

Flanshaw Road School

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

Ministry Number:	1276
Principal:	Cherie Taylor-Patel
School Address:	51 Flanshaw Road, Te Atatu South
School Postal Address:	51 Flanshaw Road, Te Atatu South
School Phone:	09 834 7224
School Email:	principal@flanshawroad.school.nz
Accountant / Service Provider:	Edtech Financial Services Ltd

FLANSHAW ROAD SCHOOL**Members of the Board**

For the year ended 31 December 2022

Name	Position	How position on Board gained	Term expired/expires
Fiona Knight	Presiding Member	Elected April 2019	September 2022
Maggie Reid	Acting Principal	Ex-officio	
Heather Kluit	Staff Rep	Elected April 2019	September 2022
Farran Fitisemanu	Member	Elected April 2019	September 2022
Jen Williams	Member	Elected April 2019	September 2022
Frances Hay	Staff Rep	Elected September 2022	September 2025
Debra Barron	Member	Elected September 2022	September 2025
Sarah Bymolt	Member	Elected September 2022	September 2025
Marcel Fletcher	Member	Elected September 2022	September 2025
Elizabeta Mitrova	Member	Elected September 2022	September 2025
Luke Faesen Kloet	Presiding Member	Elected September 2022	September 2025

FLANSHAW ROAD SCHOOL

Annual Report - For the year ended 31 December 2022

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Flanshaw Road 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.

Luke Faesen Kloet

Full Name of Presiding Member

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Luke Faesen Kloet

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Signature of Presiding Member

30 May 2023

Date:

Cherie Taylor-Patel

Full Name of Principal

DocuSigned by:

Cherie Taylor-Patel

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Signature of Principal

30 May 2023

Date:

Flanshaw Road School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	3,312,187	3,359,785	3,324,989
Locally Raised Funds	3	276,029	133,105	145,141
Interest Income		3,083	5,000	1,027
Total Revenue		3,591,299	3,497,890	3,471,157
Expenses				
Locally Raised Funds	3	106,152	83,200	59,787
Learning Resources	4	2,278,758	2,321,200	2,303,397
Administration	5	234,379	176,900	190,900
Finance		3,089	-	5,625
Property	6	942,917	903,739	962,224
Loss on Disposal of Property, Plant and Equipment		4,679	-	359
		3,569,974	3,485,039	3,522,292
Net Surplus / (Deficit) for the year		21,325	12,851	(51,135)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		21,325	12,851	(51,135)

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

Flanshaw Road School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		773,230	773,230	814,022
Total comprehensive revenue and expense for the year		21,325	12,851	(51,135)
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	10,343
Equity at 31 December		794,555	786,081	773,230

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.

Flanshaw Road School

Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	7	638,517	443,851	257,688
Accounts Receivable	8	178,984	140,100	313,324
Prepayments		15,686	16,500	16,475
Inventories	9	3,019	3,500	3,336
Funds Receivable for Capital Works Projects	15	72,359	-	56,943
		908,565	603,951	647,766
Current Liabilities				
GST Payable		37,544	12,000	10,599
Accounts Payable	11	182,311	167,500	156,880
Revenue Received in Advance	12	-	-	23,876
Provision for Cyclical Maintenance	13	6,467	111,052	126,969
Finance Lease Liability	14	24,039	36,834	32,719
Funds held for Capital Works Projects	15	284,316	-	64,427
Funds held on behalf of TLIF Cluster	16	23,766	24,114	24,114
		558,443	351,500	439,584
Working Capital Surplus/(Deficit)		350,122	252,451	208,182
Non-current Assets				
Property, Plant and Equipment	10	610,261	634,098	630,945
		610,261	634,098	630,945
Non-current Liabilities				
Provision for Cyclical Maintenance	13	144,082	46,539	47,691
Finance Lease Liability	14	21,746	53,929	18,206
		165,828	100,468	65,897
Net Assets		794,555	786,081	773,230
Equity		794,555	786,081	773,230

