

# EDMONTON SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2022

#### School Directory

**Ministry Number:** 1266

**Principal:** Margaret Samson

**School Address:** Edmonton Road, Te Atatu South, Auckland

**School Postal Address:** Edmonton Road, Te Atatu South, Auckland

**School Phone:** 09 838 9318

**School Email:** [accounts@edmonton-primary.school.nz](mailto:accounts@edmonton-primary.school.nz)

**Accountant / Service Provider:**  
Canterbury Educations Services Society Limited

# EDMONTON SCHOOL

Annual Report - For the year ended 31 December 2022

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# Edmonton School

## Members of the Board

For the year ended 31 December 2022

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
E Andrews	Presiding Member	Elected	Sep 2025
M Samson	Principal ex Officio	Appointed	Current
K Sinclair	Parent Representative	Elected	Sep 2025
A Rimoni	Parent Representative	Elected	Sep 2025
A Noble	Staff Representative	Elected	Sep 2025
O Bachu	Parent Representative	Elected	Dec 2023
I Sinclair	Parent Representative	Elected	Dec 2023
R Townshend	Parent Representative	Appointed	Sep 2022

# Edmonton 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.

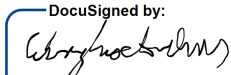
It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2022 fairly reflects the financial position and operations of the school.

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

Ebony-Rose Andrews

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Full Name of Presiding Member

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Signature of Presiding Member

31 May 2023

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Date:

Margaret Samson

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Full Name of Principal

DocuSigned by:  
  
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Signature of Principal

31 May 2023

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Date:

# Edmonton School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>				
Government Grants	2	2,653,324	2,745,154	2,599,409
Locally Raised Funds	3	60,245	40,900	40,638
Interest Income		8,862	1,000	2,034
<b>Total Revenue</b>		<b>2,722,431</b>	<b>2,787,054</b>	<b>2,642,081</b>
<b>Expenses</b>				
Locally Raised Funds	3	29,522	31,240	32,868
Learning Resources	4	1,672,247	1,633,032	1,673,139
Administration	5	170,617	153,665	164,845
Finance		2,142	2,000	1,780
Property	6	778,815	965,163	765,570
Loss on Disposal of Property, Plant and Equipment		5,262	-	1,785
		<b>2,658,605</b>	<b>2,785,100</b>	<b>2,639,987</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>63,826</b>	<b>1,954</b>	<b>2,094</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>63,826</b>	<b>1,954</b>	<b>2,094</b>

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

# Edmonton School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Equity at 1 January</b>		451,547	451,548	442,234
Total comprehensive revenue and expense for the year		63,826	1,954	2,094
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	7,219
<b>Equity at 31 December</b>		515,373	453,502	451,547
Accumulated comprehensive revenue and expense		515,373	453,502	451,547
<b>Equity at 31 December</b>		515,373	453,502	451,547

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.

# Edmonton School Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	92,608	214,486	177,532
Accounts Receivable	8	125,329	114,811	114,811
GST Receivable		2,667	1,439	1,439
Prepayments		7,729	3,536	3,536
Inventories	9	1,830	2,566	2,566
Investments	10	380,575	250,252	250,252
		610,738	587,090	550,136
<b>Current Liabilities</b>				
Accounts Payable	12	143,899	135,295	135,295
Borrowings	13	6,720	6,720	6,720
Revenue Received in Advance	14	-	9,180	9,180
Provision for Cyclical Maintenance	15	37,583	13,500	13,500
Finance Lease Liability	16	10,788	13,515	13,515
Funds held for Capital Works Projects	17	1,240	31,665	31,666
		200,230	209,875	209,876
<b>Working Capital Surplus/(Deficit)</b>		410,508	377,215	340,260
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	212,598	212,948	247,947
		212,598	212,948	247,947
<b>Non-current Liabilities</b>				
Borrowings	13	5,040	11,759	11,759
Provision for Cyclical Maintenance	15	96,647	108,067	108,067
Finance Lease Liability	16	6,046	16,835	16,834
		107,733	136,661	136,660
<b>Net Assets</b>		515,373	453,502	451,547
<b>Equity</b>		515,373	453,502	451,547

