

ORANGA SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number:	1403
Principal:	Bridget Lummis
School Address:	21 Rangipawa Road, One Tree Hill, Auckland
School Postal Address:	21 Rangipawa Road, One Tree Hill, Auckland
School Phone:	09-5794189
School Email:	admin@oranga.school.nz

Members of the Board

Name	Position	How Position Gained	Term Expires
Christopher Wall	Presiding Member	Elected	Sep-25
Bridget Lummis	Principal ex Officio		
Andrew Paterson	Parent Representative	Elected	Sep-25
Carl Vink	Parent Representative	Elected	Sep-25
Rayne Winterburn	Parent Representative	Elected	Sep-25
Region Moelasi	Parent Representative	Elected	Sep-25
Sarah Tohill	Parent Representative	Elected	Sep-25
Sarah Gundesen	Staff Representative		
Paul Ruediger	Parent Representative		Sep-22
Dominique Corford	Parent Representative		Sep-22
Sita Lino	Parent Representative		Sep-22
Carla Sheen	Parent Representative		Sep-22
David Noyer	Parent Representative		Sep-22

Accountant / Service Provider: Shore Chartered Accountants Limited

ORANGA SCHOOL

Annual Report - For the year ended 31 December 2022

Index

Page	Statement
-------------	------------------

Financial Statements

1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 19	Notes to the Financial Statements

Other Information

Statement of Variance Reporting

Kiwisport

Good Employer Report

Oranga 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.

Christopher Wall

Full Name of Presiding Member

DocuSigned by:

3E9918A79356400

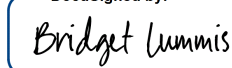
Signature of Presiding Member

31 May 2023

Date:

Bridget Lummis

Full Name of Principal

DocuSigned by:

DCCD85FB8AA24FB

Signature of Principal

31 May 2023

Date:

Oranga 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	3,759,207	3,100,299	3,673,239
Locally Raised Funds	3	49,159	31,200	53,278
Interest Income		11,624	4,800	612
Total Revenue		3,819,990	3,136,299	3,727,129
Expenses				
Locally Raised Funds	3	2,309	8,300	28,522
Learning Resources	4	2,207,965	1,894,500	2,322,190
Administration	5	172,279	165,250	165,325
Finance		1,395	6,000	808
Property	6	1,174,571	1,119,230	1,058,593
Loss on Disposal of Property, Plant and Equipment		-	-	349
		3,558,519	3,193,280	3,575,787
Net Surplus / (Deficit) for the year		261,471	(56,981)	151,342
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		261,471	(56,981)	151,342

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

Oranga 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		869,202	869,202	717,860
Total comprehensive revenue and expense for the year		261,471	(56,981)	151,342
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		19,502	-	-
Equity at 31 December		1,150,175	812,221	869,202

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.

Oranga 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	455,455	787,119	679,099
Accounts Receivable	8	184,107	180,100	149,375
GST Receivable		-	1,000	1,128
Prepayments		2,857	5,000	5,759
Inventories	9	1,389	1,000	1,389
Investments	10	505,449	-	-
Funds Receivable for Capital Works Projects	15	102,810	-	109,509
		<u>1,252,067</u>	<u>974,219</u>	<u>946,259</u>
Current Liabilities				
GST Payable		1,131	-	-
Accounts Payable	12	169,073	189,000	183,246
Finance Lease Liability	14	7,102	6,000	6,443
		<u>177,306</u>	<u>195,000</u>	<u>189,689</u>
Working Capital Surplus/(Deficit)		1,074,761	779,219	756,570
Non-current Assets				
Property, Plant and Equipment	11	220,784	203,195	254,795
		<u>220,784</u>	<u>203,195</u>	<u>254,795</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	13	139,045	155,193	131,193
Finance Lease Liability	14	6,325	15,000	10,970
		<u>145,370</u>	<u>170,193</u>	<u>142,163</u>
Net Assets		<u>1,150,175</u>	<u>812,221</u>	<u>869,202</u>
Equity		<u>1,150,175</u>	<u>812,221</u>	<u>869,202</u>