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

Flanshaw Road School

Statement of Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash flows from Operating Activities				
Government Grants		854,566	1,626,326	899,903
Locally Raised Funds		385,700	121,700	(43,457)
International Students		-	11,405	10,000
Goods and Services Tax (net)		26,945	12,000	25,746
Payments to Employees		(672,681)	(448,700)	(526,225)
Payments to Suppliers		(320,082)	(254,559)	(365,790)
Interest Paid		(3,089)	-	(5,625)
Interest Received		2,862	4,900	1,020
Net cash from/(to) Operating Activities		274,221	1,073,072	(4,428)
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		4,679	-	
Purchase of Property Plant & Equipment (and Intangibles)		(82,888)	(550,350)	(82,904)
Net cash from/(to) Investing Activities		(78,209)	(550,350)	(82,904)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	10,343
Finance Lease Payments		(19,308)	(102,985)	(37,580)
Painting contract payments		-	-	(23,950)
Funds Administered on Behalf of Third Parties		204,125	24,114	14,445
Net cash from/(to) Financing Activities		184,817	(78,871)	(36,742)
Net increase/(decrease) in cash and cash equivalents		380,829	443,851	(124,074)
Cash and cash equivalents at the beginning of the year	7	257,688	-	381,762
Cash and cash equivalents at the end of the year	7	638,517	443,851	257,688

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

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

Flanshaw Road School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 13.

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 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 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) 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:

Board Owned Buildings	40 years
Furniture and equipment	10 years
Information and communication technology	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	8 years

i) Intangible Assets**Software costs**

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance and research expenditure are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

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.

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.

l) 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.

m) Revenue Received in Advance

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

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) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Revenue and Expense. In instances where the school is determined to be the principal for providing the service related to the Shared Funds (such as the RTLit programme), all income and expenditure related to the provision of the service is recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

p) Provision for Cyclical Maintenance

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

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

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

q) Financial Instruments

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

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

r) Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

s) Budget Figures

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

t) Services received in-kind

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

2. Government Grants

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Government Grants - Ministry of Education	838,857	849,096	811,108
Teachers' Salaries Grants	1,736,097	1,850,000	1,849,536
Use of Land and Buildings Grants	737,233	656,689	656,689
Other Government Grants	-	4,000	7,656
	<u>3,312,187</u>	<u>3,359,785</u>	<u>3,324,989</u>

The school has opted in to the donations scheme for this year. Total amount received was \$49,050. (2021:\$56,400 was received)

3. Locally Raised Funds

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

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations & Bequests	23,101	-	34,960
Fees for Extra Curricular Activities	70,483	75,700	59,174
Trading	30,238	38,000	30,164
Fundraising & Community Grants	-	8,000	10,843
Other Revenue	152,207	-	-
International Student Fees	-	11,405	10,000
	<u>276,029</u>	<u>133,105</u>	<u>145,141</u>
Expenses			
Extra Curricular Activities Costs	72,977	42,200	24,283
Trading	33,175	40,000	34,855
Fundraising and Community Grant Costs	-	1,000	173
International Student - Other Expenses	-	-	476
	<u>106,152</u>	<u>83,200</u>	<u>59,787</u>
	<u>169,877</u>	<u>49,905</u>	<u>85,354</u>

Surplus/ (Deficit) for the year Locally raised funds

4. Learning Resources

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Curricular	13,723	33,850	31,446
Equipment Repairs	300	1,500	1,644
Information and Communication Technology	-	3,000	-
Library Resources	154	850	562
Employee Benefits - Salaries	2,146,349	2,131,000	2,143,115
Staff Development	9,850	41,000	19,023
Depreciation	108,382	110,000	107,607
	<u>2,278,758</u>	<u>2,321,200</u>	<u>2,303,397</u>

5. Administration

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	7,340	7,000	7,120
Board Fees	2,840	3,000	3,495
Board Expenses	1,535	5,500	255
Communication	3,357	4,250	4,557
Consumables	23,872	22,000	27,735
Other	30,734	50,250	28,520
Employee Benefits - Salaries	141,235	63,500	101,133
Insurance	13,667	13,400	8,621
Service Providers, Contractors and Consultancy	9,799	8,000	9,464
	234,379	176,900	190,900