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

# Edmonton School

## Statement of Cash Flows

For the year ended 31 December 2022

	2022	2022	2021
Note	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
<b>Cash flows from Operating Activities</b>			
Government Grants	616,019	595,366	628,034
Locally Raised Funds	51,790	37,393	37,131
Goods and Services Tax (net)	(1,228)	(19,231)	(19,231)
Payments to Employees	(343,830)	(304,661)	(343,996)
Payments to Suppliers	(216,838)	(196,570)	(196,479)
Interest Paid	(2,142)	(2,000)	(1,780)
Interest Received	6,665	569	1,603
Net cash from/(to) Operating Activities	110,436	110,866	105,282
<b>Cash flows from Investing Activities</b>			
Purchase of Property Plant & Equipment (and Intangibles)	(14,377)	(10,000)	(9,074)
Purchase of Investments	(130,323)	(179,400)	(179,400)
Net cash from/(to) Investing Activities	(144,700)	(189,400)	(188,474)
<b>Cash flows from Financing Activities</b>			
Furniture and Equipment Grant	-	-	7,219
Finance Lease Payments	(13,515)	(11,165)	(11,902)
Loans Paid	(6,719)	(6,720)	(6,720)
Funds Administered on Behalf of Third Parties	(30,426)	(113,817)	(113,816)
Net cash from/(to) Financing Activities	(50,660)	(131,702)	(125,219)
<b>Net increase/(decrease) in cash and cash equivalents</b>	<b>(84,924)</b>	<b>(210,236)</b>	<b>(208,411)</b>
Cash and cash equivalents at the beginning of the year	7 177,532	424,722	385,943
<b>Cash and cash equivalents at the end of the year</b>	<b>7 92,608</b>	<b>214,486</b>	<b>177,532</b>

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.



# Edmonton School

## Notes to the Financial Statements

### For the year ended 31 December 2022

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Edmonton 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 15.

###### **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 16.

**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) Inventories**

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

**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.

**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	40 years
Board Owned Buildings	40 years
Furniture and equipment	10 years
Information and communication technology	4 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

**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) 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.

#### **m) Provision for Cyclical Maintenance**

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

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

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

#### **n) 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, 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.

#### **o) 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.

#### **p) 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.

#### **q) Budget Figures**

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

#### **r) 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**

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget (Unaudited)</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Government Grants - Ministry of Education	618,267	554,645	620,600
Teachers' Salaries Grants	1,412,368	1,386,262	1,396,661
Use of Land and Buildings Grants	622,421	796,851	574,714
Other Government Grants	268	7,396	7,434
	<u>2,653,324</u>	<u>2,745,154</u>	<u>2,599,409</u>

The school has opted in to the donations scheme for this year. Total amount received was \$37,650.

**3. Locally Raised Funds**

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

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget (Unaudited)</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
<b>Revenue</b>			
Donations & Bequests	8,128	-	2,096
Fees for Extra Curricular Activities	1,379	400	1,783
Trading	35,994	26,500	23,698
Fundraising & Community Grants	14,744	14,000	13,061
	<u>60,245</u>	<u>40,900</u>	<u>40,638</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	1,818	10,440	4,107
Trading	27,491	19,800	28,478
Fundraising and Community Grant Costs	213	1,000	283
	<u>29,522</u>	<u>31,240</u>	<u>32,868</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>30,723</u>	<u>9,660</u>	<u>7,770</u>

**4. Learning Resources**

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget (Unaudited)</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Curricular	23,436	49,970	29,988
Equipment Repairs	-	100	-
Employee Benefits - Salaries	1,591,860	1,530,512	1,584,616
Staff Development	9,971	7,450	11,798
Depreciation	46,980	45,000	46,737
	<u>1,672,247</u>	<u>1,633,032</u>	<u>1,673,139</u>

**5. Administration**

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
		<b>\$</b>	
Audit Fee	6,550	6,550	6,630
Board Fees	3,905	4,000	4,180
Board Expenses	2,153	2,071	6,100
Communication	2,516	2,900	2,953
Consumables	8,209	9,150	7,438
Other	18,941	20,380	21,611
Employee Benefits - Salaries	112,526	91,550	99,861
Insurance	3,937	5,064	4,140
Service Providers, Contractors and Consultancy	11,880	12,000	11,932
	<u>170,617</u>	<u>153,665</u>	<u>164,845</u>

