

COLEY STREET SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number: 2352

Principal: Peter Kemp

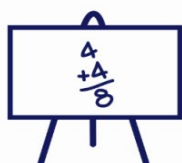
School Address: 51 Coley Street, Foxton

School Postal Address: 51 Coley Street, Foxton

School Phone: 06 363 8117

School Email: principal@coleystreet.school.nz

Accountant / Service Provider:



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COLEY STREET SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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Coley Street School

Statement of Responsibility

For the year ended 31 December 2023

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 2023 fairly reflects the financial position and operations of the school.

The School's 2023 financial statements are authorised for issue by the Board.

Roger Wayne Clement

Full Name of Presiding Member

R.W. Clement

Signature of Presiding Member

22 May 2024

Date:

PETER JAMES KEMP

Full Name of Principal

P Kemp

Signature of Principal

22 May 2024

Date:

Coley Street School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue				
Government Grants	2	2,752,556	2,511,000	2,389,311
Locally Raised Funds	3	23,025	24,850	124,273
Interest		38,115	9,000	14,821
Total Revenue		2,813,696	2,544,850	2,528,405
Expense				
Locally Raised Funds	3	16,732	13,350	14,352
Learning Resources	4	1,729,774	1,624,350	1,574,838
Administration	5	440,739	386,500	382,991
Property	6	587,990	502,650	447,234
Total Expense		2,775,235	2,526,850	2,419,415
Net Surplus / (Deficit) for the year		38,461	18,000	108,990
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		38,461	18,000	108,990

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

Coley Street School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		767,384	781,690	658,394
Total comprehensive revenue and expense for the year		38,461	18,000	108,990
Contributions from / (Distributions to) the Ministry of Education		-	-	-
Contribution - Furniture and Equipment Grant		12,876	-	-
Equity at 31 December		818,721	799,690	767,384
Accumulated comprehensive revenue and expense		818,721	799,690	767,384
Reserves		-	-	-
Equity at 31 December		818,721	799,690	767,384

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

Coley Street School

Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets				
Cash and Cash Equivalents	7	260,025	126,600	263,118
Accounts Receivable	8	138,565	100,000	97,875
GST Receivable		6,272	5,000	32,253
Prepayments		10,094	7,000	12,308
Investments		286,363	453,000	313,221
Funds Receivable for Capital Works Projects	16	11,747	-	20,068
		713,066	691,600	738,843
Current Liabilities				
Accounts Payable	11	143,634	125,000	136,432
Revenue Received in Advance	12	414	-	374
Provision for Cyclical Maintenance	13	35,084	-	20,400
Finance Lease Liability	14	5,633	1,000	5,172
Funds held in Trust	15	2,165	-	2,165
Funds held for Capital Works Projects	16	671	-	55,858
		187,601	126,000	220,401
Working Capital Surplus/(Deficit)		525,465	565,600	518,442
Non-current Assets				
Property, Plant and Equipment	10	399,117	308,000	330,083
		399,117	308,000	330,083
Non-current Liabilities				
Provision for Cyclical Maintenance	13	101,402	73,910	73,910
Finance Lease Liability	14	4,459	-	7,231
		105,861	73,910	81,141
Net Assets		818,721	799,690	767,384
Equity		818,721	799,690	767,384

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

Coley Street School

Statement of Cash Flows

For the year ended 31 December 2023

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash flows from Operating Activities				
Government Grants		788,849	711,000	709,569
Locally Raised Funds		23,065	24,850	99,085
Goods and Services Tax (net)		25,981	-	(26,754)
Payments to Employees		(515,084)	(414,500)	(467,235)
Payments to Suppliers		(217,833)	(273,750)	(202,617)
Interest Paid		(1,256)	-	
Interest Received		34,220	9,000	14,821
Net cash from/(to) Operating Activities		137,942	56,600	126,869
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(126,199)	(68,000)	(171,730)
Proceeds from Sale of Investments		28,858	-	139,560
Net cash from/(to) Investing Activities		(97,341)	(68,000)	(32,170)
Cash flows from Financing Activities				
Furniture and Equipment Grant		12,876	-	-
Finance Lease Payments		(1,143)	(9,000)	(3,411)
Funds Administered on Behalf of Other Parties		(55,427)	-	(124,752)
Net cash from/(to) Financing Activities		(43,694)	(9,000)	(128,163)
Net increase/(decrease) in cash and cash equivalents		(3,093)	(20,400)	(33,464)
Cash and cash equivalents at the beginning of the year	7	263,118	147,000	296,582
Cash and cash equivalents at the end of the year	7	260,025	126,600	263,118

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense and other notional items have been excluded.

