later than Five Years	61,689	45,000	47,562
Later than Five Years			-
Future Finance Charges	(11,543)	(10,000)	(9,186)
	<u>98,744</u>	<u>70,000</u>	<u>74,354</u>
Represented by			
Finance lease liability - Current	41,488	30,000	30,740
Finance lease liability - Non current	57,256	40,000	43,614
	<u>98,744</u>	<u>70,000</u>	<u>74,354</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 \$	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 232023	250,000	700,651	(711,515)	-	239,136
Site Replacement Underground Watermains Pipe: Project 228164	1,400	-	(1,400)	-	-
Window Replacement: Project 240872	-	12,931	(4,450)	-	8,481
Cyclone Damage	-	13,074	(13,074)	-	-
Totals	<u>360,230</u>	<u>844,403</u>	<u>(1,000,579)</u>	<u>-</u>	<u>204,054</u>

Represented by:

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

2022	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Toilet Project	(72)	491,020	(454,214)	-	36,734
Hall Flooring Replacement	(22,010)	27,493	(5,483)	-	-
Classroom Upgrade	18,326	-	(15,586)	-	2,740
Roof Project	30,763	(3,781)	(26,981)	-	1
R Block Rationalisation	180,173	(6,151)	(134,961)	-	39,061
Heat Pumps	21,100	-	(21,100)	-	-
SIP Front Entrance	-	143,735	(103,449)	-	40,286
SIP Pool Project	-	-	(9,992)	-	(9,992)
WTN: H & J Weathertightness Remediation	-	250,000	-	-	250,000
Site Replacement Underground Watermains Pipe	-	15,860	(14,460)	-	1,400
Drinking Fountains	-	29,780	(29,779)	-	-
Totals	<u>228,280</u>	<u>947,956</u>	<u>(816,005)</u>	<u>-</u>	<u>360,230</u>



Represented by:

Funds Held on Behalf of the Ministry of Education
Funds Receivable from the Ministry of Education

370,222
(9,992)

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.

Board member Beth Kyd's husband building company Albo Building Ltd supplied the School with a Sliding Door (\$20,932) and Sick Bay upgrades of (\$11,424) including GST.

18. Remuneration*Key management personnel compensation*

Key management personnel of the School include all Board members, Principal, Deputy Principals and Heads of Departments.

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	3,620	1,928
<i>Leadership Team</i>		
Remuneration	361,951	362,446
Full-time equivalent members	3	3
Total key management personnel remuneration	365,571	364,374

There are 7 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 (4 members) and Property (3 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:

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150-160	140-150
Benefits and Other Emoluments	2-6	2-3
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	5.00	3.00
110-120	1.00	0.00
	6.00	3.00

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:

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

20. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay equity settlement wash-up amounts

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

21. Commitments

(a) Capital Commitments

At 31 December 2023, the Board had capital commitments of \$358,794 (2022:\$576,375) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
SIP Entrance & Swimming Pool Design Fees	195,004	185,070	9,934
SIP Pool Project	40,000	32,631	7,369
WTN: H & J Weathertightness Remediation	878,036	711,515	166,521
Window Replacement	16,148	4,450	11,698
Total	1,129,188	933,666	195,522

(b) Operating Commitments

As at 31 December 2023, 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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	468,555	588,163	992,507
Receivables	293,192	244,500	301,103
Investments - Term Deposits	916,692	473,275	355,422
Total financial assets measured at amortised cost	<u>1,678,439</u>	<u>1,305,938</u>	<u>1,649,032</u>

Financial liabilities measured at amortised cost

Payables	208,164	185,500	187,217
Finance Leases	98,744	70,000	74,354
Total financial liabilities measured at amortised cost	<u>306,908</u>	<u>255,500</u>	<u>261,571</u>

23. Events After Balance Date

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

24. Comparatives

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



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF Welcome Bay School's FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

The Auditor-General is the auditor of Welcome Bay School (the School). The Auditor-General has appointed me Donna Taylor, using the staff and resources of BDO Tauranga, 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 - 18, 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 Benefit Entity Standards Reduced Disclosure Regime as applicable to entities that qualify as Tier 2.

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

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

In preparing the financial statements, the Board 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 Edpay 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 Statement of Responsibility, Members of the Board Listing, Statement of Variance, Kiwisport Report, Report on how the school has given effect to Te Tiriti o Waitangi, Evaluation of the School's Students' Progress and Achievement, and the Statement of Compliance with Employment Policy, 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* issued by the New Zealand Auditing and Assurance Standards Board.