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

Oranga 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		925,398	825,299	992,126
Locally Raised Funds		51,022	4,165	61,230
Goods and Services Tax (net)		2,259	128	(4,795)
Payments to Employees		(387,467)	(424,775)	(489,482)
Payments to Suppliers		(281,061)	(360,220)	(406,498)
Interest Paid		(1,395)	(6,000)	(808)
Interest Received		7,772	4,727	1,411
Net cash from/(to) Operating Activities		316,528	43,324	153,184
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(54,037)	(38,400)	(67,205)
Purchase of Investments		(505,449)	-	-
Proceeds from Sale of Investments		-	-	100,000
Net cash from/(to) Investing Activities		(559,486)	(38,400)	32,795
Cash flows from Financing Activities				
Furniture and Equipment Grant		19,502	-	
Finance Lease Payments		(6,887)	(6,413)	(8,941)
Funds Administered on Behalf of Third Parties		6,699	109,509	(179,721)
Net cash from/(to) Financing Activities		19,314	103,096	(188,662)
Net increase/(decrease) in cash and cash equivalents		(223,644)	108,020	(2,683)
Cash and cash equivalents at the beginning of the year	7	679,099	679,099	681,782
Cash and cash equivalents at the end of the year	7	455,455	787,119	679,099

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.

Oranga School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

Oranga 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 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 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) 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:

Board Owned Buildings	10–20 years
Furniture and equipment	4–10 years
Information and communication technology	2–10 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

j) 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.

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

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

Non cash generating assets

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

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

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.

l) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

m) Employee Entitlements*Short-term employee entitlements*

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, 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.

n) Funds held for Capital works

The school directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose as such these transactions are not recorded in the Statement of Revenue and Expense.

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

o) Provision for Cyclical Maintenance

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

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

The 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.

p) Financial Instruments

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

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

The School's financial liabilities comprise accounts payable 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.

q) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

r) Budget Figures

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

s) Services received in-kind

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

2. Government Grants

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	761,089	655,299	751,742
Teachers' Salaries Grants	1,813,768	1,400,000	1,831,314
Use of Land and Buildings Grants	983,198	875,000	869,318
Other Government Grants	201,152	170,000	220,865
	<u>3,759,207</u>	<u>3,100,299</u>	<u>3,673,239</u>

The school has opted in to the donations scheme for this year. Total amount received was \$51,150.

3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Donations & Bequests	7,058	-	12,954
Fees for Extra Curricular Activities	39,386	25,200	9,339
Trading	112	-	25,108
Fundraising & Community Grants	2,603	6,000	5,877
	<u>49,159</u>	<u>31,200</u>	<u>53,278</u>
Expenses			
Extra Curricular Activities Costs	1,956	6,300	19,524
Trading	39	-	555
Fundraising and Community Grant Costs	314	2,000	8,443
	<u>2,309</u>	<u>8,300</u>	<u>28,522</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>46,850</u>	<u>22,900</u>	<u>24,756</u>

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	31,060	43,800	20,931
Information and Communication Technology	613	6,000	6,345
Library Resources	75	2,100	291
Employee Benefits - Salaries	2,082,577	1,710,100	2,188,561
Staff Development	2,691	32,500	14,091
Depreciation	90,949	100,000	91,971
	<u>2,207,965</u>	<u>1,894,500</u>	<u>2,322,190</u>

5. Administration

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	9,204	7,700	8,040
Board Fees	3,035	3,500	2,760
Board Expenses	12,978	14,700	10,435
Communication	2,201	2,250	1,988
Consumables	15,155	19,550	17,104
Other	29,600	27,650	16,282
Employee Benefits - Salaries	78,807	71,600	91,090
Insurance	7,219	3,300	3,401
Service Providers, Contractors and Consultancy	14,080	15,000	14,225
	<u>172,279</u>	<u>165,250</u>	<u>165,325</u>

6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	15,641	21,650	12,663
Consultancy and Contract Services	58,561	60,250	50,699
Cyclical Maintenance Provision	7,852	24,000	8,426
Grounds	7,570	-	6,566
Heat, Light and Water	43,840	32,000	25,926
Repairs and Maintenance	13,335	45,830	31,286
Use of Land and Buildings	983,198	875,000	869,318
Security	4,491	18,000	17,617
Employee Benefits - Salaries	40,083	42,500	36,092
	<u>1,174,571</u>	<u>1,119,230</u>	<u>1,058,593</u>

