

COLEY STREET SCHOOL

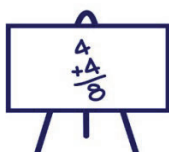
ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number:	2352
Principal:	Peter Kemp
School Address:	51 Coley Street, Foxton
School Postal Address:	51 Coley Street, Foxton
School Phone:	03 363 8117
School Email:	principal@coleystreet.school.nz

Accountant / Service Provider:



COLEY STREET SCHOOL

Annual Report - For the year ended 31 December 2022

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Coley Street School

Statement of Responsibility

For the year ended 31 December 2022

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 2022 fairly reflects the financial position and operations of the school.

The School's 2022 financial statements are authorised for issue by the Board.

Roger Wayne Clement.

Full Name of Presiding Member

PETER JAMES KEMP

Full Name of Principal

R.W. Clement.

Signature of Presiding Member

P. Kemp.

Signature of Principal

31 May 2023

Date:

31 May 2023

Date:

Coley Street School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	2,389,311	2,281,000	2,374,205
Locally Raised Funds	3	124,273	24,350	18,715
Interest Income		14,821	9,000	5,115
Total Revenue		2,528,405	2,314,350	2,398,035
Expenses				
Locally Raised Funds	3	14,352	14,500	13,946
Learning Resources	4	1,571,838	1,591,300	1,585,294
Administration	5	385,991	326,450	333,827
Property	6	447,234	429,150	416,551
Loss on Disposal of Property, Plant and Equipment		-	-	30,738
		2,419,415	2,361,400	2,380,356
Net Surplus / (Deficit) for the year		108,990	(47,050)	17,679
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		108,990	(47,050)	17,679

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



Coley Street School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		658,394	647,474	640,715
Total comprehensive revenue and expense for the year		108,990	(47,050)	17,679
Contributions from the Ministry of Education		-	-	-
Contribution - Furniture and Equipment Grant		-	-	-
Equity at 31 December		767,384	600,424	658,394
Accumulated comprehensive revenue and expense		767,384	600,424	658,394
Reserves		-	-	-
Equity at 31 December		767,384	600,424	658,394

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.



Coley Street School

Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	7	284,601	64,217	296,582
Accounts Receivable	8	97,875	90,000	106,478
GST Receivable		32,253	5,000	5,499
Prepayments		12,308	6,000	6,962
Investments	9	291,737	452,000	452,780
Funds Receivable for Capital Works Projects	16	20,068	-	749
		<u>738,842</u>	<u>617,217</u>	<u>869,050</u>
Current Liabilities				
Accounts Payable	11	136,431	120,000	130,310
Revenue Received in Advance	12	374	-	26,422
Provision for Cyclical Maintenance	13	20,400	-	11,733
Finance Lease Liability	14	5,172	1,500	1,780
Funds held in Trust	15	2,165	-	2,165
Funds held for Capital Works Projects	16	55,858	-	161,291
		<u>220,400</u>	<u>121,500</u>	<u>333,701</u>
Working Capital Surplus/(Deficit)		518,442	495,717	535,349
Non-current Assets				
Property, Plant and Equipment	10	330,083	195,300	192,250
		<u>330,083</u>	<u>195,300</u>	<u>192,250</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	13	73,910	83,793	68,763
Finance Lease Liability	14	7,231	6,800	442
		<u>81,141</u>	<u>90,593</u>	<u>69,205</u>
Net Assets		<u>767,384</u>	<u>600,424</u>	<u>658,394</u>
Equity		<u>767,384</u>	<u>600,424</u>	<u>658,394</u>

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



Coley Street School

Statement of Cash Flows

For the year ended 31 December 2022

		2022	2022	2021
	Note	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		709,569	601,000	602,178
Locally Raised Funds		99,085	24,350	44,277
Goods and Services Tax (net)		(26,754)	-	(5,499)
Payments to Employees		(467,235)	(382,500)	(357,147)
Payments to Suppliers		(202,617)	(261,933)	(161,022)
Interest Received		14,821	9,000	5,115
Net cash from/(to) Operating Activities		126,869	(10,083)	127,902
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(171,730)	(49,000)	(44,388)
Proceeds from Sale of Investments		161,043	-	32,686
Net cash from/(to) Investing Activities		(10,687)	(49,000)	(11,702)
Cash flows from Financing Activities				
Finance Lease Payments		(3,411)	(8,700)	(8,239)
Funds Administered on Behalf of Third Parties		(124,752)	(160,000)	165,488
Net cash from/(to) Financing Activities		(128,163)	(168,700)	157,249
Net increase/(decrease) in cash and cash equivalents		(11,981)	(227,783)	273,449
Cash and cash equivalents at the beginning of the year	7	296,582	292,000	23,133
Cash and cash equivalents at the end of the year	7	284,601	64,217	296,582

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense 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.



