

WATERLOO SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022



**Waterloo
School**

Te Kura ō Waterloo

| | |
|--------------------------------|--|
| Ministry Number: | 3068 |
| Principal: | Suzanne Su'a |
| School Address: | Hardy Street, Lower Hutt, Wellington |
| School Postal Address: | Hardy Street, Lower Hutt, Wellington |
| School Phone: | 04 939 2055 |
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| Accountant / Service Provider: | Accounting For Schools Limited |

WATERLOO SCHOOL

Annual Report - For the year ended 31 December 2022

Index

| Page | Statement |
|-------------|--|
| | Financial Statements |
| 1 | Statement of Responsibility |
| 2 | Statement of Comprehensive Revenue and Expense |
| 3 | Statement of Changes in Net Assets/Equity |
| 4 | Statement of Financial Position |
| 5 | Statement of Cash Flows |
| 6 - 10 | Statement of Accounting Policies |
| 11 - 19 | Notes to the Financial Statements |
| | Other Information |
| 20 | Members of the Board |
| 21 | Kiwisport Funding and Statement of Compliance with Employment Policy |
| 22 - 23 | Independent Auditors Report |
| 24 | Analysis of Variance |

WATERLOO 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.

Jamie Moore

Full Name of Presiding Member



Signature of Presiding Member

12 October 2023

Date:

Suzanne Su'a

Full Name of Principal



Signature of Principal

12 October 2023

Date:

WATERLOO SCHOOL

Statement of Comprehensive Revenue and Expense For the year ended 31 December 2022

| | Notes | 2022 Actual \$ | 2022 Budget \$ | 2021 Actual \$ |
|---|-------|----------------------|------------------------|----------------------|
| Revenue | | | | |
| Government Grants - Ministry of Education | 2 | 3,978,173 | 3,842,453 | 3,873,328 |
| Locally Raised Funds | 3 | 388,654 | 218,405 | 240,981 |
| Interest income | | 9,869 | 2,500 | 3,712 |
| | | <u>4,376,696</u> | <u>4,063,358</u> | <u>4,118,021</u> |
| Expenses | | | | |
| Locally Raised Funds | 3 | 135,141 | 105,050 | 92,761 |
| Learning Resources | 4 | 3,172,438 | 3,028,454 | 3,030,724 |
| Administration | 5 | 253,393 | 215,964 | 212,840 |
| Finance | | 2,527 | 8,000 | 9,235 |
| Property | 6 | 774,022 | 756,353 | 721,795 |
| Loss on Disposal of Property, Plant and Equipment | | 285 | - | - |
| | | <u>4,337,806</u> | <u>4,113,821</u> | <u>4,067,355</u> |
| Net Surplus / (Deficit) for the year | | 38,890 | (50,463) | 50,666 |
| Other Comprehensive Revenue and Expenses | | - | - | - |
| Total Comprehensive Revenue and Expense for the Year | | <u><u>38,890</u></u> | <u><u>(50,463)</u></u> | <u><u>50,666</u></u> |

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

WATERLOO SCHOOL

Statement of Changes in Net Assets/Equity For the year ended 31 December 2022

| Notes | Actual 2022 \$ | Budget 2022 \$ | Actual 2021 \$ |
|--|-------------------------------|-------------------------------|-------------------------------|
| Balance at 1 January | 484,473 | 484,473 | 433,807 |
| Total comprehensive revenue and expense for the year | 38,890 | (50,463) | 50,666 |
| Capital Contributions from the Ministry of Education | | | |
| Contribution - Furniture and Equipment Grant | 12,079 | - | - |
| Equity at 31 December | 535,442 | 434,010 | 484,473 |
| Accumulated comprehensive revenue and expense | 535,442 | 434,010 | 484,473 |
| Equity at 31 December | 535,442 | 434,010 | 484,473 |
| Movement in Reserves | Actual 2022 \$ | Budget 2022 \$ | Actual 2021 \$ |
| Opening Balance | 13,103 | - | 13,103 |
| McCarthy Trust Grant | - | - | - |
| Closing Balance | 13,103 | - | 13,103 |

A portion of accumulated comprehensive revenue and expense above is held as a reserve of funds received from McCarthy Trust. These funds are held for the purchase of library books.

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.