**6. Property**

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
		<b>\$</b>	
Caretaking and Cleaning Consumables	44,813	47,912	39,289
Cyclical Maintenance Provision	12,663	-	61,825
Grounds	3,959	4,800	2,505
Heat, Light and Water	23,305	22,000	19,380
Rates	123	100	123
Repairs and Maintenance	13,776	15,000	1,824
Use of Land and Buildings	622,421	796,851	574,714
Security	9,704	7,500	7,592
Employee Benefits - Salaries	48,051	71,000	58,318
	<u>778,815</u>	<u>965,163</u>	<u>765,570</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**

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
		<b>\$</b>	
Bank Accounts	92,608	214,486	177,532
Cash and cash equivalents for Statement of Cash Flows	<u>92,608</u>	<u>214,486</u>	<u>177,532</u>

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

Of the \$92,608 Cash and Cash Equivalents, \$1,240 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**

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Receivables	345	1,070	1,070
Interest Receivable	2,857	660	660
Teacher Salaries Grant Receivable	122,127	113,081	113,081
	<u>125,329</u>	<u>114,811</u>	<u>114,811</u>
Receivables from Exchange Transactions	3,202	1,730	1,730
Receivables from Non-Exchange Transactions	122,127	113,081	113,081
	<u>125,329</u>	<u>114,811</u>	<u>114,811</u>

**9. Inventories**

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Stationery	1,089	1,296	1,296
School Uniforms	657	1,114	1,114
Canteen	84	156	156
	<u>1,830</u>	<u>2,566</u>	<u>2,566</u>

**10. Investments**

The School's investment activities are classified as follows:

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Current Asset			
Short-term Bank Deposits	380,575	250,252	250,252
	<u>380,575</u>	<u>250,252</u>	<u>250,252</u>

**11. Property, Plant and Equipment**

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
<b>2022</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>
Building Improvements	84,782	-	-	-	(6,075)	<b>78,707</b>
Furniture and Equipment	110,201	10,831	(35)	-	(19,501)	<b>101,496</b>
Information and Communication Technology	24,089	6,062	(1,658)	-	(11,965)	<b>16,528</b>
Leased Assets	22,919	-	-	-	(9,141)	<b>13,778</b>
Library Resources	5,956	-	(3,569)	-	(298)	<b>2,089</b>
<b>Balance at 31 December 2022</b>	<u>247,947</u>	<u>16,893</u>	<u>(5,262)</u>	<u>-</u>	<u>(46,980)</u>	<u>212,598</u>

The net carrying value of furniture and equipment held under a finance lease is \$13,778 (2021: \$22,919)

**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
	\$	\$	\$	\$	\$	\$
Building Improvements	243,005	(164,298)	78,707	243,005	(158,223)	84,782
Furniture and Equipment	471,275	(369,779)	101,496	460,926	(350,725)	110,201
Information and Communication T	277,253	(260,725)	16,528	274,737	(250,648)	24,089
Leased Assets	48,173	(34,395)	13,778	48,173	(25,254)	22,919
Library Resources	20,361	(18,272)	2,089	50,803	(44,847)	5,956
<b>Balance at 31 December</b>	<b>1,060,067</b>	<b>(847,469)</b>	<b>212,598</b>	<b>1,077,644</b>	<b>(829,697)</b>	<b>247,947</b>

## 12. Accounts Payable

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Creditors	8,140	5,021	5,021
Accruals	6,550	6,350	6,350
Employee Entitlements - Salaries	122,127	113,081	113,081
Employee Entitlements - Leave Accrual	7,082	10,843	10,843
	<u>143,899</u>	<u>135,295</u>	<u>135,295</u>
Payables for Exchange Transactions	143,899	135,295	135,295
	<u>143,899</u>	<u>135,295</u>	<u>135,295</u>

The carrying value of payables approximates their fair value.

## 13. Borrowings

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Loans due in one year	6,720	6,720	6,720
Loans due after one year	5,040	11,759	11,759
	<u>11,760</u>	<u>18,479</u>	<u>18,479</u>

The school has borrowings at 31 December 2022 of \$11,760 (31 December 2021 \$18,479). This loan is from the EEC Authority for the purpose of Lighting. The loan is unsecured, interest is 0.00% per annum and the loan is payable with interest in equal instalments of \$1,680.