Coley Street School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2022 to 31 December 2022 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 13.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 10.



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 14. Future operating lease commitments are disclosed in note 21b .

Recognition of grants

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

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) 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.

e) 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.



f) 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.

g) Investments

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

h) 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	20–50 years
Furniture and equipment	10 years
Information and communication technology	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value



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

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

Non cash generating assets

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

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

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

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

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

j) 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.

k) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

l) Revenue Received in Advance

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

m) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense.

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

n) 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 Revenue and Expense.

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



o) 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.

p) Financial Instruments

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

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

p) 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.

q) 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.

r) 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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Government Grants - Ministry of Education	910,503	770,000	792,707
Teachers' Salaries Grants	1,147,911	1,200,000	1,269,353
Use of Land and Buildings Grants	294,237	280,000	274,105
Other Government Grants	36,660	31,000	38,040
	<u>2,389,311</u>	<u>2,281,000</u>	<u>2,374,205</u>

The school has opted in to the donations scheme for this year. Total amount received was \$33,300.

3. Locally Raised Funds

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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Revenue			
Donations & Bequests	3,086	2,000	1,913
Fees for Extra Curricular Activities	5,149	5,350	3,054
Trading	290	-	384
Fundraising & Community Grants	100,000	-	-
Other Revenue	15,748	17,000	13,364
	<u>124,273</u>	<u>24,350</u>	<u>18,715</u>
Expenses			
Extra Curricular Activities Costs	8,265	9,000	7,616
Trading	654	-	373
Other Locally Raised Funds Expenditure	5,433	5,500	5,957
	<u>14,352</u>	<u>14,500</u>	<u>13,946</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>109,921</u>	<u>9,850</u>	<u>4,769</u>

4. Learning Resources

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Curricular	52,984	66,100	39,642
Employee Benefits - Salaries	1,465,872	1,444,500	1,501,186
Staff Development	5,493	22,000	9,590
Depreciation	47,489	58,700	34,876
	<u>1,571,838</u>	<u>1,591,300</u>	<u>1,585,294</u>



5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	6,000	4,700	8,273
Board Fees	4,600	4,600	5,205
Board Expenses	6,167	3,000	3,590
Communication	1,343	3,400	3,157
Consumables	4,771	4,700	4,050
Healthy Schools Lunches	243,829	200,000	201,260
Other	39,416	35,350	36,608
Employee Benefits - Salaries	62,640	55,500	53,018
Insurance	8,450	7,200	9,778
Service Providers, Contractors and Consultancy	8,775	8,000	8,888
	<u>385,991</u>	<u>326,450</u>	<u>333,827</u>

6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	10,950	10,000	12,493
Cyclical Maintenance Provision	13,814	15,000	14,296
Grounds	13,263	11,550	10,347
Heat, Light and Water	14,138	13,000	12,646
Repairs and Maintenance	12,560	12,200	12,038
Use of Land and Buildings	294,237	280,000	274,105
Security	1,261	2,400	1,231
Employee Benefits - Salaries	87,011	85,000	79,395
	<u>447,234</u>	<u>429,150</u>	<u>416,551</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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Bank Accounts	284,601	64,217	296,582
Cash and cash equivalents for Statement of Cash Flows	<u>284,601</u>	<u>64,217</u>	<u>296,582</u>

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



8. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	-	-	860
Receivables from the Ministry of Education	-	-	6,235
Teacher Salaries Grant Receivable	97,875	90,000	99,383
	<u>97,875</u>	<u>90,000</u>	<u>106,478</u>
Receivables from Exchange Transactions	-	-	860
Receivables from Non-Exchange Transactions	97,875	90,000	105,618
	<u>97,875</u>	<u>90,000</u>	<u>106,478</u>