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

7. Cash and Cash Equivalents

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	455,055	686,719	578,199
Short-term Bank Deposits	-	100,000	100,500
Cash on Hand	400	400	400
Cash and cash equivalents for Statement of Cash Flows	<u>455,455</u>	<u>787,119</u>	<u>679,099</u>

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

Of the \$455,455 Cash and Cash Equivalents, \$12,020 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 2021 on Crown owned school buildings.

8. Accounts Receivable

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Receivables	1,102	30,000	2,965
Receivables from the Ministry of Education	36,843	-	-
Interest Receivable	3,879	100	27
Teacher Salaries Grant Receivable	142,283	150,000	146,383
	<u>184,107</u>	<u>180,100</u>	<u>149,375</u>
Receivables from Exchange Transactions	4,981	30,100	2,992
Receivables from Non-Exchange Transactions	179,126	150,000	146,383
	<u>184,107</u>	<u>180,100</u>	<u>149,375</u>

9. Inventories

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Stationery	674	500	674
School Uniforms	715	500	715
	<u>1,389</u>	<u>1,000</u>	<u>1,389</u>

10. Investments

The School's investment activities are classified as follows:

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	505,449	-	-
	<u>505,449</u>	<u>-</u>	<u>-</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Building Improvements	53,365	-	-	-	(27,057)	26,308
Furniture and Equipment	141,591	11,285	-	-	(39,076)	113,800
Information and Communication Technology	21,796	37,779	-	-	(14,318)	45,257
Textbooks	-	-	-	-	-	-
Leased Assets	15,871	2,901	-	-	(7,105)	11,667
Library Resources	22,172	4,973	-	-	(3,393)	23,752
Balance at 31 December 2022	254,795	56,938	-	-	(90,949)	220,784

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
	\$	\$	\$	\$	\$	\$
Building Improvements	561,658	(535,350)	26,308	561,658	(508,293)	53,365
Furniture and Equipment	623,487	(509,687)	113,800	612,203	(470,612)	141,591
Information and Communication Technology	305,089	(259,832)	45,257	267,310	(245,514)	21,796
Textbooks	-	-	-	-	-	-
Leased Assets	24,632	(12,965)	11,667	21,731	(5,860)	15,871
Library Resources	54,185	(30,433)	23,752	49,212	(27,040)	22,172
Balance at 31 December	1,569,051	(1,348,267)	220,784	1,512,114	(1,257,319)	254,795

12. Accounts Payable

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	2,045	15,000	13,336
Accruals	14,938	15,000	13,952
Banking Staffing Overuse	-	-	-
Employee Entitlements - Salaries	143,125	150,000	146,653
Employee Entitlements - Leave Accrual	8,965	9,000	9,305
	169,073	189,000	183,246
Payables for Exchange Transactions	169,073	189,000	183,246
	169,073	189,000	183,246

The carrying value of payables approximates their fair value.

13. Provision for Cyclical Maintenance

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	131,193	131,193	122,767
Increase to the Provision During the Year	24,000	24,000	8,426
Other Adjustments	(16,148)	-	-
Provision at the End of the Year	<u>139,045</u>	<u>155,193</u>	<u>131,193</u>
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Non current	139,045	155,193	131,193
	<u>139,045</u>	<u>155,193</u>	<u>131,193</u>

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	8,101	8,500	7,250
Later than One Year and no Later than Five Years	6,526	15,000	12,342
Future Finance Charges	(1,200)	(2,500)	(2,179)
	<u>13,427</u>	<u>21,000</u>	<u>17,413</u>
Represented by			
Finance lease liability - Current	7,102	6,000	6,443
Finance lease liability - Non current	6,325	15,000	10,970
	<u>13,427</u>	<u>21,000</u>	<u>17,413</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 7.