**14. Revenue Received in Advance**

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Other revenue in Advance	-	9,180	9,180
	<u>-</u>	<u>9,180</u>	<u>9,180</u>

**15. Provision for Cyclical Maintenance**

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Provision at the Start of the Year	121,567	121,567	59,742
Increase to the Provision During the Year	12,663	-	61,825
Provision at the End of the Year	<u>134,230</u>	<u>121,567</u>	<u>121,567</u>
Cyclical Maintenance - Current	37,583	13,500	13,500
Cyclical Maintenance - Non current	96,647	108,067	108,067
	<u>134,230</u>	<u>121,567</u>	<u>121,567</u>

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2023. This plan is based on the schools 10 Year Property plan.

**16. Finance Lease Liability**

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

	<b>2022</b>	<b>2022</b>	<b>2021</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
No Later than One Year	11,833	15,657	15,657
Later than One Year and no Later than Five Years	6,325	18,158	18,158
Future Finance Charges	(1,324)	(3,465)	(3,466)
	<u>16,834</u>	<u>30,350</u>	<u>30,349</u>
<b>Represented by</b>			
Finance lease liability - Current	10,788	13,515	13,515
Finance lease liability - Non current	6,046	16,835	16,834
	<u>16,834</u>	<u>30,350</u>	<u>30,349</u>

## 17. 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 \$	Board Contributions \$	Closing Balances \$
Emergency Sewer Remediation	<i>completed</i>	1,240	-	-	-	1,240
School Hall Heating Upgrade	<i>completed</i>	-	11,266	(12,096)	830	-
Senior playground	<i>completed</i>	30,426	18,365	(49,882)	1,091	-
Totals		31,666	29,631	(61,978)	1,921	1,240

### Represented by:

Funds Held on Behalf of the Ministry of Education	1,240
Funds Receivable from the Ministry of Education	-

	2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Emergency Sewer Remediation	<i>completed</i>	1,240	-	-	-	1,240
School Hall Heating Upgrade	<i>completed</i>	(1,000)	33,362	(32,362)	-	-
Senior playground	<i>in progress</i>	145,242	-	(114,816)	-	30,426
Totals		145,482	33,362	(147,178)	-	31,666

### Represented by:

Funds Held on Behalf of the Ministry of Education	31,666
Funds Receivable from the Ministry of Education	-

## 18. 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.

## 19. Remuneration

### Key management personnel compensation

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

	<b>2022 Actual \$</b>	<b>2021 Actual \$</b>
<i>Board Members</i>		
Remuneration	3,905	4,180
 <i>Leadership Team</i>		
Remuneration	480,300	436,095
Full-time equivalent members	4	4
 Total key management personnel remuneration	484,205	440,275

There are 6 members of the Board excluding the Principal. The Board had held 11 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### Principal

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

	<b>2022 Actual \$000</b>	<b>2021 Actual \$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160-170	140-150
Benefits and Other Emoluments	0-4	0-4
Termination Benefits	-	-

### Other Employees

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

<b>Remuneration \$000</b>	<b>2022 FTE Number</b>	<b>2021 FTE Number</b>
100 - 110	1.00	1.00
110 - 120	1.00	0.00
	2.00	1.00

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

## 20. 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:

	<b>2022 Actual</b>	<b>2021 Actual</b>
Total	0	4,600
Number of People	0	1

## 21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets (except as noted below) 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.

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.

## 22. Commitments

### (a) Capital Commitments

As at 31 December 2022 the Board has entered into no contract agreements for capital works .

(Capital commitments at 31 December 2021: \$183,645)

### (b) Operating Commitments

As at 31 December 2022 the Board has entered into no contracts.

The total lease payments incurred during the period were \$0 (2021: \$0).

## 23. 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	92,608	214,486	177,532
Receivables	125,329	114,811	114,811
Investments - Term Deposits	380,575	250,252	250,252
Total Financial assets measured at amortised cost	<u>598,512</u>	<u>579,549</u>	<u>542,595</u>

**Financial liabilities measured at amortised cost**

Payables	143,899	135,295	135,295
Borrowings - Loans	11,760	18,479	18,479
Finance Leases	16,834	30,350	30,349
Total Financial Liabilities Measured at Amortised Cost	<u>172,493</u>	<u>184,124</u>	<u>184,123</u>

**24. Events After Balance Date**

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

**RSM Hayes Audit**

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## Independent Auditor's Report

### To the readers of Edmonton School's Financial statements For the year ended 31 December 2022

The Auditor-General is the auditor of Edmonton School (the School). The Auditor-General has appointed me, Colin Henderson, using the staff and resources of RSM Hayes Audit, 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 3 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 (PBE) Standards 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 of opinion

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

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

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



## Responsibilities of the Board for the financial statements

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

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

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

The Board's responsibilities, 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 of Trustees is responsible for the other information. The other information includes the statement of responsibility, board member list, analysis of variance, the good employer compliance statement and kiwisport report, but does not include the financial statements, and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

### Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

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

A handwritten signature in blue ink that reads 'Colin Henderson'.