9. Investments

The School's investment activities are classified as follows:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Asset			
Short-term Bank Deposits	291,737	452,000	452,780
Non-current Asset			
Long-term Bank Deposits	-	-	-
Total Investments	<u>291,737</u>	<u>452,000</u>	<u>452,780</u>

10. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2022						
Buildings	24,993	-	-	-	(3,127)	21,866
Building Improvements	76,421	133,633	-	-	(5,933)	204,121
Furniture and Equipment	36,088	9,505	-	-	(9,833)	35,760
Information and Communication Technology	40,082	28,592	-	-	(17,707)	50,967
Motor Vehicles	-	-	-	-	-	-
Leased Assets	4,329	13,592	-	-	(5,556)	12,365
Library Resources	10,337	-	-	-	(5,333)	5,004
	-	-	-	-	-	-
Balance at 31 December 2022	<u>192,250</u>	<u>185,322</u>	<u>-</u>	<u>-</u>	<u>(47,489)</u>	<u>330,083</u>

The net carrying value of furniture and equipment held under a finance lease is **\$12,365(2021: \$4,329)**

Restrictions

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.



	2022	2022	2022	2021	2021	2021
	Cost or	Accumulated	Net Book	Cost or	Accumulated	Net Book
	Valuation	Depreciation	Value	Valuation	Depreciation	Value
	\$	\$	\$	\$	\$	\$
Buildings	211,804	(56,305)	155,499	78,171	(53,178)	24,993
Building Improvements	150,812	(80,324)	70,488	150,812	(74,391)	76,421
Furniture and Equipment	121,554	(85,794)	35,760	112,049	(75,961)	36,088
Information and Communication T	94,211	(43,244)	50,967	65,619	(25,537)	40,082
Motor Vehicles	31,452	(31,452)	-	31,452	(31,452)	-
Leased Assets	28,174	(15,809)	12,365	14,582	(10,253)	4,329
Library Resources	42,666	(37,662)	5,004	42,666	(32,329)	10,337
Balance at 31 December	680,673	(350,590)	330,083	495,351	(303,101)	192,250

11. Accounts Payable

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Creditors	26,636	20,000	10,528
Accruals	4,444	10,000	13,300
Employee Entitlements - Salaries	97,875	90,000	99,383
Employee Entitlements - Leave Accrual	7,476	-	7,099
	<u>136,431</u>	<u>120,000</u>	<u>130,310</u>
Payables for Exchange Transactions	136,431	120,000	130,310
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>136,431</u>	<u>120,000</u>	<u>130,310</u>

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Other revenue in Advance	374	-	26,422
	<u>374</u>	<u>-</u>	<u>26,422</u>



13. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	80,496	80,496	66,200
Increase to the Provision During the Year	13,814	15,000	14,296
Use of the Provision During the Year	-	(11,733)	-
Other Adjustments	-	-	-
Provision at the End of the Year	94,310	83,763	80,496
Cyclical Maintenance - Current	20,400	-	11,733
Cyclical Maintenance - Non current	73,910	83,793	68,763
	94,310	83,793	80,496

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 Year Property plan.

14. Finance Lease Liability

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	5,172	1,500	1,780
Later than One Year and no Later than Five Years	7,231	6,800	442
Later than Five Years	-	-	-
Future Finance Charges	-	-	-
	12,403	8,300	2,222
Represented by			
Finance lease liability - Current	5,172	1,500	1,780
Finance lease liability - Non current	7,231	6,800	442
	12,403	8,300	2,222

15. Funds held in Trust

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	2,165	-	2,165
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	2,165	-	2,165

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



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.

2022	Project Number	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
		\$	\$	\$	\$	\$
Heat Pump	224795	29,583	3,939	(33,522)	-	-
Disabled Toilet	229225	(749)	749	-	-	-
Canopy	224800	131,708	-	(280,060)	133,633	(14,719)
Roof Replacement	224794	-	58,238	(2,380)	-	55,858
Library		-	-	(5,349)	-	(5,349)
Totals		160,542	62,926	(321,311)	133,633	35,790

Note: Canopy Project. The Board received grants of \$100,000 (\$75,000 From Eastern and Central Community Trust and \$25,000 from Pelorus Trust) as contributions to the BOT Share of Costs.