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

Coley Street School

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2023 to 31 December 2023 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 21.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

Donations, Gifts and Bequests

Donations, gifts and bequests are recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met, funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

Interest Revenue

Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned.

d) Finance Lease Payments

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

e) Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

f) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The schools receivables are largely made up of funding from the Ministry of Education. Therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

g) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is material.

h) Property, Plant and Equipment

Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements (funded by the Board) to buildings owned by the Crown or directly by the board are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value, as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Gains and losses on disposals (i.e. sold or given away) are determined by comparing the proceeds received with the carrying amounts (i.e. the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

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

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

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

Non cash generating assets

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

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

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information. The valuation is based on comparison to recent market transactions..

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 surplus or deficit.

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

j) Accounts Payable

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

k) Employee Entitlements*Short-term employee entitlements*

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

Long-term employee entitlements

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

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

l) Revenue Received in Advance

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

m) Funds Held in Trust

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

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

n) Funds held for Capital works

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

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

o) Provision for Cyclical Maintenance

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

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

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

p) Financial Instruments

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

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

q) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	1,028,899	961,000	910,503
Teachers' Salaries Grants	1,306,167	1,200,000	1,147,911
Use of Land and Buildings Grants	372,329	350,000	294,237
Other Government Grants	45,161	-	36,660
	<u>2,752,556</u>	<u>2,511,000</u>	<u>2,389,311</u>

The school has opted in to the donations scheme for this year. Total amount received was \$34,895.

3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue			
Donations & Bequests	996	3,000	3,086
Fees for Extra Curricular Activities	5,342	4,350	5,149
Trading	157	-	290
Fundraising & Community Grants	-	-	100,000
Other Revenue	16,530	17,500	15,748
	<u>23,025</u>	<u>24,850</u>	<u>124,273</u>
Expense			
Extra Curricular Activities Costs	9,486	7,850	8,265
Trading	477	-	654
Other Locally Raised Funds Expenditure	6,769	5,500	5,433
	<u>16,732</u>	<u>13,350</u>	<u>14,352</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>6,293</u>	<u>11,500</u>	<u>109,921</u>

4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	47,789	79,600	52,984
Employee Benefits - Salaries	1,614,502	1,465,500	1,465,872
Staff Development	6,137	20,250	8,493
Depreciation	61,346	59,000	47,489
	<u>1,729,774</u>	<u>1,624,350</u>	<u>1,574,838</u>

5. Administration

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Audit Fees	5,168	4,700	6,000
Board Fees	4,006	4,600	4,600
Board Expenses	3,734	3,000	6,167
Communication	900	3,400	1,343
Consumables	5,663	4,700	7,786
MOE Lunches	254,262	250,000	243,829
Other	54,349	43,100	45,176
Employee Benefits - Salaries	102,275	63,000	59,640
Insurance	10,382	10,000	8,450
	<u>440,739</u>	<u>386,500</u>	<u>382,991</u>

6. Property

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Caretaking and Cleaning Consumables	10,190	11,000	10,950
Cyclical Maintenance	42,176	15,000	13,814
Grounds	21,475	13,050	13,263
Heat, Light and Water	16,282	13,000	14,138
Repairs and Maintenance	10,739	12,200	12,560
Use of Land and Buildings	372,329	350,000	294,237
Security	1,423	2,400	1,261
Employee Benefits - Salaries	113,376	86,000	87,011
	<u>587,990</u>	<u>502,650</u>	<u>447,234</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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Bank Accounts	109,003	126,600	112,578
Short-term Bank Deposits	151,022	-	150,540
Cash and cash equivalents for Statement of Cash Flows	<u>260,025</u>	<u>126,600</u>	<u>263,118</u>

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

Of the \$260,025 Cash and Cash Equivalents, \$671 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 2024 on Crown owned school buildings.

Other restrictions on cash that may require disclosure include funds held in trust and international student and hostel fees as disclosed in note 15.