WATERLOO SCHOOL
Statement of Financial Position
As at 31 December 2022

| | Notes | 2022 Actual \$ | 2022 Budget \$ | 2021 Actual \$ |
|--|-------|----------------------|----------------------|----------------------|
| Current Assets | | | | |
| Cash and Cash Equivalents | 7 | 96,900 | 106,358 | 86,817 |
| Accounts Receivable | 8 | 254,235 | 10,000 | 202,851 |
| Funds held for Capital Works Projects | 16 | 4,233 | - | 19,657 |
| GST Receivable | | 5,196 | 5,000 | 31,487 |
| Prepayments | | 16,843 | 4,002 | 11,907 |
| Inventories | 9 | - | 1,000 | 670 |
| Investments | 10 | 402,679 | 300,000 | 398,572 |
| | | <u>780,086</u> | <u>426,360</u> | <u>751,961</u> |
| Current Liabilities | | | | |
| Accounts Payable | 12 | 297,143 | 55,000 | 230,659 |
| Revenue Received in Advance | 13 | 17,067 | - | 28,322 |
| Provision for Cyclical Maintenance | 14 | 102,000 | - | 92,464 |
| Finance Lease Liability | 15 | 12,482 | 10,000 | 2,168 |
| Funds held for Capital Works Projects | 16 | 20,370 | - | 80,221 |
| | | <u>449,062</u> | <u>65,000</u> | <u>433,834</u> |
| Working Capital Surplus/(Deficit) | | <u>331,024</u> | <u>361,360</u> | <u>318,127</u> |
| Non-current Assets | | | | |
| Property, Plant and Equipment | 11 | 363,434 | 262,755 | 317,405 |
| | | <u>363,434</u> | <u>262,755</u> | <u>317,405</u> |
| Non-current Liabilities | | | | |
| Provision for Cyclical Maintenance | 14 | 142,546 | 180,105 | 122,363 |
| Finance Lease Liability | 15 | 16,470 | 10,000 | 28,696 |
| | | <u>159,016</u> | <u>190,105</u> | <u>151,059</u> |
| Net Assets | | <u>535,442</u> | <u>434,010</u> | <u>484,473</u> |
| Equity | | <u>535,442</u> | <u>434,010</u> | <u>484,473</u> |

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

WATERLOO SCHOOL

Statement of Cash Flows

For the year ended 31 December 2022

| | | 2022 | 2022 | 2021 |
|---|----------|---------------|----------------|----------------|
| | Note | Actual | Budget | Actual |
| | | \$ | (Unaudited) | \$ |
| | | | \$ | |
| Cash flows from Operating Activities | | | | |
| Government Grants | | 977,567 | 838,836 | 924,969 |
| Locally Raised Funds | | 373,369 | 193,159 | 233,628 |
| Goods and Services Tax (net) | | 26,289 | 26,485 | (27,498) |
| Payments to Employees | | (728,235) | (568,728) | (607,589) |
| Payments to Suppliers | | (476,854) | (469,629) | (426,294) |
| Interest Paid | | (2,527) | (8,000) | (9,235) |
| Interest Received | | 8,073 | 3,274 | 4,053 |
| Net cash from Operating Activities | | 177,682 | 15,397 | 92,034 |
| Cash flows from Investing Activities | | | | |
| Proceeds from Sale of PPE (and Intangibles) | | (285) | - | - |
| Purchase of PPE (and Intangibles) | | (106,096) | (23,000) | (61,362) |
| Purchase of Investments | | (4,107) | - | (2,508) |
| Proceeds from Sale of Investments | | - | 98,572 | - |
| Net cash to Investing Activities | | (110,488) | 75,572 | (63,870) |
| Cash flows from Financing Activities | | | | |
| Furniture and Equipment Grant | | 12,079 | - | - |
| Finance Lease Payments | | (24,763) | (10,864) | (10,858) |
| Funds on behalf of Third Parties | | (44,427) | (60,564) | 91,695 |
| Net cash to Financing Activities | | (57,111) | (71,428) | 80,837 |
| Net increase in cash and cash equivalents | | 10,083 | 19,541 | 109,001 |
| Cash and cash equivalents at the beginning of the year | 7 | 86,817 | 86,817 | (22,184) |
| Cash and cash equivalents at the end of the year | 7 | 96,900 | 106,358 | 86,817 |

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

WATERLOO SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 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 expenditure threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

WATERLOO SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2022

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 20b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

WATERLOO SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2022

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) Inventories

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

h) 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.

i) 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.

WATERLOO SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2022

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

| | |
|---|-------------------------|
| Building improvements to Crown Owned Assets | 10–75 years |
| Board Owned Buildings | 10–75 years |
| Furniture and equipment | 10–15 years |
| Information and communication technology | 4–5 years |
| Leased assets held under a Finance Lease | Term of Lease |
| Library resources | 12.5% Diminishing value |
| Plant and equipment | 10–15 years |

j) 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.

k) 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.

WATERLOO SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2022

l) Employee Entitlements

Short-term employee entitlements

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

m) Revenue Received in Advance

Revenue received in advance relates to fees received from students and their families 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.

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, 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.

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 at the start of the year.

s) 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.