6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	20,099	14,300	14,831
Consultancy and Contract Services	7,315	10,000	6,159
Cyclical Maintenance Provision	(11,131)	25,000	23,817
Grounds	9,450	8,000	5,893
Heat, Light and Water	35,758	32,000	33,240
Rates	62	150	201
Repairs and Maintenance	13,298	36,900	93,734
Use of Land and Buildings	737,233	656,689	656,689
Security	6,091	1,500	1,344
Employee Benefits - Salaries	124,742	119,200	126,316
	942,917	903,739	962,224

The use of land and buildings figure represents 5% of the school's total property value (2021: 5%). Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Cash and Cash Equivalents

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	398,516	203,851	17,687
Short-term Bank Deposits	240,001	240,000	240,001
Cash and cash equivalents for Statement of Cash Flows	638,517	443,851	257,688

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

Of the \$638,517 Cash and Cash Equivalents, \$284,316 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	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Receivables	30,709	-	164,256
Receivables from the Ministry of Education	-	-	8,484
Interest Receivable	281	100	60
Banking Staffing Underuse	-	-	7,225
Teacher Salaries Grant Receivable	147,994	140,000	133,299
	<u>178,984</u>	<u>140,100</u>	<u>313,324</u>
Receivables from Exchange Transactions	30,990	100	164,316
Receivables from Non-Exchange Transactions	147,994	140,000	149,008
	<u>178,984</u>	<u>140,100</u>	<u>313,324</u>

9. Inventories

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Stationery	1,146	1,000	1,072
School Uniforms	1,873	2,500	2,264
	<u>3,019</u>	<u>3,500</u>	<u>3,336</u>

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Buildings	340,392	-	-	-	(14,635)	325,757
Furniture and Equipment	144,819	34,273	(4,206)	-	(34,771)	140,115
Information and Communication Technology	70,065	990	-	-	(22,186)	48,869
Motor Vehicles	-	22,930	-	-	(1,529)	21,401
Leased Assets	51,917	29,893	-	-	(31,813)	49,997
Library Resources	23,752	4,291	(473)	-	(3,448)	24,122
Balance at 31 December 2022	630,945	92,377	(4,679)	-	(108,382)	610,261

The net carrying value of equipment held under a finance lease is **\$49,997 (2021: \$51,917)**

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 Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	556,578	(230,821)	325,757	556,578	(216,186)	340,392
Furniture and Equipment	741,590	(601,475)	140,115	717,594	(572,775)	144,819
Information and Communication Te	332,508	(283,639)	48,869	331,518	(261,453)	70,065
Motor Vehicles	22,930	(1,529)	21,401	-	-	-
Leased Assets	207,916	(157,919)	49,997	193,748	(141,831)	51,917
Library Resources	66,910	(42,788)	24,122	63,949	(40,197)	23,752
Balance at 31 December	1,928,432	(1,318,171)	610,261	1,863,387	(1,232,442)	630,945

11. Accounts Payable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	6,918	5,000	(451)
Accruals	7,200	7,500	7,381
Banking Staffing Overuse	-	-	-
Employee Entitlements - Salaries	151,453	140,000	136,210
Employee Entitlements - Leave Accrual	16,740	15,000	13,740
	182,311	167,500	156,880
Payables for Exchange Transactions	182,311	167,500	156,880
	182,311	167,500	156,880

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Other revenue in Advance	-	-	23,876
	<u>-</u>	<u>-</u>	<u>23,876</u>

13. Provision for Cyclical Maintenance

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	174,660	174,660	174,793
Increase to the Provision During the Year	-	25,000	23,155
Use of the Provision During the Year	-	-	(23,288)
Other Adjustments	(24,111)	(42,069)	-
Provision at the End of the Year	<u>150,549</u>	<u>157,591</u>	<u>174,660</u>
Cyclical Maintenance - Current	6,467	111,052	126,969
Cyclical Maintenance - Non current	144,082	46,539	47,691
	<u>150,549</u>	<u>157,591</u>	<u>174,660</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.

14. Finance Lease Liability

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

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	25,965	-	35,419
Later than One Year and no Later than Five Years	22,689	-	19,235
Later than Five Years	(2,869)	-	(3,729)
	<u>45,785</u>	<u>-</u>	<u>50,925</u>
Represented by			
Finance lease liability - Current	24,039	36,834	32,719
Finance lease liability - Non current	21,746	53,929	18,206
	<u>45,785</u>	<u>90,763</u>	<u>50,925</u>

15. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 9.