**Colin Henderson**  
RSM Hayes Audit  
On behalf of the Auditor-General  
Auckland, New Zealand



## Edmonton Primary School

### STUDENT ACHIEVEMENT AND ANALYSIS OF VARIANCE 2022

#### Focus: Mathematics

#### Strategic Aim 2: Effective Teaching

Deliberate acts of teaching within cognitively rich classrooms are targeted to students' learning needs

**Annual Aim:** Quality teaching and leadership make a difference for learners and their whānau

#### Target:

By the end of 2022:

##### Year 4 Students

The group of 14/43 Year 4 students below national expectations for their age-group in mathematics at the end of 2021 will have made accelerated progress and be at or above expectations at the end of 2022

##### Year 5 Students

The group of 13/37 Year 5 students below national expectations for their age-group in mathematics at the end of 2021 will have made accelerated progress and be at or above expectations at the end of 2022

#### Baseline Data:

Our baseline data (end of year 2022 OTJs) identified some concerns in the Year 4 and 5 cohorts

##### Year 4 Students 2022

Total below expectations = 14 out of 43 students (6 boys and 8 girls)

##### Year 5 Students 2022

Total below expectations = 13 out of 37 students (6 boys and 7 girls)

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
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<ul style="list-style-type: none"> <li>● 90% of teacher attended the 4x Mathematics workshops designed by our Kahui Ako facilitator Pip Arnold and led by experts from across our Kahui Ako including several WSLs</li> <li>● <b>Intervention programmes were put in place for the focus students to support classroom teachers</b></li> <li>● <b>Teaching resources were available and appropriate for these focus students</b></li> <li>● <b>Evidence based strategies on how to meet the needs of high achieving students in mathematics were shared</b></li> </ul>	<p>Yr 4 14/43 students 6 boys 8 girls</p> <p>6 - x3 ( NZE )boys, x3(1x Asian , 2x Pasifika) girls went from below to well below</p> <p>4-2 (NZE) boys, x2 (x1 NZE, x2 NZE) girls stayed at below</p> <p>X2 ( 1x NZE, 1x Pasifika) girls went from below to At</p> <p>x1 left</p> <p>x1 was away for testing .....</p> <p>Yr 5 12 / 37 students 6 boys 7 girls</p> <p>2x boys ( Maori) 2x girls ( Maori , Pasifika) went from below to well below</p> <p>1x girl( Asian ) stayed at below</p> <p>3x girls ( NZ Asian ) 1x boy ( Pasifika ) went from below to AT 1x girl ( NZ ) went from below to Above 2x left</p>	<ul style="list-style-type: none"> <li>● The WSL teacher who lead maths workshops was a significant intervention that produced improved teacher knowledge and capability during 2022, particularly in teachers' attitudes to mathematics</li> <li>● Data collected showed that there was an increase in teachers' knowledge for those participating in workshops with Pip Arnold. Teachers showed some progress in understanding the level they are teaching at and that there was some influence on the achievement levels in this classroom.</li> <li>● The move to hybrid learning in middle and senior school has had a positive impact on our students' progress and achievement levels, although our data indicates this was not a large impact.</li> <li>● Targeted support was provided to every classroom dependent upon teacher and student needs, including teacher aide support, and WSL support</li> </ul> <p>In Class:</p> <ul style="list-style-type: none"> <li>● Best change - collaboratively working on shared Slides/ Docs - class learning tasks -</li> <li>● more incorporated into independent learning tasks - e.g maths extension - learn and teach (tuakana teina)</li> </ul>	<ul style="list-style-type: none"> <li>● The WSL teachers will participate in PLD so that they can lead staff under the guidance of our Kahui Ako facilitator - Pip Arnold with increasing teacher understanding of the level they are teaching. This will be followed up with Observations from DP, team leaders , and WSLs</li> <li>● Looking at the new curriculum and progressions across the year &amp; curriculum levels and have a shared understanding across the school.</li> <li>● Work with all schools , DP lead teachers, ASL, WSL across the Kahui Ako to build a shared understanding. Work with Pip and ASL maybe in groups Yr1-Y3, Y3-Y6</li> <li>● Specialised PLD for junior school teachers - Marie Hirst</li> <li>● Thinking about how maths and stats integrates across the curriculum</li> <li>● Integrating digital technology into mathematics and statistics</li> <li>● Continue to ensure close relationships with family and whānau through the Kahui Ako workshops and local Curriculum PLD</li> <li>● Share practice through the Kāhui Ako</li> <li>● Teachers continue to focus on students</li> <li>● Students in the focus group who made one or two sublevels' progress will be closely monitored to ensure that they maintain their levels of progress and achievement</li> <li>● Teachers will identify focus students at the beginning of the year and these students will be discussed regularly at team PLG meetings</li> <li>● Monitor carefully and regularly the maths progress and achievement levels</li> </ul>
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			<p>of all students at Edmonton</p> <ul style="list-style-type: none"> <li>● Set 2023 targets for student achievement according to MOE guidelines and using a range of student achievement data</li> </ul>
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#### Planning for next year:

- WSLs investigate will lead staff meetings on the new curriculum so that we can spread and sustain the learning throughout the school
- Support all teachers at Edmonton to continue to establish close learning-focused relationships particularly with parents/whānau of focus students
- Access and engage in Culturally Responsive Practice professional learning through the Kāhui Ako
- Monitor all students achieving above expectation in Mathematics through professional learning community meetings and school professional learning cycle, to ensure that they continue to achieve highly. Share evidence based strategies to meet their needs.
- Monitor all students achieving below expectation in Mathematics and work together to set goals for these students to ensure that they move to achieving at expectation
- Continue with development of moderation processes to ensure consistency in teacher OTJs
- Refresh tracking document and review all tracking tools

## Focus: Writing

### Strategic Aim 2: Effective Teaching

Deliberate acts of teaching within cognitively rich classrooms are targeted to students' learning needs

**Annual Aim:** Quality teaching and leadership make a difference for learners and their whānau

#### Year 4 Students

The group of 7/43 Year 4 are below the national expectations for their age-group in writing at the end of 2021 will have made more accelerated progress and be at or above expectations at the end of 2022. Year 6 students well below national expectations for their age-group in writing at the end of 2020, will make more than one year's progress by the end of 2021 and meet their IEP goals.

#### Year 5 Students

The group of 5/37 Year 5 students below the national expectations for their age-group in writing at the end of 2021 will have made accelerated progress and be at or above expectations at the end of 2022

## Baseline Data:

Our baseline data (end of year 2021 OTJs) identified some concerns in the Year 4/5 cohorts

#### Year 4 2022

Total below expectations = 7 out of 43 students (3 boys and 4 girls)

#### Year 5 students 2022

Total below expectations = 5 out of 37 students (2 boys and 3 girls)

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<ul style="list-style-type: none"> <li>One Edmonton School teacher participated in mindlab PLD (Masters) which focused on Inquiries around raising awareness of local history to access science and technology curriculum</li> <li>The title of my project is:</li> <li>How can place based learning pedagogy using real world experiences help to develop knowledge construction for my class of year 4/5 students?</li> <li></li> <li>The project description is:</li> <li>I will implement place based learning in order to develop knowledge construction using real world experiences within the local community with my year 4/5 class at Edmonton Primary School. Where the students will collaboratively identify a problem in the community that they want to provide a solution for, or, to identify and promote a community resource they have discovered.</li> <li></li> <li>Place-based learning is the pedagogical approach which uses real world learning experience to help enhance and make connections with the students' learning. It covers all</li> </ul>	<p>yr 4 7/ 43 3 boys and 4 girls</p> <p>2x ( 1xNZ, 1x Maori )boys went from below to well below 1x girl (NZ )went from below to well below</p> <p>2x ( 1x NZ, 1x Pasifika )girls went from belowto AT 1x ( Asian )boy went from below to AT</p> <p>1x ( Maori )girl went from below to Above</p> <p>yr 5 5/ 37 2 boys 3 girls No one went to well below</p> <p>1x (Asian ) went from below to AT 2x girls ( Asian ) went from below to AT</p> <p>1x (NZ ) went from below to Above 1x left</p>	<ul style="list-style-type: none"> <li>We believe that the two years we had in distance learning will have had an impact on student achievement in writing, with over eight weeks disruption to normal classroom programmes</li> <li>Indications are that the learning progressions which will be loaded onto school talk will help unpack our Writing approach and develop student agency</li> </ul>	<ul style="list-style-type: none"> <li>Provide PLD around the new curriculum and learning progressions for all staff</li> <li>Give specific support to teachers changing levels</li> <li>Continue to ensure close relationships with family and whānau through Home-School Partnership</li> <li>Share practice through the Kāhui Ako</li> <li>Participate in across Kahui Ako schools moderation</li> <li>Teachers continue to work with focus Students in the focus group who made one or two sublevels' progress will be closely monitored to ensure that they maintain their levels of progress and achievement</li> <li>Teachers will identify focus students at the beginning of the year and these students will be discussed regularly at team PLG meetings</li> <li>Monitor carefully and regularly the writing progress and achievement levels of all students</li> </ul>