WATERLOO SCHOOL

Notes to the Financial Statements For the year ended 31 December 2022

2. Government Grants

| | 2022 Actual \$ | 2022 Budget (Unaudited) \$ | 2021 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Government Grants - Ministry of Education | 987,567 | 848,836 | 896,677 |
| Teachers' Salaries Grants | 2,466,041 | 2,478,417 | 2,490,792 |
| Use of Land and Buildings Grants | 524,565 | 515,200 | 485,859 |
| | <u>3,978,173</u> | <u>3,842,453</u> | <u>3,873,328</u> |

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 | 130,961 | 129,675 | 111,604 |
| Fundraising & Community Grants | 149,942 | 34,700 | 71,847 |
| Other Revenue | 81,449 | 30,500 | 37,056 |
| Trading | 8,172 | 4,500 | 5,730 |
| Fees for Extra Curricular Activities | 18,130 | 19,030 | 14,744 |
| | <u>388,654</u> | <u>218,405</u> | <u>240,981</u> |
| Expenses | | | |
| Extra Curricular Activities Costs | 90,280 | 85,550 | 63,590 |
| Trading | 12,992 | 4,500 | 5,902 |
| Fundraising and Community Grant Costs | 31,869 | 15,000 | 23,269 |
| | <u>135,141</u> | <u>105,050</u> | <u>92,761</u> |
| <i>Surplus for the year Locally raised funds</i> | <u>253,513</u> | <u>113,355</u> | <u>148,220</u> |

4. Learning Resources

| | 2022 Actual \$ | 2022 Budget (Unaudited) \$ | 2021 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Curricular | 77,692 | 86,610 | 61,036 |
| Depreciation | 82,918 | 77,650 | 82,876 |
| Information and Communication Technology | 902 | 2,550 | 752 |
| Library Resources | 1,045 | 1,500 | 2,768 |
| Employee Benefits - Salaries | 2,986,599 | 2,824,394 | 2,875,977 |
| Staff Development | 23,282 | 35,750 | 7,315 |
| | <u>3,172,438</u> | <u>3,028,454</u> | <u>3,030,724</u> |

WATERLOO SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2022

5. Administration

| | 2022 | 2022 | 2021 |
|--|----------------|-------------------|----------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) \$ | \$ |
| Audit Fee | 7,116 | 7,116 | 12,917 |
| Board Fees | 3,295 | 3,600 | 3,405 |
| Board Expenses | 10,495 | 3,000 | 4,103 |
| Communication | 4,385 | 5,200 | 4,765 |
| Consumables | 6,187 | 11,200 | 5,975 |
| Other | 8,075 | 8,000 | 10,451 |
| Employee Benefits - Salaries | 179,283 | 154,048 | 152,414 |
| Insurance | 8,067 | 6,800 | 6,714 |
| Service Providers, Contractors and Consultancy | 26,490 | 17,000 | 12,096 |
| | <u>253,393</u> | <u>215,964</u> | <u>212,840</u> |

6. Property

| | 2022 | 2022 | 2021 |
|-------------------------------------|----------------|-------------------|----------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) \$ | \$ |
| Caretaking and Cleaning Consumables | 97,212 | 93,400 | 125,350 |
| Cyclical Maintenance Provision | 29,719 | 30,000 | 29,722 |
| Grounds | 6,739 | 3,500 | 3,957 |
| Heat, Light and Water | 26,650 | 20,000 | 17,285 |
| Rates | 5,009 | 4,800 | 4,603 |
| Repairs and Maintenance | 16,562 | 22,100 | 18,177 |
| Use of Land and Buildings | 524,565 | 515,200 | 485,859 |
| Security | 15,958 | 11,000 | 10,267 |
| Employee Benefits - Salaries | 51,608 | 56,353 | 26,575 |
| | <u>774,022</u> | <u>756,353</u> | <u>721,795</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.

WATERLOO SCHOOL

Notes to the Financial Statements For the year ended 31 December 2022

7. Cash and Cash Equivalents

| | 2022 Actual \$ | 2022 Budget (Unaudited) \$ | 2021 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Cash on Hand | 679 | 300 | 300 |
| Bank Current Account | 69,961 | 6,058 | 73,467 |
| Bank Call Account | 26,260 | 100,000 | 13,050 |
| Cash and cash equivalents for Cash Flow Statement | <u>96,900</u> | <u>106,358</u> | <u>86,817</u> |

Of the \$96,900 Cash and Cash Equivalents, \$20,370 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 2023 on Crown owned school buildings.