2022	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
SIP Landscaping - Project number	(18,009)		(8,262)		(26,271)
SIP Paths - Project number 223624	20,079		(33,437)		(13,358)
Senior Playground - Project number 232623	44,348		(77,078)		(32,730)
Block 2 ILE - Project number 202238 Roof, Clearlite and Gutter Replacemnet - Project number 232620	(38,934)	38,834		100	-
	-	286,816	(2,500)		284,316
Totals	7,484	325,650	(121,277)	100	211,957

Represented by:

Funds Held on Behalf of the Ministry of Education	284,316
Funds Receivable from the Ministry of Education	(72,359)

2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
SIP Landscaping - Project number	-	163,691	(181,700)		(18,009)
SIP Paths - Project number 223634	-	49,253	(29,174)		20,079
Senior Playground - Project number 232623	-	88,200	(43,852)		44,348
Block 2 ILE - Project number 202238	-	-	(38,934)		(38,934)
Totals	-	301,144	(293,660)	-	7,484

Represented by:

Funds Held on Behalf of the Ministry of Education	64,427
Funds Receivable from the Ministry of Education	(56,943)

16. Funds Held on Behalf of TLIF Cluster

Flanshaw Road School is the lead school funded by the Ministry of Education to provide the services of Resource Teachers of Literacy to its cluster of schools.

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Funds Held at Beginning of the Year	24,114	24,114	24,462
Total funds received	-	-	24,462
Funds Spent on Behalf of the Cluster	348		348
Funds Held at Year End	23,766	24,114	24,114

17. Related Party Transactions

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

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

18. Remuneration

Key management personnel compensation

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

	2022	2021
	Actual	Actual
	\$	\$
<i>Board Members</i>		
Remuneration	2,840	3,495
<i>Leadership Team</i>		
Remuneration	318,958	262,884
Full-time equivalent members	2	2
Total key management personnel remuneration	<u>321,798</u>	<u>266,379</u>

There are 6 members of the Board excluding the Principal. The Board had held 8 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.

Principal 1

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

	2022	2021
	Actual	Actual
	\$000	\$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150-160	150-160

Other Employees

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

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

Additional Funding Wash-up Payment

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 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.

20. Commitments

(a) Capital Commitments

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

(a) \$340,344 contract for Roof Clearlite and Gutter Replacement to be completed in 2023, which will be fully funded by the Ministry of Education. \$284,316 has been received of which \$2,500 has been spent on the project to date.

(Capital commitments at 31 December 2021:nil)

(b) Operating Commitments

As at 31 December 2022 the Board has not entered into new contracts

(Operating commitments as at 31 December 2021: nil)

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	638,517	443,851	257,688
Receivables	178,984	140,100	313,324
Total Financial assets measured at amortised cost	<u>817,501</u>	<u>583,951</u>	<u>571,012</u>

Financial liabilities measured at amortised cost

Payables	182,311	167,500	156,880
Finance Leases	45,785	90,763	50,925
Total Financial Liabilities Measured at Amortised Cost	<u>228,096</u>	<u>258,263</u>	<u>207,805</u>

22. Events After Balance Date

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

23. Comparatives

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

Independent Auditor's Report

To the readers of Flanshaw Road School's Financial statements For the year ended 31 December 2022

RSM Hayes Audit

PO Box 9588
Newmarket, Auckland 1149
Level 1, 1 Broadway
Newmarket, Auckland 1023

T +64 (9) 367 1656
www.rsmnz.co.nz

The Auditor-General is the auditor of Flanshaw Road School (the School). The Auditor-General has appointed me, Steve Hayes, 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 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 (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 30 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, compliance with good employer requirements, 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 Flanshaw Road School.