Represented by:

Funds Held on Behalf of the Ministry of Education	55,858
Funds Receivable from the Ministry of Education	(20,068)

2021	Project Number	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
		\$	\$	\$	\$	\$
Heat Pump	224795	-	29,583	-	-	29,583
Disabled Toilet	229225	-	4,393	(5,142)	-	(749)
Canopy	224800	-	147,193	(15,485)	-	131,708
Hall Kitchen	202984	(4,841)	1,408	-	3,433	-
Security	218069	(105)	-	-	105	-
Totals		(4,946)	182,577	(20,627)	3,538	160,542

Represented by:

Funds Held on Behalf of the Ministry of Education	161,291
Funds Receivable from the Ministry of Education	(749)

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.

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	4,600	5,205
 <i>Leadership Team</i>		
Remuneration	451,840	467,324
Full-time equivalent members	4	4
 Total key management personnel remuneration	456,440	472,529

There are 10 members of the Board excluding the Principal. The Board had held 10 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare, finance and property matters.

Principal 1

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140-150	140-150
Benefits and Other Emoluments	-	2-3
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 - 110	2	2
110 - 120	0	1
	2.00	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:

	2022 Actual	2021 Actual
Total	-	-
Number of People	-	-



20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2022 (Contingent liabilities and assets at 31 December 2021: 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's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2022, a contingent liability for the school may exist.

Support Staff Pay Equity Funding

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2022. The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2022. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The School has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2023.

21. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board has entered into contract agreements for capital works as follows:

(a) Contract for Roof Replacement to be completed in 2023, which will be fully funded by the Ministry of Education. \$58,238 has been received of which \$2,380 has been spent on the project to date; and

(b) Contract for Canopy to be completed in 2023, which will be partially funded by the Ministry of Education. \$147,193 has been received from MOE and \$100,000 has been received from Trusts, of which \$295,545 has been spent on the project to date;

(Capital commitments at 31 December 2021: \$161,291)

(b) Operating Commitments

As at 31 December 2022 the Board has not entered into any operating commitments (2021:Nil)

22. Financial Instruments

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

Financial assets measured at amortised cost

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Cash and Cash Equivalents	284,601	64,217	296,582
Receivables	97,875	90,000	106,478
Investments - Term Deposits	291,737	452,000	452,780
Total Financial assets measured at amortised cost	<u>674,213</u>	<u>606,217</u>	<u>855,840</u>

Financial liabilities measured at amortised cost

Payables	136,431	120,000	130,310
Finance Leases	12,403	8,300	2,222
Total Financial Liabilities Measured at Amortised Cost	<u>148,834</u>	<u>128,300</u>	<u>132,532</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 COLEY STREET SCHOOL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

The Auditor-General is the auditor of Coley Street School (the School). The Auditor-General has appointed me, David Fraser 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 19, that comprise the statement of financial position as at 31 December 2022, 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 2022; 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 with Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime

Our audit was completed on 31 May 2023. 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.

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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, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- 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 Statement of Financial Responsibility, Board of Trustees schedule included under the School Directory page and the Analysis of Variance, but does not include the financial statements, Kiwisport statement and Personnel Policy Compliance statement included as appendices, and our auditor's report thereon.

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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.

David Fraser

David Fraser
Silks Audit Chartered Accountants Ltd
On behalf of the Auditor-General
Whanganui, New Zealand

Coley Street School

Members of the Board of Trustees For the Year Ended 31 December 2022

Name	Position	How Position Gained	Term Expired/Expires
Roger Clement	Presiding Member	Elected June 2019	Expires 2025
Peter Kemp	Principal	Ex officio	
Danny Wanoa	Parent Representative	Elected June 2019	Expires 2025
Raylene Hallett	Parent Representative	Elected June 2019	Expires 2025
Lisa Takarangi	Parent Representative	Elected 2022	Expires 2025
Bonnie Petersen	Parent Representative	Elected 2022	Expires 2025
Daniel Pond	Staff Representative	Elected	Expires 2025
Hamish Easton	Parent Representative	Elected	September 2022
Jason Jack	Parent Representative	Elected	September 2022
Trevor Belk	Staff Representative	Elected	September 2022

Coley Street School

Kiwisport Statement

This year our school was funded \$3000.04 in targeted funding. Our school continues to punch above its weight in sport across our region and we are a regular host for many sporting events. We regularly update our sporting equipment, fund transportation, supply good sporting uniforms, pay for team subscriptions and offer our unique scholarship scheme that financially supports students who have moved to representative level. We have sports teams operating out of our school up to 5 days a week in the busy season.