<p>curriculum areas especially science and social sciences.</p> <ul style="list-style-type: none"> <li>●</li> <li>●</li> <li>● All teachers at Edmonton followed the principles of Ka Hikitia, and the Pasifika Plan and established close learning-focused relationships particularly with parents/whanau of focus students</li> <li>● Te Atatu Kāhui Ako was further developed to better support member schools in raising student achievement in writing through meetings facilitated by ASL's and WSL's</li> <li>● DP's ASL/s and WSL's specifically focused on targeting teachers to reduce the gap in understanding how to accurately access using OTJ</li> <li>● The appraisal system encouraged and supported teacher reflection on their teaching in Writing focus students</li> <li>● Intervention programmes were put in place for the focus students to support classroom teachers</li> <li>● Teaching resources were available and appropriate for these focus students</li> <li>● Development of moderation processes to ensure consistency in teacher OTJs was continued</li> </ul>			<p>at Edmonton</p> <ul style="list-style-type: none"> <li>● Set 2023 targets for student achievement according to MOE guidelines and using a range of student achievement data</li> </ul>
<p><b>Planning for next year:</b></p> <ul style="list-style-type: none"> <li>● Support all teachers at Edmonton to follow our vision and values and establish close learning-focused relationships particularly with parents/whānau of focus students</li> <li>● Access and engage in Culturally Responsive Practice professional learning through the Kāhui Ako</li> <li>● Monitor all students achieving above expectation in Writing through professional learning community meetings and school appraisal system, to ensure that they continue to achieve highly</li> </ul>			

- Monitor all students achieving below expectation in Writing and work together to set goals for these students to ensure that they move to achieving at expectation
- Continue with development of moderation processes to ensure consistency in teacher OTJs
- Participate in PLD around new curriculum , learning progressions and tracking document and tracking tools
- Continue to share evidence based strategies on how to meet the needs of all students in writing

## Focus: Reading

### Strategic Aim 2: Effective Teaching

Deliberate acts of teaching within cognitively rich classrooms are targeted to students' learning needs

**Annual Aim:** Quality teaching and leadership make a difference for learners and their whānau

### Target:

#### Year 4 students

The group of 4/43 Year 4 students below national expectations for their age-group in reading at the end of 2021 will have made accelerated progress and be at or above expectations at the end of 2022

#### Year 5 students

The group of 8/37 Year 5 students below national expectations for their age-group in reading at the end of 2021 will have made accelerated progress and be at or above expectations at the end of 2022

### Baseline Data:

Our baseline data (end of year 2021 OTJs) identified some concerns in Year 4/5 cohorts.

#### Year 4 students 2022

Total below expectations = 4 out of 43 students (2 boys and 2 girls)