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



Donna Taylor
BDO Tauranga
On behalf of the Auditor-General
Tauranga, 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 240 students (135 boys and 105 girls) who were at our school for the end of 2022 and end of 2023 data entry points:
70% 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 <ul style="list-style-type: none"> Data proves if children are at school 90%+ we can make progress Literacy Review <ul style="list-style-type: none"> This began to ensure we are teaching effectively and also have fidelity across the school. 	We achieved our target <ul style="list-style-type: none"> Accelerated progress (more than one sub level): 23% 55 pupils Sufficient progress (one sub level): 47% 113 pupils <ul style="list-style-type: none"> 63% Maori made sufficient or accelerated progress Insufficient progress (less than a sub level) 30% 72 pupils <ul style="list-style-type: none"> Of the 72 pupils who made insufficient progress 75% (54/72) are on the Learning Support Register. 32/72 ākonga who made insufficient progress are NZ Māori. 	Leadership teams analysis of the end of year data. 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 <ul style="list-style-type: none"> 63% of Maori made progress 74% Nz European 80% Other Boys and Girls comparison <ul style="list-style-type: none"> 67% Boys made progress 75% Girls progress Other circumstances to take into account <ul style="list-style-type: none"> Cyclone Teacher industrial action with Strikes 	UDL (Universal Design for Learning) facilitated professional Learning through RTLB. This will increase staffs capacity to cater for diverse learners in their learning environment Increase attendance. Reduce variability and increase fidelity in our teaching and learning through Leading to the Northeast professional development, facilitated by Learning Cognition.

			<ul style="list-style-type: none">• Staff well being• Five new staff to start the year and changes in teams• Teacher knowledge and capability to deliver aspects of the new curriculum• Student well being - we have seen an increase in harm alerts and tamariki on our LSR 55% of our roll are currently on the LSR with some form of additional need.	
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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 235 students (132 boys and 103 girls) who were at our school for the end of 2022 and end of 2023 data entry points:

73% 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 <ul style="list-style-type: none"> Data proves if children are at school 90%+ we can make progress Literacy Review <ul style="list-style-type: none"> This began to ensure we are teaching effectively and also have fidelity across the school. 	We exceeded our target <ul style="list-style-type: none"> Accelerated progress (more than one sub level): 19% 44 pupils Sufficient progress (one sub level): 54% 126 pupils <ul style="list-style-type: none"> 61 % Maori made sufficient or accelerated progress Insufficient progress (less than a sub level) 28% 65 pupils. <ul style="list-style-type: none"> 80% (52/65) of pupils who made insufficient progress are on the Learning Support Register. 33/65 ākonga who made insufficient progress are NZ Māori. 	Leadership teams analysis of the end of year data. Teacher analysis and presentation to BOT ETAP used.	NZ Maori compared to NZ European <ul style="list-style-type: none"> 58% of Maori made progress 80% NZ European made progress 69% Pasifika made progress 86% Other made progress Significant disparity at 22% between NZ European and Maori but this increases NZ Maori and Other is 28% and 11% some disparity alongside Pasifika Boys and Girls comparison <ul style="list-style-type: none"> 68% Boys made progress 77% girls progress Some disparity at 9% between Boys and Girls	<ul style="list-style-type: none"> We have engaged RTLB-Resource Teachers of Behaviour and Learning to support the whole school in ensuring opportunity for all learners to have access to learning. Currently they have observed practice in classrooms and given feedback to teams re their findings which have identified some areas of consideration and improvement in 2024 both in Junior and Senior school Relationships First PLD - to reduce disparity and variability across kaiako by understanding pedagogical thinking using Russell Bishops

			<ul style="list-style-type: none"> • 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. • This year we have had new staff which impacts on the variability of teaching programmes and the experience across staff when implementing literacy. Therefore it is important that during the Literacy review we have a clear picture of the variability in teaching programmes across the school and as a result agree on what 'good teaching' is in this subject area. 	<p>Relationship Base Learning Practice model.</p> <ul style="list-style-type: none"> • Yr 0-3 Align Reading and Writing Programme between junior hubs and each kaiako to reduce variability using the NZ refresh. This is already underway. <ul style="list-style-type: none"> - 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 236 students (132 boys and girls) who were at our school for the end of 2022 and end of 2023 data entry points:

81% 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 <ul style="list-style-type: none">Data proves if children are at school 90%+ we can make progress Maths Review 2022/23 <ul style="list-style-type: none">This began to ensure we are teaching effectively and also have fidelity across the school, align to curriculum refreshWe have increased our sufficient/accelerated progress this year and it now sits at 81%. This is very encouraging as we started the Math review in 2022 completed in 2023 and we have	We exceeded our target, which is very exciting but this has also been an area of focus and review in 2022/23 <ul style="list-style-type: none">Accelerated progress (more than one sub level): 38% 90 pupilsSufficient progress (one sub level):43% 101 pupils<ul style="list-style-type: none">78 % Maori made sufficient or accelerated progressInsufficient progress (less than a sub level) 19% pupils, 45 students.<ul style="list-style-type: none">Of the 19% pupils who made insufficient progress 84% (38/45) are on the Learning Support Register.20/45 ākonga who made insufficient progress are NZ Māori.	Leadership teams analysis of the end of year data. Teacher analysis and presentation to BOT ETAP used. Observations of staff Staff hui	NZ Maori compared to NZ European <ul style="list-style-type: none">78% of Maori made progress80% NZ European made progress88% Pasifika made progress89% Other made progress Disparity at 2% between NZ European and Maori but this increases NZ Maori and Other is 11% and 10% some disparity alongside Pasifika Boys and Girls comparison <ul style="list-style-type: none">83% Boys made progress	Ensure sustainability as a result of agreed good practise from our review. UDL (Universal Design for Learning) facilitated professional Learning through RTLb. This will increase staffs capacity to cater for diverse learners in their learning environment Increase attendance. Reduce variability and increase fidelity in our teaching and learning through Leading to the Northeast professional development, facilitated by Learning Cognition.