8. Accounts Receivable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	10,049	-	-
Receivables from the Ministry of Education	9,149	-	-
Interest Receivable	3,895	-	-
Teacher Salaries Grant Receivable	115,472	100,000	97,875
	<u>138,565</u>	<u>100,000</u>	<u>97,875</u>
Receivables from Exchange Transactions	23,093	-	-
Receivables from Non-Exchange Transactions	115,472	100,000	97,875
	<u>138,565</u>	<u>100,000</u>	<u>97,875</u>

9. Investments

The School's investment activities are classified as follows:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Asset			
Short-term Bank Deposits	286,363	453,000	313,221
Non-current Asset			
Long-term Bank Deposits	-	-	-
Total Investments	<u>286,363</u>	<u>453,000</u>	<u>313,221</u>

10. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2023						
Buildings	155,499	12,000	-	-	(9,808)	157,691
Building Improvements	70,488	58,160	-	-	(7,982)	120,666
Furniture and Equipment	35,760	39,475	-	-	(13,932)	61,303
Information and Communication Technology	50,967	16,564	-	-	(18,970)	48,561
Motor Vehicles	-	-	-	-	-	-
Leased Assets	12,365	4,181	-	-	(5,650)	10,896
Library Resources	5,004	-	-	-	(5,004)	-
Balance at 31 December 2023	<u>330,083</u>	<u>130,380</u>	<u>-</u>	<u>-</u>	<u>(61,346)</u>	<u>399,117</u>

The net carrying value of furniture and equipment held under a finance lease is \$10,896 (2022: \$12,365)

Restrictions

With the exception of the contractual restrictions related to the above noted finance leases, 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.

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	223,804	(66,113)	157,691	211,804	(56,305)	155,499
Building Improvements	201,561	(80,895)	120,666	150,812	(80,324)	70,488
Furniture and Equipment	156,046	(94,743)	61,303	121,554	(85,794)	35,760
Information and Communication Technology	109,673	(61,112)	48,561	94,211	(43,244)	50,967
Motor Vehicles	31,452	(31,452)	-	31,452	(31,452)	-
Leased Assets	22,605	(11,709)	10,896	28,174	(15,809)	12,365
Library Resources	42,666	(42,666)	-	42,666	(37,662)	5,004
Balance at 31 December 2023	787,807	(388,690)	399,117	680,673	(350,590)	330,083

11. Accounts Payable

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	6,886	15,000	26,637
Accruals	14,047	10,000	4,444
Banking Staffing Overuse	1,895	-	-
Employee Entitlements - Salaries	115,472	100,000	97,875
Employee Entitlements - Leave Accrual	5,334	-	7,476
	143,634	125,000	136,432
Payables for Exchange Transactions	143,634	125,000	136,432
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	143,634	125,000	136,432

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Other revenue in Advance	414	-	374
	414	-	374

13. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	94,310	94,310	80,496
Increase to the Provision During the Year	11,822	15,000	13,814
Use of the Provision During the Year	-	(35,400)	-
Other Adjustments	30,354	-	-
Provision at the End of the Year	136,486	73,910	94,310
Cyclical Maintenance - Current	35,084	-	20,400
Cyclical Maintenance - Non current	101,402	73,910	73,910
	136,486	73,910	94,310

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

14. Finance Lease Liability

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	5,633	1,000	5,172
Later than One Year and no Later than Five Years	4,459	-	7,231
Later than Five Years	-	-	-
Future Finance Charges	-	-	-
	10,092	1,000	12,403
Represented by			
Finance lease liability - Current	5,633	1,000	5,172
Finance lease liability - Non current	4,459	-	7,231
	10,092	1,000	12,403

15. Funds held in Trust

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	2,165	-	2,165
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	2,165	-	2,165

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

16. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7.