8. Accounts Receivable

| | 2022 Actual \$ | 2022 Budget (Unaudited) \$ | 2021 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Receivables | 17,106 | 10,000 | 3,076 |
| Interest Receivable | 2,570 | - | 774 |
| Teacher Salaries Grant Receivable | 234,559 | - | 199,001 |
| | <u>254,235</u> | <u>10,000</u> | <u>202,851</u> |
| Receivables from Exchange Transactions | 19,676 | 10,000 | 3,850 |
| Receivables from Non-Exchange Transactions | 234,559 | - | 199,001 |
| | <u>254,235</u> | <u>10,000</u> | <u>202,851</u> |

9. Inventories

| | 2022 Actual \$ | 2022 Budget (Unaudited) \$ | 2021 Actual \$ |
|------------|----------------------|-------------------------------------|----------------------|
| Stationery | - | 1,000 | 670 |
| | <u>-</u> | <u>1,000</u> | <u>670</u> |

10. Investments

The School's investment activities are classified as follows:

| | 2022 Actual \$ | 2022 Budget (Unaudited) \$ | 2021 Actual \$ |
|--------------------------|----------------------|-------------------------------------|----------------------|
| Current Asset | | | |
| Short-term Bank Deposits | 402,679 | 300,000 | 398,572 |
| Total Investments | <u>402,679</u> | <u>300,000</u> | <u>398,572</u> |

WATERLOO SCHOOL

Notes to the Financial Statements For the year ended 31 December 2022

11. Property, Plant and Equipment

| 2022 | Opening Balance (NBV) \$ | Additions \$ | Disposals \$ | Impairment \$ | Depreciation \$ | Total (NBV) \$ |
|------------------------------------|-----------------------------------|-----------------|-----------------|------------------|--------------------|-------------------|
| Buildings | 102,246 | 70,000 | - | - | (21,697) | 150,549 |
| Furniture and Equipment | 112,583 | 30,253 | - | - | (21,388) | 121,448 |
| Information Technology | 64,531 | 418 | (285) | - | (23,336) | 41,328 |
| Leased Assets | 16,923 | 22,850 | - | - | (13,500) | 26,273 |
| Library Resources | 21,122 | 5,711 | - | - | (2,997) | 23,836 |
| Balance at 31 December 2022 | 317,405 | 129,232 | (285) | - | (82,918) | 363,434 |

The net carrying value of equipment held under a finance lease is \$26,273 (2021: \$16,923).

| | 2022 Cost or Valuation \$ | 2022 Accumulated Depreciation \$ | 2022 Net Book Value \$ | 2021 Cost or Valuation \$ | 2021 Accumulated Depreciation \$ | 2021 Net Book Value \$ |
|-------------------------------|------------------------------------|---|---------------------------------|------------------------------------|---|---------------------------------|
| Buildings | 546,771 | (396,223) | 150,548 | 476,771 | (374,525) | 102,246 |
| Furniture and Equipment | 321,851 | (200,403) | 121,448 | 291,598 | (179,015) | 112,583 |
| Information Technology | 323,068 | (281,740) | 41,328 | 325,441 | (260,910) | 64,531 |
| Leased Assets | 81,255 | (54,981) | 26,274 | 58,404 | (41,481) | 16,923 |
| Library Resources | 44,821 | (20,985) | 23,836 | 39,110 | (17,988) | 21,122 |
| Balance at 31 December | 1,317,766 | (954,332) | 363,434 | 1,191,324 | (873,919) | 317,405 |

12. Accounts Payable

| | 2022 Actual \$ | 2022 Budget (Unaudited) \$ | 2021 Actual \$ |
|---------------------------------------|----------------------|-------------------------------------|----------------------|
| Creditors | 19,904 | 55,000 | 12,399 |
| Accruals | 7,116 | - | 6,909 |
| Employee Entitlements - Salaries | 264,997 | - | 199,001 |
| Employee Entitlements - Leave Accrual | 5,126 | - | 12,350 |
| | 297,143 | 55,000 | 230,659 |
| Payables for Exchange Transactions | 297,143 | 55,000 | 230,659 |
| | 297,143 | 55,000 | 230,659 |

The carrying value of payables approximates their fair value.

WATERLOO SCHOOL

Notes to the Financial Statements For the year ended 31 December 2022

13. Revenue Received in Advance

| | 2022 | 2022 | 2021 |
|-----------------------------------|---------------|-------------|---------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Grants in Advance | - | - | 10,000 |
| Other Revenue Received in Advance | 17,067 | - | 18,322 |
| | <u>17,067</u> | <u>-</u> | <u>28,322</u> |

14. Provision for Cyclical Maintenance

| | 2022 | 2022 | 2021 |
|---|----------------|----------------|----------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Provision at the Start of the Year | 214,827 | 214,827 | 185,105 |
| Increase to the Provision During the Year | 29,719 | 42,126 | 29,722 |
| Use of the Provision During the Year | - | - | - |
| Provision at the End of the Year | <u>244,546</u> | <u>256,953</u> | <u>214,827</u> |
| Cyclical Maintenance - Current | 102,000 | - | 92,464 |
| Cyclical Maintenance - Non Current | 142,546 | 180,105 | 122,363 |
| | <u>244,546</u> | <u>180,105</u> | <u>214,827</u> |

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.