<p>implemented new initiatives in line with the NZ Maths curriculum refresh.</p> <ul style="list-style-type: none">• In addition we have built leadership capacity within the school by having a curriculum leader and building the leadership capacity of Elicia and James over the 18 months.• We put in place the 'Priority Learner Group' across the school building on the trial from last year. This was in place for 10 weeks from mid year data point to term 4 week 5. Alongside this we are thrilled that we were able to invite our whanau to come alongside this programme for their tamariki and for the first time since covid it felt like we were able to have our whanau in the school for parent education in Math and the new initiatives of the NZ refresh. Below is a			<ul style="list-style-type: none">• 78% girls progress <p>Disparity at 5% between Boys and Girls</p>	
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<p>snapshot of progress and achievement of this data over this period of time</p> <ul style="list-style-type: none">• In year 2 and 3 Ngā Māhuri ākonga that were on LSR made insufficient progress and required additional support. Small group work - the LSR ākonga weren't identified or placed in priority maths groups. Something to consider when focusing on priority groups in 2024• Year 1 insufficient progress - 1 ESOL, 1 attendance issues, 1 leaving who would need further investigation, 2 other children who need further investigation. 1 of these children have had whānau hui to address this.• Year 2 insufficient progress in Ngā Tipu out of 6 - 2 with Chirp referrals, 3 attendance issues, 1 child needs further investigation and whānau hui have				
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<p>happened. Has been in priority group also.</p> <ul style="list-style-type: none"> What we do know is this change of practice has made a difference:) This is to be celebrated:) 				
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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 Ajo 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 outcome 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 have the capability and capacity to provide learning opportunities which are both focused on teacher / student learning relationships and also high quality instruction.
- We have partnered with our local iwi (Ngāti Pukenga) and are about to trial 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



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Wednesday 27 March 2024

KIWISPORT

Welcome Bay School received total Kiwisport funding of \$4,614.76 ex GST in 2023 which has been allocated to support the provision of a school based Physical Activity Co-ordinator.

We have seen a continued increase across the school in organized physical activity and opportunities for children to participate with. The overall cohesion that this role has encouraged for physical activity is evident in the playground and also regarding the level of participation and success in sport and physical activity out of school hours within organized team events and competitions.

Janine Bollee, is our school's sports coordinator and is an outstanding asset to our school and community, where she goes above and beyond to ensure as many tamariki can engage in sport as possible. She is always looking for ways to reduce barriers. Her role is a vital component of our team and she is very much appreciated by staff, students and our local community.

Ngā mihi nui

Jamie De La Haye
Tumuaki / Principal

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

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

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<p>We follow the School Docs Employer Responsibility Policy.</p> <p>We act as a good employer and take all reasonable steps to build working relationships based on trust, confidence, and good faith. We treat employees fairly and properly in all aspects of their employment and comply with legislation on employment and personnel matters.</p> <p>We have an obligation to review and check incidents, and are proactive to ensure a safe working environment.</p>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p>Outlined in School Docs EEO policy, reviewed term 4 2023.</p> <p>We follow the EEO policy to ensure good working relationships based on trust and treating employees fairly.</p> <p>We recognise the values of diversity in staffing and ensure that employment processes are fair and free of bias.</p>
How do you practise impartial selection of suitably qualified persons for appointment?	We follow the School Docs EEO policy and Conduct Interviews policy and utilise NZSTA rubric in interview process.
<p>How are you recognising,</p> <ul style="list-style-type: none"> – The aims and aspirations of Maori, – The employment requirements of Maori, and – Greater involvement of Maori in the Education service? 	<p>Working closely with our local iwi to work towards Maori achieving success as Maori.</p> <p>We follow Collective Agreement's and employment legislation and honour Te Tiriti o Waitangi.</p> <p>Professional Learning undertaken to reduced inequity between Māori and other ethnicities.</p> <p>Staff member now has new Cultural Leadership Allowance to recognise the mahi they do in this space</p>
How have you enhanced the abilities of individual employees?	Professional Growth Cycle and provide Professional Learning opportunities

How are you recognising the employment requirements of women?	<p>We recognise the value of diversity in staffing. Follow the required Collective Agreement's and employment legislation.</p> <p>Pay Equity for TA's and Administrators and flexible working agreements.</p>
How are you recognising the employment requirements of persons with disabilities?	<p>We recognise the value of diversity in staffing. Follow the required Collective Agreement's and employment legislation.</p> <p>Extra support staff, utilise different technology, flexibility in duty arrangements and physical environment taken into account.</p>

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

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