2023	Project Number	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Roof Replacement	224794	55,858	-	(58,776)	-	(2,918)
Library		(5,349)	-	(3,480)	-	(8,829)
Canopy	224800	(14,719)	16,354	(13,635)	12,000	-
Security Camera	243344	-	6,808	(6,808)	-	-
Lighting	224797	-	18,506	(17,835)	-	671
Totals		35,790	41,668	(100,534)	12,000	(11,076)

Represented by:

Funds Held on Behalf of the Ministry of Education

671

Funds Receivable from the Ministry of Education

(11,747)

2022	Project Number	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Roof Replacement	224794	-	58,238	(2,380)	-	55,858
Library		-	-	(5,349)	-	(5,349)
Canopy	224800	131,708	-	(280,060)	133,633	(14,719)
Heat Pump	224794	-	-	-	-	-
Disabled Toilet	229225	-	-	-	-	-
Totals		131,708	58,238	(287,789)	133,633	35,790

Represented by:

Funds Held on Behalf of the Ministry of Education

55,858

Funds Receivable from the Ministry of Education

(20,068)

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.

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	4,006	4,600
<i>Leadership Team</i>		
Remuneration	489,302	451,840
Full-time equivalent members	4	4
Total key management personnel remuneration	493,308	456,440

There are 7 members of the Board excluding the Principal. The Board has held 11 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 finance, property and student welfare matters.

Principal 1

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150-160	140-150
Benefits and Other Emoluments	-	-
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100-110	5	2
110-120	2	-
	7	2

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

19. Compensation and Other Benefits Upon Leaving

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

	2023 Actual	2022 Actual
Total	-	-
Number of People	-	-

20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: 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 continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts of specific individuals, as such, this is expected to resolve the liability for school boards.

In 2023 the Ministry of Education provided additional funding for non-teaching collective and pay equity agreements. The School is yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual eligible staff members employed in 2023. The Ministry is in the process of determining wash up payments or receipts for the year ended 31 December 2023. However, as at reporting date, this amount had not been calculated and therefore is not recorded in these financial statements.

21. Commitments

(a) Capital Commitments

At 31 December 2023, the Board had capital commitments of \$36,341 (2022:\$55,858) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
Lighting	22,035	17,835	4,200
Roof Replacement	83,938	61,157	22,781
Total	105,973	78,992	26,981

(b) Operating Commitments

As at 31 December 2023, the Board has entered into the following contracts:

(a) Nil

22. Financial Instruments

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

Financial assets measured at amortised cost

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Cash and Cash Equivalents	260,025	126,600	263,118
Receivables	138,565	100,000	97,875
Investments - Term Deposits	286,363	453,000	313,221
Total financial assets measured at amortised cost	684,953	679,600	674,214

Financial liabilities measured at amortised cost

Payables	143,634	125,000	136,432
Finance Leases	10,092	1,000	12,403
Total financial liabilities measured at amortised cost	153,726	126,000	148,835

23. Events After Balance Date

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

24. Comparatives

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF COLEY STREET SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

The Auditor-General is the auditor of Coley Street School (the School). The Auditor-General has appointed me, David Fraser, using the staff and resources of Silks Audit Chartered Accountants Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 19, that comprise the statement of financial position as at 31 December 2023, 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 2023; 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 Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 22 May 2024. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

The Board's responsibilities arise from section 134 of the Education and Training Act 2020.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.

- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 24 to 35, 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 (including International Independence Standards) (New Zealand) (PES 1)* issued by the New Zealand Auditing and Assurance Standards Board.

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

David Fraser

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

Analysis of Variance Reporting



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

Outcome of Annual Targets for 2022



Annual Charter
Targets 2022.pdf

Baseline Data:

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

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

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

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

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

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

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



COLEY STREET SCHOOL FOXTON

t 06 3638117 | f 06 3635504 | e principal@coleystreet.school.nz
or office@coleystreet.school.nz | www.coleystreet.school.nz

KIWISPORT FUNDING REPORT

For the year ending 31 December 2023

Kiwisport is a Government funding initiative to support student participation in organised sport. Coley Street School received a total \$3322.24 (excl gst) for the year.

The funding was spent on:

- Sporting equipment for classrooms
- Swimming pool venue hire
- Team affiliation fees
- Coley Street Scholarship scheme to support students at representative level
- Uniforms
- Transport

Approximately 75% of our children are regularly involved in sports over the course of the year.