Approximately 75% of our children are regularly involved in a team sport at some time in the year.

Statement of Compliance with Employment Policy

For the year ended 31 December 2022 Coley Street School Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure fair and proper treatment of employees in all aspects of their employment.
- Has reviewed its compliance against both its personnel policy and procedure and can report that it meets all requirements and has identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.

Analysis of Variance Reporting



School Name:	Coley Street School 2023 (based on 2022 data)	School Number:	2352
Strategic Aim:	To support the achievement of all students around the priority learning areas of reading, writing and mathematics, in relation to the New Zealand Curriculum		
Annual Aim:	To identify and progress groups of students across the priority areas of reading, writing and math who are underachieving (shift all students 2 sub levels)		
Target:	<p>Annual Targets – Whilst the annual targets for 2022 were set for maths only, there were significant aspects to celebrate within our data. Firstly, across the 3 priority areas of reading, writing and maths, our Maori students are clearly achieving above our European students. Also our male students have relatively equal achievement to our female students. These two pieces of data go against the national trends.</p> <p>Annual Maths Targets for 2022 – Aim to shift all students 2 sub levels</p> <ul style="list-style-type: none"> • Year 2 – 3 students below • Year 3 – 17 students below • Year 4 – 12 students well below or below • Year 5 – 14 students are below • Year 6 – 15 students are below • Year 7 – 13 students are well below / below • Year 8 – 15 students are below 		

Outcome of Annual Targets for 2022



Annual Charter
Targets 2022.pdf

Baseline Data:

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>The establishment of our reception class a few years ago has been a real bonus and has been a great strategy to transition children into school, from early childhood. Having a trained early childhood teacher has also been a popular move in our community. The focus in our junior hub has been on routines through regular structured literacy, which occurs every day. This has not only enhanced the learning for the children but the structured timing has been the key to the success for this transition class. For our community, structure is something that many children do not receive at home and so the structured teaching creates a consistent and cohesive start to school.</p> <p>From year 2-8 we have invested in Singapore Maths ('No Problem Maths'). The pedagogy focuses on collaborative teaching using the CPA model. This has not only improved our maths results but the change in pedagogy has also had</p>	<p>These children settled very quickly once they were into routine and it is only a matter of 'being ready' before they transitioned into the year 1 class</p> <p>This year we achieved 6 stanine 9 results in Maths and Literacy which is the highest results we have achieved in my 12 years as Principal</p>	<p>We have an experienced early childhood teacher who makes clear links between children coming out of early childhood and their needs as new entrant</p> <p>The prescriptive teaching approach with backup support from video/ resource texts and a facilitated PLD has allowed us to entrench this pedagogy school wide. The collaborative approach is compatible with our collaborative</p>	<p>We have spent 2 years of funded PLD to develop our new Coley Curriculum which is localised. We have refreshed our Coley Hearts to values / Po depicting the four aspects that make up Hauora using the Whare Tapa Wha concept. Te Taha Whanau, Te Taha Wairua, Te Taha Hinengaro, Te Taha Tinana. These new Values / Po are reflective of the change in demographics of our school with 50% Maori, 42% European and 8% other ethnicities. This transition process will take some time to establish in our school especially in the middle / senior areas where the Coley Hearts are well and truly entrenched. Teachers will learn to interpret the old Coley Hearts into the Maori concepts and learn to recognise these behaviours to reward through our PB4L system.</p> <p>No problems maths will take some years to be entrenched school wide but in the last two years we have seen great progress, so we will be looking to continue this upward trend in achievement</p>