	2022	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Library Flooding		-	10,152	(10,280)	-	(128)
Roofing		12,020	-	-	-	12,020
Project AMZ ILE		(79,542)	-	(2,888)	-	(82,430)
DQLS and Electrical Upgrade		(54,541)	23,760	(400)	-	(31,181)
Playground		(1,832)	-	-	1,832	-
New Build		(370)	-	-	-	(370)
Toilet Blocks 1 and 2		14,756	-	(14,756)	-	-
PA System Upgrade		-	6,792	(7,513)	-	(721)
Totals		(109,509)	40,704	(35,837)	1,832	(102,810)

Represented by:

Funds Held on Behalf of the Ministry of Education	12,020
Funds Receivable from the Ministry of Education	(114,830)

	2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Security Upgrade		6,651	-	(6,651)	-	-
Roofing		197,225	-	(192,813)	7,608	12,020
Project AMZ ILE		(100,523)	809,145	(788,164)	-	(79,542)
DQLS and Electrical Upgrade		(45,957)	-	(8,584)	-	(54,541)
Playground		(1,832)	-	-	-	(1,832)
New Build		(370)	-	-	-	(370)
Toilet Blocks 1 and 2		14,756	-	-	-	14,756
Totals		69,950	809,145	(996,212)	7,608	(109,509)

Represented by:

Funds Held on Behalf of the Ministry of Education	26,776
Funds Receivable from the Ministry of Education	(136,285)

16. 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.

17. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i> Remuneration	3,035	2,760
<i>Leadership Team</i> Remuneration	463,039	454,079
Full-time equivalent members	4	4
Total key management personnel remuneration	<u>466,074</u>	<u>456,839</u>

There are 7 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has 3 Finance members that meet monthly and quarterly respectively. 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:

	2022	2021
	Actual	Actual
	\$000	\$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140 - 150	140 - 150
Benefits and Other Emoluments	1 - 10	1 - 10
Termination Benefits	-	-

Other Employees

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

	2022	2021
Remuneration	FTE Number	FTE Number
\$000		
100 - 110	3.00	2.00
	<u>3.00</u>	<u>2.00</u>

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

18. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be board members, committee members, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

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

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.

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.

20. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board has not entered into contract agreements for capital works.

(Capital commitments at 31 December 2021:nil)

(b) Operating Commitments

As at 31 December 2022 the Board has not entered into operating commitments. (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	455,455	787,119	679,099
Receivables	184,107	180,100	149,375
Investments - Term Deposits	505,449	-	-
Total Financial assets measured at amortised cost	<u>1,145,011</u>	<u>967,219</u>	<u>828,474</u>

Financial liabilities measured at amortised cost

Payables	169,073	189,000	183,246
Finance Leases	13,427	21,000	17,413
Total Financial Liabilities Measured at Amortised Cost	<u>182,500</u>	<u>210,000</u>	<u>200,659</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 Oranga School's Financial statements For the year ended 31 December 2022

The Auditor-General is the auditor of Oranga School (the School). The Auditor-General has appointed me, Wayne Tukiri, 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 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, statement of variance reporting, 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 Oranga School.

A handwritten signature in blue ink, appearing to read 'Wayne Tukiri'.