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:

| | 2022 | 2022 | 2021 |
|--|---------------|---------------|---------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| No Later than One Year | 14,418 | 10,000 | 2,646 |
| Later than One Year and no Later than Five Years | 17,930 | 10,000 | 29,658 |
| Future Finance Charges | (3,396) | - | (1,440) |
| | <u>28,952</u> | <u>20,000</u> | <u>30,864</u> |
| Represented by | | | |
| Finance lease liability - Current | 12,482 | 10,000 | 2,168 |
| Finance lease liability - Non Current | 16,470 | 10,000 | 28,696 |
| | <u>28,952</u> | <u>20,000</u> | <u>30,864</u> |

WATERLOO SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2022

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 | Opening Balances | Receipts from MoE | Payments | BOT Contributions | Closing Balances |
|--|--------------------|------------------|-------------------|-----------|-------------------|------------------|
| | | \$ | \$ | \$ | \$ | \$ |
| Electrical Switchboard | <i>in progress</i> | (705) | - | - | - | (705) |
| Solar Panel Installation | <i>complete</i> | 10,171 | - | (10,171) | - | - |
| Playground Redevelop | <i>in progress</i> | (18,952) | 5,422 | (3,629) | 15,000 | (2,159) |
| Replace External Gable Cladding | <i>complete</i> | 2,250 | 1,574 | (3,824) | - | - |
| Block K&L - Carpet Replacement | <i>in progress</i> | 58,500 | - | (59,869) | - | (1,369) |
| Mole Plough Field; Replace Cricket Nets | <i>in progress</i> | - | 31,474 | (11,104) | - | 20,370 |
| SCF: Blocks B, K, L: Heatpump Installation | <i>complete</i> | - | 69,633 | (69,633) | - | - |
| Block A Refurbish Student Toilets | <i>complete</i> | 9,300 | 5,100 | (14,400) | - | - |
| Totals | | 60,564 | 113,203 | (172,630) | 15,000 | 16,137 |

Represented by:

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

20,370
(4,233)
16,137

| | 2021 | Opening Balances | Receipts from MoE | Payments | BOT Contributions | Closing Balances |
|-----------------------------------|--------------------|------------------|-------------------|-----------|-------------------|------------------|
| | | \$ | \$ | \$ | \$ | \$ |
| Block A Refurbishment | <i>complete</i> | (30,426) | 56,982 | (26,556) | - | - |
| Electrical Switchboard | <i>in progress</i> | (705) | - | - | - | (705) |
| Solar Panel Installation | <i>in progress</i> | - | 10,171 | - | - | 10,171 |
| Playground Redevelop | <i>in progress</i> | - | 182,889 | (201,841) | - | (18,952) |
| Replace External Gable Cladding | <i>in progress</i> | - | 8,250 | (6,000) | - | 2,250 |
| Block K&L - Carpet Replacement | <i>in progress</i> | - | 58,500 | - | - | 58,500 |
| Block A Refurbish Student Toilets | <i>in progress</i> | - | 23,300 | (14,000) | - | 9,300 |
| Totals | | (31,131) | 340,092 | (248,397) | - | 60,564 |

Represented by:

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

80,221
(19,657)
60,564

WATERLOO SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2022

17. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the school. The school enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

18. Remuneration

Key management personnel compensation

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

| | 2022 Actual \$ | 2021 Actual \$ |
|---|----------------------|----------------------|
| <i>Board Members</i> | | |
| Remuneration | 3,295 | 3,405 |
| <i>Leadership Team</i> | | |
| Remuneration | 387,773 | 400,072 |
| Full-time equivalent members | 3 | 4 |
| Total key management personnel remuneration | 391,068 | 403,477 |
| Total full-time equivalent personnel | 3.00 | 4.00 |

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

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

| | 2022 Actual \$000 | 2021 Actual \$000 |
|--|-------------------------|-------------------------|
| <i>Principal - Warren Owen</i> | | |
| Salaries and Other Short-term Employee Benefits: | | |
| Salary and Other Payments | - | 80 - 90 |
| Benefits and Other Emoluments | - | 2 - 3 |
| <i>Principal - Suzanne Su'a</i> | | |
| Salaries and Other Short-term Employee Benefits: | | |
| Salary and Other Payments | 150 - 160 | 80 - 90 |
| Benefits and Other Emoluments | 4 - 5 | 2 - 3 |

WATERLOO SCHOOL

Notes to the Financial Statements For the year ended 31 December 2022

18. Remuneration (cont.)

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 |
|-----------------------|--------------------|--------------------|
| 110 - 120 | 2 | 1 |
| 100 - 110 | 2 | 4 |
| | <u>4</u> | <u>5</u> |

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

19. 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.

20. Commitments

(a) Capital Commitments

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

- (a) \$10,000 contract for replacement of electrical switchboards, which will be fully funded by the Ministry of Education. No funds have been received and \$705 has been spent on the project to date; and
- (b) \$65,000 contract for replacement of carpet in blocks K & L, which will be fully funded by the Ministry of Education. \$58,500 has been received of which \$59,870 has been spent on the project to date; and
- (c) \$34,970 contract for mole ploughing the field and replacing the cricket nets, which will be fully funded by the Ministry of Education. \$31,474 has been received of which \$11,103 has been spent on the project to date.