<p>a positive effect, on all subject areas.</p> <p>Our whanau class has been a real success story and now is a cohesive aspect of school make up. Children are identified early in the junior hub years around being academically, socially, behaviourally challenged or suffer from anxiety. There is also 2 high needs students and a dedicated teacher and teacher aide. They also receive support from Arahanga Special; School and the Speech Language Therapist. The real success comes in the ability to reintegrate some of these children back into the regular school programme further down the track. Ratios are kept low, year levels are not emphasised, teaching is 'routine' as is the daily reminders about what is next in the teaching programme is important for these children. The children have a real sense of belonging and Tuakana Teina</p>	<p>These children have shown significant progress with Arahanga Special School also working and monitoring their progress. They are also very supportive of the classroom pedagogy and teaching and learning that happens in this class. There has also been significant learning for both students and teachers to have very high needs children integrated into the normal classroom programme.</p>	<p>teaching and learning environments and has created 'learn and share' concept in our classes. We have strongly encouraged our good mathematicians to share their strategies and ideas with classmates and this is becoming a strength within our programme.</p> <p>We now have the experience of 3 years running this class with the same teacher and teacher aide and the same support staff from Arahanga Special School.</p> <p>This creates a consistent and cohesive teaching and learning environment</p>	<p>While it is a luxury to be able to run a whanau class on such small numbers the success outweighs the need to increase the numbers to make a more even spread of children across classes.</p>
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<p>operates very well with senior hub attached acting as mentors.</p> <p>School wide this year we have completed 120 hours of Localised Curriculum PLD. This is now cohesive across the school with each hub planning and assessing collaboratively.</p> <p>Our school vision and values have been refreshed and staff are working on interpreting and understanding the 4 concepts of 'Whare Tapa Wha'</p> <p>We have engaged in the Manaiakalani model for 'intensive digital fluency'.</p> <p>While students and teachers have received in class support, staff have also registered and received 9 full days of Digital Fluency Intensive in their home environments. This allows them the time to engage intensively without interruptions.</p> <p>In the last 12 years of my principalship, the demographics of our school population has changed dramatically. We used to be about 54% European and 46% Maori. This year we have Chinese, Cook Island Maori, Argentinians, South Africans, Fiji Indian, Filipinos and Tongan decent.</p> <p>Our Maori population is now well ahead of the European.</p>	<p>Teachers and students are excited about the refreshing of the school values and how this is interpreted through our PB4L System of rewards</p> <p>Teachers have received both in class support for them and their students.</p> <p>Some teachers have completed the DFI which is the digital intensive fluency which equates to 9 full days of online learning. This support has dramatically increased the digital capability school wide</p>	<p>Our senior / middle school students reported a lack of motivation with our traditional Coley Hearts and so a refresh was due. As a result everyone appears to be on board.</p> <p>As a result this is reflected in the low level of behavioural issues at our school</p> <p>One on one digital devices plus the intensive in class / DFI support have made the differences.</p>	<p>From the perspective that we are all learners it will take some time for students, staff and whanau to be able to understand and interpret the old Coley Hearts to the new school kaupapa and values</p> <p>Our BOT will continue to invest time and money in digital resources so we entrench the Learn, Create, Share, philosophy.</p>
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<p>We also have a teacher who is fluent in Maori who, has undertaken school wide Te Ao Maori which has included the teaching of integrated Te Reo, Kawa, local tikanga and protocols and kapahaka. She has also had a huge influence on the refresh of our Local Coley Curriculum.</p> <p>After crunching our 2022 data it is evident that our Maori students are achieving above our European and our boys are equal to the girls.</p>	<p>We have made dramatic improvements in Te Ao Maori capability across the school. Each Friday afternoon is dedicated to whole school learning</p> <p>These two pieces of data have changed over the last 2 years.</p>	<p>The appointment of a fluent speaking staff member who comes from Raukawa has been instrumental in our progress.</p> <p>We have also invested financially in resources and equipment and have also made a stronger bond with the local Iwi.</p> <p>We are aware that our collaborative teaching / learning environments are a success for our children combined with the collaborative pedagogical approach used in maths and across other subject areas.</p>	<p>We need to continue and consolidate this progress in cultural capability.</p> <p>Consolidate our collaborative approach to teaching and learning. Ensure our school wide teaching of Te Ao Maori continues and that we are addressing our demographic needs.</p>
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Planning for next year:

Consolidate our new Coley Curriculum and the 'Whare Tapa Wha' concepts for rewards through our PB4L system. Progress teacher understanding around the 4 Po Te Taha Whanau, Te Taha Wairu, Te Taha Hinengaro, Te Taha Tinana.

Build on the excellent Teaching / Learning that has occurred through 'No problem Maths' and extend the number of students who are achieving at stanine 9 across the 3 priority learning areas.

Increase the number of staff who have been through the DFI (Digital Fluency Intensive) so that we raise the capability school wide

Dedicate time and energy to progress the cultural capability of staff and children through school wide Te Ao Maori Teaching and Learning

Consolidate the achievement of our Maori students that are achieving above our Non Maori.