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

Statement of Variance Reporting



School Name:	Oranga School	School Number:	1403
Strategic Aim:	Increase learning for all		
Annual Aim:	Ensure ākonga make progress and are active learning participants		
Target:	<p>Te Moana – Year 1 and 2 team At least 70% of Year 2 students achieve At or Above in Writing At least 20% of Year 2 students achieve Above in Writing</p> <p>Te Whenua – Year 3 and 4 team At least 40% of Year 3s At or Above in Writing Less than 50% of Year 4s are Well Below in Writing</p> <p>Te Rangi – Year 5 and 6 team Less than 20% of Year 6s Well Below in Writing 50% of Year 5s At or Above in Writing</p>		
Baseline Data:	<p>Beginning of the year data was used to establish a baseline</p> <p>Te Moana – Year 1 and 2 team 45% of Year 2 students achieve At or Above in Writing 0% of Year 2 students achieve Above in Writing</p> <p>Te Whenua – Year 3 and 4 team 4% of Year 3s At or Above in Writing 72% of Year 4s are Well Below in Writing</p> <p>Te Rangi – Year 5 and 6 team 51% of Year 6s Well Below in Writing 29% of Year 5s At or Above in Writing</p>		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>The Senior Leadership team delivered targeted workshops, responsive to the needs of the teachers in reading, writing and maths. These workshops enabled teachers to seek clarity, learn from each other, and challenge and extend their teaching practice.</p> <p>Teachers worked through a structured inquiry process to extend their growth with either the reading or writing progressions. Each teacher selected a critical friend to support them and challenge their thinking. Teachers set actions each week and then reflected on the progress they made with each of these.</p> <p>The leadership team undertook a deep and comprehensive analyse of our Term 2 data and discussed ways to strengthen our data systems and processes.</p> <p>Team leaders led data reviews with their teams to analyse school wide data with a lens on the progress their own teams had made and shared this back with leadership team to guide next steps</p> <p>Teams created "Data boards" that included the names, photos and OTJ of every student in their team. The data boards created visuals of all student progress and provided a forum for rich dialogue among teachers. The data boards were shared at team meetings. Teachers examined student books, alongside the progressions and collectively moderated.</p> <p>Two teachers participated in Better Start Literacy Approach facilitated by the University of Canterbury. This programme incorporates carefully designed monitoring assessments focused on critical early skills known to influence reading success.</p> <p>StepsWEB was introduced this year which is aimed at accelerating literacy. Teachers used data to identify 28 at-risk students who successfully completed the programme.</p>	<p>Of the six targets that teams set 5 of these were achieved.</p> <p>Te Moana – Year 1 and 2 team 75% of Year 2 students achieve At and Above in Writing – <i>target achieved</i> 19% of Year 2 students achieve Above in Writing – <i>1% off achieving this target</i></p> <p>Te Whenua – Year 3 and 4 team 42% of Year 3s At and Above in Writing - <i>target achieved</i> 39% of Year 4s are Well Below in Writing - <i>target achieved</i></p> <p>Te Rangi – Year 5 and 6 team 25% of Year 6s Well Below in Writing – <i>5% off achieving this target</i></p> <p>49% of Year 5s At or Above in Writing – <i>1% off achieving this target</i></p>	<p>Teachers reviewed the data and set their own targets accordingly. This provided them with increased ownership and accountability of the targets.</p> <p>Our professional learning was targeted and was focused on supporting teachers to improve their writing practices.</p> <p>Teachers work collaboratively and therefore have the opportunity to observe each other's practices on a daily basis.</p> <p>Teachers recognised the importance of focusing on writing and regularly shared their practice both formally at meetings as well as informally with each other.</p> <p>Teams were encouraged to make their targets aspirational rather than achievable which explains why three of the targets were not achieved.</p>	<p>We will continue to strengthen, develop and refine those data analysis practices that we implemented in 2022 as these proved to be successful.</p> <p>Learning support programme will continue to target at risk students so that we can accelerate progress.</p> <p>In 2023 teachers will use our Professional Growth Cycle framework to regularly record reflect and respond to student learning and progress.</p> <p>The remainder of the junior school teachers will participate in Better Start Literacy Approach facilitated by the University of Canterbury.</p>

Planning for next year:



Tātaritanga raraunga

At the beginning of 2023 teachers will review end of year data and will use this to set aspirational goals for their team. Teams will develop an action plan of how they will achieve their targets. These will be regularly reviewed at leadership team meetings and will be reported to the board.

In 2022 our goals were targeted to writing as this was identified as a need. To ensure alignment with our 2023 annual plan, teams will have increased ownership over the curriculum area they choose.



Kiwisport Report: For the year ended 31 December 2022

Kiwisport is a Government funded initiative to support students' participation in organised sport.

In 2022 the Oranga School received total Kiwisport funding of \$4,734.61 (excluding GST).

The funding was put into equipment to resource the school to support and initiate student participation in a variety of sports. Some of the funding was also spent on releasing the PE leader to work alongside teachers to upskill and develop their professional knowledge. This empowered our students to feel more confident in their sporting ability and promote sporting experiences.

Kiwisport funding also supports our school to participate in inter-school sports activities.

A handwritten signature in black ink that reads 'Bridget Lummis'.