(Capital commitments at 31 December 2021: \$992,223)

(b) Operating Commitments

As at 31 December 2022 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2021: nil)

WATERLOO SCHOOL
Notes to the Financial Statements
For the year ended 31 December 2022

21. Financial Instruments

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

Financial assets measured at amortised cost

| | 2022 Actual \$ | 2022 Budget (Unaudited) \$ | 2021 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Cash and Cash Equivalents | 96,900 | 106,358 | 86,817 |
| Receivables | 254,235 | 10,000 | 202,851 |
| Investments - Term Deposits | 402,679 | 300,000 | 398,572 |
| Total Financial assets measured at amortised cost | 753,814 | 416,358 | 688,240 |

Financial liabilities measured at amortised cost

| | | | |
|--|---------|--------|---------|
| Payables | 297,143 | 55,000 | 230,659 |
| Finance Leases | 28,952 | 20,000 | 30,864 |
| Total Financial Liabilities Measured at Amortised Cost | 326,095 | 75,000 | 261,523 |

22. Comparatives

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

23. Events After Balance Date

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

WATERLOO SCHOOL

Members of the Board

For the year ended 31 December 2022

| Name | Position | How position on Board gained | Term expired/expires |
|-----------------|------------------|------------------------------|----------------------|
| Jamie Moore | Presiding Member | Re-elected Sept 2022 | Sept 2025 |
| Suzanne Su'a | Principal | Appointed July 2021 | |
| Jenifer Broster | Parent Rep | Re-elected Sept 2022 | Sept 2025 |
| Lynette Glover | Parent Rep | Re-elected Sept 2022 | Sept 2025 |
| Micheal Alp | Parent Rep | Elected Sept 2022 | Sept 2025 |
| Kate Cameron | Parent Rep | Elected Sept 2022 | Sept 2025 |
| Chris Cowman | Staff Rep | Elected Sept 2022 | Sept 2025 |
| Susan Webber | Presiding Member | Elected June 2016 | Resigned Sept 2022 |
| Glynnis Bell | Staff Rep | Elected Oct. 2011 | Resigned Sept 2022 |
| Craig Baxter | Parent Rep | Elected June 2016 | Resigned Sept 2022 |
| James Liang | Parent Rep | Co-opted Sept 2019 | Resigned Sept 2022 |

WATERLOO SCHOOL

Kiwisport Funding

For the year ended 31 December 2022

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received total Kiwisport funding of \$7,319 (2021: \$7,789).

Statement of Compliance with Employment Policy

For the year ended 31 December 2022 the Waterloo School Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspect of their employment

- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.

- Is a good employer an complies with the conditions contained in the employment contract of all staff employed by the Board.

- Ensures all employees and applicants for employments are treated according to their skills, qualifications and abilities, without bias or discrimination.

- Meets all Equal Employment Opportunities requirements.

Statement of Variance 2022

| | | | |
|-----------------------|--|-----------------------|------|
| School Name: | Waterloo School | School Number: | 3068 |
| Strategic Aim: | LEARNING / AKORANGA Create a culturally inclusive, localised curriculum that empowers and excites our students to be successful. | | |
| Annual Aim: | Explore and implement strategies to equip all learners with sound foundational skills, specifically literacy, and numeracy. | | |
| Target: | <ol style="list-style-type: none"> 1. To accelerate the reading progress of Year 2 students who are achieving below the expected level in reading, to achieve at Curriculum Level 1 by the end of Year 2. (57 students) 2. To accelerate the reading progress of Year 3 students who are achieving below the expected level in reading, to achieve at Early Curriculum Level 2 by the end of Year 3. (44 students) 3. To accelerate the maths progress of Year 4 students who are achieving below the expected level in mathematics, to achieve at Curriculum Level 2 by the end of Year 4. (28 students) 4. To accelerate the maths progress of Year 6 students who are achieving below the expected level in mathematics, to achieve at Curriculum Level 3 by the end of Year 6. (22 students) | | |
| Baseline Data: | <p>Literacy</p> <ul style="list-style-type: none"> ● 69% of Year 2 students (2021 Year 1) are achieving below the expected level for reading. This is a group of 57/83 students who have been working on the structured literacy approach. This includes 14/16 Māori students. Students need to be working at Stage 7 of structured literacy to access the Ready to Read levels. These students are currently working from Pre-Stage 1 - Stage 4. ● 58% of Year 3 students (2021 Year 2) are achieving below the expected level for reading. This is a group of 44/76 students who have been working on the structured literacy approach or the Ready to Read programme. This includes 4/5 Māori students. Out of this group, 21 have been working on the structured literacy approach. Students need to be working at Stage 7 of structured literacy to access the Ready to Read levels. There is a group of 10 students working from Pre-Stage 1 - Stage 4. For the remaining 23 students there needs to be a shift of up to 13 levels to be working at Early Curriculum Level 2 (Gold level). | | |

Mathematics:

- 38% of Year 4 students (2021 Year 3) are achieving below the expected level for mathematics. This is a group of 28/75 students, the majority of whom are working at Stage 4 (Expectation for end of Year 2).
- 26% of Year 6 students (2021 Year 5) are achieving below the expected level for mathematics. This is a group of 22/86 students, the majority of whom are working in or at Stage 2 (Expectation for end of Year 3/4). There are 4 students in Year 6 working at Level 1 of the curriculum.