#### Year 5 students 2022

Total below expectations = 8 out of 37 students (5 boys and 3 girls)			
<b>Actions (what did we do?)</b>	<b>Outcomes (what happened?)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?)</b>
<ul style="list-style-type: none"> <li>All teachers at Edmonton followed annual plan of intervention and established close learning-focused relationships particularly with parents/whanau of focus students</li> <li>Participated in Best practice Literacy</li> <li>Te Atatu Kāhui Ako was further developed to better support member schools in raising student achievement in reading</li> <li>Teachers specifically focused on targeting this group of students</li> <li>Edmonton Professional Learning Group (PLG) meetings focused on these students</li> <li>The appraisal system encouraged and supported teacher reflection on their teaching in mathematics and focus students</li> <li>Intervention programmes were put in place for the focus students to support classroom teachers</li> <li>Teaching resources were available and appropriate for these focus students</li> <li>Development of moderation processes to ensure consistency in teacher OTJs was continued</li> <li>Discussion with Principals within the Kahui Ako on the importance of reading to achieve NCEA at year 10 - ( Level 4a minimum</li> </ul>	<p>Yr 4 4/43 2x boys , 2x girls</p> <p>1x girl ( Maori ) stayed at below</p> <p>1x boy (Asian ) 1x girl ( Pasifika )went from below to AT 1x left</p> <p>Yr 5 8/ 37 5 boys 3 girls</p> <p>2x girls ( NZ, Pasifika went from below to well below</p> <p>1x boys ( Asian )stayed at below</p> <p>2x (Maori ) boys went from below to AT 1x ( NZ) went from below to Above 2x left</p>	<p>This is the first year back to full term time . Distance learning is still having an impact on student achievement in writing, disruption to normal classroom programmes</p> <ul style="list-style-type: none"> <li>A review of our classroom reading programmes indicated that there is some variance in our understanding of some of the key teaching of reading approaches</li> </ul>	<ul style="list-style-type: none"> <li>Participate in PLD around new curriculum , and learning progressions</li> <li>One teacher training in Reading Recovery and one continuing with the addition of inclass support</li> <li>Develop systems and processes for reading to be highlighted in all subjects</li> <li>review reading online for testing purposes</li> <li>provide PLD around how to use and promote our new library</li> <li>Continue to discuss, monitor and evaluate the impact of digital technologies in this learning area</li> <li>Continue to ensure close relationships with family and whānau through the Edmonton Home-School Partnership</li> <li>Share practice through the Kāhui Ako</li> <li>Teachers continue to focus on students</li> <li>Teachers will identify focus students at the beginning of the year and these students will be discussed regularly at team PLG meetings</li> <li>Monitor carefully and regularly the reading progress and achievement levels of all students at Edmonton School</li> <li>Set 2023 targets for student achievement according to MOE guidelines and using a range of</li> </ul>

			student achievement data
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**Planning for next year:**

- Support all teachers at Edmonton to follow our vision and values and establish close learning-focused relationships particularly with parents/whānau of focus students
- Access and engage in Culturally Responsive Practice professional learning through the Kāhui Ako
- Monitor all students achieving above expectation in reading through professional learning community meetings and school appraisal system, to ensure that they continue to achieve highly
- Monitor all students achieving below expectation in reading and work together to set goals for these students to ensure that they move to achieving at expectation
- Continue with development of moderation processes to ensure consistency in teacher OTJs
- Participate in PLD around new curriculum , learning progressions and tracking document and tracking tools
- Continue to share evidence based strategies on how to meet the needs of high achieving students in reading



**School**

**Edmonton School**

**KIWISPORT NOTE**

*Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received total Kiwisport funding of \$3,308.53 (excluding GST). The funding was spent on subsidizing the cost of employing a Sport Co-Ordinator. The number of students participating in organised sport increased from 70% to 90% of the school roll.*

**Edmonton School Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2022.**

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

<b>Reporting on the principles of being a Good Employer</b>	
How have you met your obligations to provide good and safe working conditions?	<i>Safety checks</i> Staff Surveys – action plan to follow up any areas indicated as an area of need
What is in your equal employment opportunities programme?  How have you been fulfilling this programme?	<i>All staff are asked to select and book in for their own PLD, along with the school wide PLD</i>  10 years
How do you practise impartial selection of suitably qualified persons for appointment?	<i>A team decision with representation from across the school</i>
How are you recognising, – The aims and aspirations of Maori, – The employment requirements of Maori, and – Greater involvement of Maori in the Education service?	<i>Up to date collaborative practice across our school and Kahui Ako</i>
How have you enhanced the abilities of individual employees?	<i>Supported staff with financial help towards Masters PLD for all staff – T/a are currently working on Te reo courses, Incredible Years</i>  T/As supported to apply for and receive LAT
How are you recognising the employment requirements of women?	<i>All women are given discretionary leave if required</i>
How are you recognising the employment requirements of persons with disabilities?	<i>We are an equal opportunity school and work with Work and Income to employ staff who are also on a benefit</i>

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

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