Steve Hayes
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand

Analysis of Variance Reporting



School Name:	Flanshaw Road	School Number:	1276																																								
Strategic Aim:	For learners to build strong academic foundations upon which to achieve learning success.																																										
Annual Aim:	To accelerate learning in literacy – with an emphasis on written language																																										
Target:	<p>5 Year 1 Pasifika students were identified as writing below expectation – based on Term 4 2021 data. To raise the writing achievement of these identified students.</p> <p>4 Year 1 Maori students were identified as writing below expectation – based on Term 4 2021 data. To raise the writing achievement of these identified students.</p> <p>2 Year 4 Pasifika students were identified as writing below expectation – based on Term 4 2021 data. To raise the writing achievement of these identified students.</p> <p>6 Year 4 Maori students were identified as writing below expectation – based on Term 4 2021 data. To raise the writing achievement of these identified students.</p>																																										
Baseline Data:	<p>Analysis of the school wide data at the end of Term 4 2021 showed that there was low student5 achievement in writing for some students. Further analysis indicated that there were some Pasifika and Maori students who were below or well below expectation. Students in Year1 and Year 4 were specifically identified.</p> <table border="1"> <thead> <tr> <th>Year 1 data Term 4 2022</th> <th>Above</th> <th>At</th> <th>Below</th> <th>Well below</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Pasifika</td> <td>0 - 0%</td> <td>5 - 42%</td> <td>5 - 42%</td> <td>2 - 16%</td> </tr> <tr> <td>Māori</td> <td>0 - 0%</td> <td>1 - 17%</td> <td>5 - 83%</td> <td>0 - 0%</td> </tr> <tr> <td>Year 4 data Term 4 2022</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Writing</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Pasifika</td> <td>0 - 0%</td> <td>6 - 67%</td> <td>2 - 22%</td> <td>1 - 11%</td> </tr> <tr> <td>Māori</td> <td>0 - 0%</td> <td>7 - 58%</td> <td>2 - 17%</td> <td>3 - 25%</td> </tr> </tbody> </table>			Year 1 data Term 4 2022	Above	At	Below	Well below	Writing					Pasifika	0 - 0%	5 - 42%	5 - 42%	2 - 16%	Māori	0 - 0%	1 - 17%	5 - 83%	0 - 0%	Year 4 data Term 4 2022					Writing					Pasifika	0 - 0%	6 - 67%	2 - 22%	1 - 11%	Māori	0 - 0%	7 - 58%	2 - 17%	3 - 25%
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Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Teachers of Year 1 and Year 4 students, with the support of team leader, identified Maori and Pasifika target students in their classes.</p> <p>Clear expectations of progress were discussed at team meetings.</p> <p>A specialist teacher worked with the PRT to develop their knowledge of writing.</p> <p>Team inquiry – writing Students were discussed at each second team meeting. Teachers supporting and sharing teaching practice.</p> <p>Regular review of progress and teaching practice. Changes made to meet student needs.</p> <p>Students were provided with feedback – feedforward.</p> <p>In house AfL PLD provided for all teachers. Team leaders carried out observations and feedback to the Year 1 and Year 4 teachers. There was an emphasis in Year 1 on writing through oral language.</p>	<p>COVID impacted Year 4 students in Term 1. COVID continued to have an affect with staff and children being absent.</p> <p>Teachers were teaching online and using hardpacks for students who were unable to attend school through COVID impacting their families.</p> <p>Year 1 targeted student progress T1-T4 Pasifika 1 student progressed 2 sublevels and is achieving at expectation. 4 students progressed 1 sublevel and are achieving below expectation. Maori 1 student progressed 2 sublevels and is achieving at expectation. 3 students progressed 1 sublevel – 2 are achieving at expectation. 1 is achieving below expectation.</p> <p>Year 4 targeted student progress T1-T4 Pasifika 1 student progressed 2 sublevels and is achieving below expectation.</p>	<p>These two year groups appear to have been impacted the most over the last two years. Students and staff were impacted.</p> <p>Some target students families were reluctant for their children to be at school or they did not start in 2021 when they were five because of their concerns regarding COVID.</p> <p>Teachers were providing families with writing ‘tasks’ but these students who were targeted needed consistent teacher support and teaching.</p>	<p>Year 2 and Year 5 teachers continue to regularly monitor the progress and achievement of the students who were target students 2022.</p> <p>A focus on sharing effective writing practice. Developing teachers knowledge of strategies to accelerate writing progress. Use the teacher who has Accelerated Literacy Learning programme knowledge to support the teachers.</p> <p>Review Learning support staff programmes (students they support)</p>