Literacy

| 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> | | | | | | | | | | | | |
|---|---|--|--|---------------|----------------|--------|-----|-----|-----|--------|-----|-----|-----|--|--|
| <ol style="list-style-type: none"> 1. Syndicates discussed reading target students termly to monitor progress. 2. Regular reflection to determine the impact of current teaching practices on student outcomes. 3. Regular discussion of progress and achievement of target students at syndicate and leadership level. 4. All teachers involved in Structured Literacy professional learning. 5. Three staff trained to deliver structured literacy intervention. 6. Syndicate structured literacy leaders coached to support their teams with implementing professional learning. 7. Teacher Professional Reflections focussed on structured literacy teaching and learning. Observations and practice analysis conversations aligned. | <table border="1" data-bbox="651 531 1104 774"> <thead> <tr> <th>% <i>Below</i></th> <th>End 2021</th> <th>Mid - Year</th> <th>End of year</th> </tr> </thead> <tbody> <tr> <td>Year 2</td> <td>69%</td> <td>36%</td> <td>19%</td> </tr> <tr> <td>Year 3</td> <td>58%</td> <td>33%</td> <td>33%</td> </tr> </tbody> </table> <p>NB: these levels are comparing the respective achievement expectation for each year level at the end of 2022</p> <p>Year 2: Of the 60 students who were early level one of the curriculum, 41/60 have moved to be working towards or being at the expected level. There are 16 students who will be moving into Year 3 in 2023 who are working well below.</p> <p>Year 3: Of the 44 students who were in Level 1 of the curriculum, 19 have moved to be working towards at the expected level. There are 12 students who will be moving into Year 4 in 2023 who are working well below.</p> | % <i>Below</i> | End 2021 | Mid - Year | End of year | Year 2 | 69% | 36% | 19% | Year 3 | 58% | 33% | 33% | <p>The 2022 Year 2 target group has reduced from 60 to 16 students. With the introduction of Structured Literacy there has been a shift in pedagogy around using authentic text. Teachers are teaching students how to read by using decodable text. After reaching a certain stage in Structured Literacy students will have the foundation to move into authentic text on the Ready to Read reading colour wheel. Of the 16 students who have not made progress there are identified learning barriers such as speech language/ english as a second language and global developmental delay.</p> <p>At this stage the Year 3 target group has made significant progress from being a target group of 44 to a target group of 25 students who are at risk due to lack of progress. This can be attributed to the structured literacy foundation work that occurred in Year 2 the previous year especially the</p> | <ul style="list-style-type: none"> • Educate parents on Structured Literacy so they have more opportunity to practise at home with their children. Post videos of their child learning in a small group to Seesaw so they can see how we teach and how they learn. • Teachers will be planning collaboratively which should uplift teaching programmes. • Learning through play provocations are to have a literacy link or purpose when used for independent learning. • Professional development around decodable readers. Ensuring teachers have a shared understanding of how to use decodable readers to support their learners. • Focus on culturally responsive text, by purchasing engaging decodable texts with a focus on boys and Māori. |
| % <i>Below</i> | End 2021 | Mid - Year | End of year | | | | | | | | | | | | |
| Year 2 | 69% | 36% | 19% | | | | | | | | | | | | |
| Year 3 | 58% | 33% | 33% | | | | | | | | | | | | |

| | | |
|--|--|--|
| | <p>explicit teaching of phonological awareness and reading decodables.</p> <p>Within this group there are 12 students who are well below and considered at risk. These students are effectively working at the same level as at the expectation for the end of Year 1. A number of identified learning and developmental needs are included in the group. Many are part of our teacher aide intervention groups.</p> | |
|--|--|--|

Planning for next year:

- Structured Literacy a strategic initiative for 2023 and actions developed. Refer to 2023 Strategic Plan.
- Significant resourcing to be allocated to support Structured Literacy:
 - purchasing decodables
 - tier 3 intervention time provided by DP
 - funding for tier 2 teacher aide intervention programmes
- Support PLD implementation through the iDeal platform with facilitators delivering face to face and online workshops.
- Annual targets in reading and writing to be established. Target students tracked and monitored at class, syndicate and school level.
- Teacher only day to allow teachers and teacher aides to visit other schools to see Structured Literacy in practice.
- Keeping up to date with the developments in the English Curriculum refresh.