Bridget Lummis
Principal Oranga School

Caring | Creative | Critical | Connected

E=4C

ACHIEVING EXCELLENCE
AS A COMMUNITY OF
LIFE-LONG LEARNERS



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	
<p>How have you met your obligations to provide good and safe working conditions?</p>	<p>We are compliant with all policies and procedures. We follow our Employer Responsibility Policy which is accessible for staff and our community on School Docs.</p> <p>We maintain a Health and Safety register and staff are regularly reminded of this register and are encouraged to add to this as necessary. The principal and Property manager regularly inspect the grounds to identify and address any potential hazards.</p> <p>We provide staff with the necessary training and resources to ensure they are able to perform their duties safely.</p> <p>Maintain a clean and hygienic environment: Schools should maintain a clean and hygienic environment to prevent the spread of illness and disease. This could include regular cleaning and disinfecting of classrooms, restrooms, and other common areas.</p> <p>Foster a culture of safety: Schools should foster a culture of safety where staff are encouraged to report any safety concerns and feel supported in doing so. This could involve creating a safety committee or designating a safety officer to oversee safety-related matters.</p>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p>Our Equal Employment Opportunities policy ensures that all employees and applicants for employment are treated according to their skills qualifications, abilities, and aptitudes, without bias or discrimination. We adhere to our EEO Policy and a range of procedures for employment.</p> <p>We:</p> <ul style="list-style-type: none"> • list our EEO policy on School Docs • Have appointed the principal as our EEO officer • show commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development • select the person most suited to the position in terms of skills, experience, qualifications, and aptitude • recognise the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups • ensure that employment and personnel practices are fair and free of any bias.
<p>How do you practise impartial selection of suitably qualified persons for appointment?</p>	<p>We follow NZSTA and legislation processes with all appointments.</p> <p>Permanent teaching position as advertised through the Ed Gazette and an application form is included to</p> <p>We encourage all applicants to visit prior to submitting their application.</p> <p>Appointment panels are selected to ensure suitability of the person and no conflicts of interest.</p>

	<p>An appointment committee/ recruitment group is established by the principal, for all appointments of staff members excluding the principal.</p> <p>The recruitment group uses a shortlisting template based on the job description to individually review and score each candidate (using a number scale against the selected criteria) as identified in the role's job description.</p> <p>The recruitment group reconvene together and review each other's rankings. The pool of applicants is narrowed down to between three and five (depending on the role and number of applicants). The top-ranking candidates are those whom are interviewed.</p> <p>The recruitment group are all present for all interviews to ensure consistency. Set questions are prepared, based on the criteria from the shortlisting stage.</p> <p>The recruitment group contacts a minimum of two references before an appointment is made.</p> <p>All documentation is verified.</p>
<p>How are you recognising;</p> <ul style="list-style-type: none"> - The aims and aspirations of Maori, - The employment requirements of Maori, and - Greater involvement of Maori in the Education service? 	<p>We follow our Te Tiriti o Waitangi Policy which is available for viewing on SchoolDocs.</p> <p>We support staff with targeted professional learning and culturally responsive development</p>
<p>How have you enhanced the abilities of individual employees?</p>	<p>All teachers engage in a Professional Growth Cycle that is personalised and encourages change in practice that will improve the success for our students. Teachers work in PLG's where teachers can share ideas, best practices, and resources with one another.</p> <p>We have a mentoring program for our PCT's where they are paired with an experienced teacher. The mentors provide guidance, support, and feedback to the mentees to help them develop their skills and knowledge.</p> <p>We regularly acknowledge those staff whom demonstrate exceptional performance and/or who go above and beyond their job responsibilities.</p>
<p>How are you recognising the employment requirements of women?</p>	<p>We follow our Equal Employment Opportunities Policy which is available for viewing on SchoolDocs.</p> <p>All staff are paid as per the Collective Agreement.</p>
<p>How are you recognising the employment requirements of persons with disabilities?</p>	<p>Our school has been modified to accommodate all staff, students and community for any and all disabilities..</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?	✓	
Has this policy or programme been made available to staff?	✓	

Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?		✓
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	✓	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	✓	
Does your EEO programme/policy set priorities and objectives?		✓