<p>Year 4 teachers explicitly taught deeper features and had 'workshops' for surface features for students who required this support.</p>	<p>1 student progressed 1 sublevel and is achieving well below expectation. Maori 1 student progressed 3 sublevels and is achieving at expectation. 1 student progressed 2 sublevels and is achieving at expectation. 3 students progressed 1 sublevel – 1 is achieving at expectation. 1 is achieving below expectation. 1 is achieving well below expectation. 1 student remained on the same sublevel and is achieving well below expectation.</p> <p>The 2 students achieving well below are working at the beginning of Level 2.</p>		
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Planning for next year:

Planned action for lifting achievement

Teachers will identify students who are achieving below and well below expectation and these students will be closely monitored to ensure their needs are met - making accelerated progress.

The students who were targeted in 2022 will need to be monitored in 2023.

Continue to provide relevant professional development for teachers at different stages particularly for Provisionally Registered teachers.

Continue to provide additional learning support for target students.

In teams continue to share their practise and discuss students.

Continue to ensure there are appropriate resources available throughout the school.



Flanshaw Road School

"Growing Leaders Of Tomorrow"

3rd April 2023

KIWISPORT FUNDING TO DECEMBER 2022

The following list shows the breakdown of the use of Kiwisport funding from the 2022 Operational grant.

Kiwisport

Flanshaw Road School

For the period 1 January 2022 to 31 December 2022

Date	Source	Description	Reference	Account Code	Gross	GST	Net
Kiwisport							
11 Feb 2022	Payable Invoice	Frances Hay - Reimbursement for Frances Hay	Kmart Reimburse	46215	171.00	22.30	148.70
		Sports Gear					
Total Kiwisport					171.00	22.30	148.70
Total					171.00	22.30	148.70

Kind regards

Dr Cherie Taylor-Patel
Principal

Flanshaw Road School - 2022

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:

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<i>Yes. There have been no major safety incidents with staff, students or parents during 2022.</i>
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<i>An Equal Opportunity Employment report was submitted to the Board of Trustees at the beginning of 2022. We have a diverse staff in age, gender, ethnic background and years of experience.</i>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>Best practice 'Performance Management' guidelines are followed when employing staff.</i>
How are you recognising, <ul style="list-style-type: none"> - The aims and aspirations of Maori, - The employment requirements of Maori, and - Greater involvement of Maori in the Education service? 	<p><i>As of September, 2022 we have two Board members (of six) who are of Māori descent. The school has a Kaumatua – David Tanenui, who supports the strengthening of Mātaurangi / tikanga in the school.</i></p> <p><i>The school is a Level 4B Te Reo school.</i></p> <p><i>The school is part of the 'Māori Achievement Collaborative' and has a strong focus on strengthening the organization as a culturally sustainable learning community, as seen in the Strategic and Annual plans.</i></p> <p><i>Māori board members, teachers and staff are supported to develop capacity and capabilities through professional development opportunities linked to the strategic goal to build cultural capability, capacity and sustainability.</i></p>
How have you enhanced the abilities of individual employees?	<p><i>There is a strong professional development programme that operates at every level of the school – for the Board, School Leadership, Teachers and Staff.</i></p> <p><i>The focus of continuous improvement is an integral part of the school 'kawa'. This is reported on at Board meetings eight times a year.</i></p>

How are you recognising the employment requirements of women?	<i>In a school environment, opportunity to improve pay and work conditions for women is high on the priority of our collective bargaining organization NZEI. Within the school, we work to meet the needs of all our staff, the majority of which are women.</i>
How are you recognising the employment requirements of persons with disabilities?	<p><i>The school site has had extensive modifications to ensure the requirements of anyone with disabilities is able to be met.</i></p> <p><i>The needs of all staff are met through wellbeing programmes, opportunities to do professional development in different aspects of wellbeing, through the MITEY Sir John Kirwan Foundation Wellbeing programme.</i></p> <p><i>Staff also have access to EAP counselling and other counselling services as required.</i></p>

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

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