Mathematics

| 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> | | | | | | | | | | | | |
|--|--|--|--|---------------|----------------|--------|-----|-----|-----|--------|-----|-----|-----|---|---|
| <ol style="list-style-type: none"> Unpacked mathematics learning progressions and linked these to the assessment resource banks. Professional development around providing “rich” maths tasks to encourage problem-solving and links to inquiry learning - real life mathematical problems. Created an expectation for teams to collaboratively plan for maths especially when providing distance/hybrid learning. Replenished materials and resources in classrooms to support the teaching of the mathematical concepts. | <table border="1" data-bbox="651 284 1095 520"> <thead> <tr> <th>% <i>Below</i></th> <th>End 2021</th> <th>Mid - Year</th> <th>End of year</th> </tr> </thead> <tbody> <tr> <td>Year 4</td> <td>38%</td> <td>39%</td> <td>26%</td> </tr> <tr> <td>Year 6</td> <td>26%</td> <td>31%</td> <td>27%</td> </tr> </tbody> </table> <p>NB: these levels are comparing the respective achievement expectation for each year level at the end of 2022</p> <p>Year 4: The target group has been reduced to 21, however 12/21 are already working in early level 2, these students will need explicit teaching of mathematical concepts and required number knowledge. The remaining 9 students will need to make accelerated progress to be achieving “At” Level 2 as they are working an entire curriculum level below this. When looking at this group of students there are a number of learning and behaviour support candidates who may need an adapted or intervention type maths programme.</p> <p>Year 6: The target group has increased by one to now include 23/86 students, out of this group there are 11 students who are already</p> | % <i>Below</i> | End 2021 | Mid - Year | End of year | Year 4 | 38% | 39% | 26% | Year 6 | 26% | 31% | 27% | <p>Staff have been building more of an understanding of what the expected levels look like.</p> <p>Ensuring teachers have a deeper understanding of the curriculum progressions, where we are currently at and more of an understanding of where we want to get to.</p> <p>Growing our data literacy, analysis and use of assessment data (NZCER assist) and how we ensure this is used to inform our future teaching and planning through explicit teaching.</p> <p>More emphasis on inquiry-related and hands-on tasks for mathematics to engage the boys more.</p> <p>Teachers planning collaboratively and sharing rich learning maths problems.</p> <p>Gaps in knowledge due to absences for illness (COVID) and overseas holidays (when the borders opened) . For example - telling the time, fraction and measurement knowledge.</p> | <ul style="list-style-type: none"> Shared planning and moderation of different aspects of maths to ensure curriculum coverage. Use the assessment data available on NZCER to inform future planning and teaching. As a syndicate, spend time analysing patterns and trends of our students and identifying specific actions that we can take. Identify strengths, areas of development and needs. Plan inquiry-based, active, hands-on mathematics experiences to match interests of all students. Include enough work on fractions into other areas of number knowledge e.g. addition, subtraction, multiplication. Include fractions of a set of items (e.g. toys), not just of continuous shapes (circles etc). Assess ability to tell the time and other measurement skills. Hire the measurement science kit. Hands-on measurement work. Apply measurement as part of PE, topic etc. Explicitly teach basic facts using NZ maths resources. Find out what interests those boys and add maths into it. |
| % <i>Below</i> | End 2021 | Mid - Year | End of year | | | | | | | | | | | | |
| Year 4 | 38% | 39% | 26% | | | | | | | | | | | | |
| Year 6 | 26% | 31% | 27% | | | | | | | | | | | | |

working at early curriculum Level 3, this means they are working towards the expectation. There is a group of 10 students who are working in curriculum Level 2 so will need to make accelerated progress to meet expected curriculum levels. There are also some students in this group identified with diverse learning needs, there are supports in place for these students.

- Piloting the implementation of the DMIC ~ Developing Mathematical Inquiry Communities approach.

Planning for next year:

- Mathematics data reports with longitudinal, qualitative and quantitative analysis are to be provided to the Board.
- Students achieving below expectation are tracked and monitored at class, syndicate and leadership level.
- Budget for the purchasing of essential mathematical resources linked to the strand areas of mathematics.
- Keeping up to date with the developments in the Mathematics Curriculum refresh.



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF WATERLOO SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

The Auditor-General is the auditor of Waterloo School (the School). The Auditor-General has appointed me, Hamish Anton, using the staff and resources of Deloitte Limited, to carry out the audit of the financial statements of the School on her 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 Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 12 October 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.

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

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

Responsibilities of the Board for the financial statements

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

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

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



The Board's responsibilities, 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 arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. Other information has not been received by the auditor at the date of the report is signed. Other information 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.

A handwritten signature in blue ink, appearing to be "H. Anton".

Hamish Anton
Deloitte Limited
On behalf of the Auditor-General
Wellington, New Zealand