Tina Maclean

Acting Principal

Coley Street School

Members of the Board of Trustees

For the Year Ended 31 December 2023

Name	Position	How Position Gained	Term Expired/Expires
Roger Clement	Presiding Member	Elected June 2019	Expires 2025
Peter Kemp	Principal	Ex officio	
Danny Wanoa	Parent Representative	Elected June 2019	Expires 2025
Raylene Hallett	Parent Representative	Elected June 2019	Expires 2025
Lisa Takarangi	Parent Representative	Elected 2022	Expires 2025
Bonnie Petersen	Parent Representative	Elected 2022	Expires 2025
Daniel Pond	Staff Representative	Elected	Expires 2025
Ellen Iwanica	Secretary		



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Evaluation and Analysis of School's Students' Progress and Achievement

At Coley Street School over the last 3 years we have developed our localised curriculum, utilising local resources and people, local history around the Maori, Dutch and Chinese, the railway, river and harbour and flax industry and incorporating our teaching and learning and behavioural management systems into our curriculum. We have refreshed our school vision and pou, so that it is more reflective of our school demographics, moving to the whare tapawha model. Likewise this has also had a positive influence in the engagement of all of our children and staff in Te Ao Maori and performance kapahaka

There has been huge learning around this model from students and staff

Also, well before the current government initiatives around providing more structure to the teaching of reading, writing and math, we analysed our data and reflected on our teaching practice and hence transformed our pedagogy.

Firstly we invested in 'No Problem Maths' which is based on the Singapore Maths model.

This involved a significant financial investment as well as a commitment to professional development by our staff, to adapt the way math was taught, moving from math groups to whole class teaching, using the CPA model (concrete, pictorial, abstract,) a collaborative approach with children sharing their strategies and learning, all students working at their year level, no matter what their ability, teaching math language and problem solving strategies which is supported by videoed lessons to model best practice.

As a result we are able to celebrate a significant lift in student achievement across the school with a number of stanine 9's recorded school wide (putting students in the top 4% for their age across the country) and a reputation from the local high school, that our students are arriving at high school, better prepared for college level work.

Teachers are also reporting a greater level of confidence in the way they are teaching because of the structure and support behind the programme.



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How have we given effect to Te Tiriti o Waitangi report

Within Coley Street School our demographics show that we are 58% Maori 40% European and 2% other

We start each morning with school wide karakia.

We have refreshed our school vision and kaupapa to meet the needs of the demographical change over the last 10 years

Our behavioural management system and localised curriculum reflect that we have moved to where tapawha health and wellbeing model

Our consultancy evening was well attended with local iwi having a significant input into the refreshed curriculum.

Our data shows that our Maori children are achieving above non Maori

Staff have all attended a one day hui on a local marae on a callback day to learn local history, Tikanga, protocols, stories, legends and waiata

All staff participate in weekly school wide Te Ao Maori sessions

The principal is enrolled in the national (MAC) programme for principals (Maori Achievement Collaborative) and staff has enrolled in various form of Te Ao Maori PLD

As a school we have developed Matauranga Maori and Te Reo Programme that will be implemented in stages.

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2023.

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?	<p><i>All of our policies are hosted by schooldocs which ensures that these are the latest generic policies. We then regularly review these to ensure it meets the needs of our environment.</i></p> <p><i>Staff have an opportunity to voice their opinion through regular meetings in teams, syndicates, management and staff meetings.</i></p>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p><i>We have an equal opportunities policy which is regularly reviewed</i></p>
How do you practise impartial selection of suitably qualified persons for appointment?	<p><i>We ensure the best person gets the job. The selection panel has a range of panel members reflective of our community.</i></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><i>We have a teacher with a management unit as lead Te Ao Maori.</i></p> <p><i>Each Friday afternoon we have whole school waiata, kapa haka and regular powhiri for new staff / students / visitors</i></p> <p><i>We have revisited our school vision and Pou to ensure it is reflective of our school demographics.</i></p> <p><i>We regularly celebrate success and currently our Maori achieve above our non Maori</i></p>
How have you enhanced the abilities of individual employees?	<p><i>All employees meet regularly and appraisal is a part of the process. Regular PLD is offered to all employees.</i></p> <p><i>A number of formats are used to thank and acknowledge staff input.</i></p> <p><i>Regular appraisal and affirmation letters.</i></p> <p><i>Offer regular PLD</i></p>
How are you recognising the employment requirements of women?	<p><i>By having a management team rather than a top down system we are able address any inequities.</i></p>
How are you recognising the employment requirements of persons with disabilities?	<p><i>We have an equal opportunities policy and ensure an interview panel has an inclusive makeup.</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?	Yes	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?		No
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?	Yes	