



**WINDSOR NORTH
SCHOOL**

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number: 3967

Principal: Debbie Dickson

School Address: 91 Chelmsford Street, Windsor, Invercargill, 9810

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WINDSOR NORTH SCHOOL

Annual Report - For the year ended 31 December 2022

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Windsor North 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.

Lucy Hicks

Full Name of Presiding Member

Signed by:
Lucy Hicks
B6F5C9070CCA2380

Signature of Presiding Member

15/05/2023

Date:

Debbie Dickson

Full Name of Principal

Signed by:
Debbie Dickson
AB04B34AB9A0A514

Signature of Principal

15/05/2023

Date:

Windsor North School

Members of the Board

For the year ended 31 December 2022

Name	Position	How Position Gained	Term Expired/ Expires
Krista Sim	Presiding Member	Elected	Sep 2022
Lucy Hicks	Presiding Member	Elected	Sep 2025
Debbie Dickson	Principal	ex Officio	
Nic Raines	Parent Representative	Elected	Sep 2022
Nathan Burdon	Parent Representative	Elected	Sep 2022
Michelle Fowler-Stevenson	Parent Representative	Elected	Sep 2022
Belinda Shuttleworth	Parent Representative	Elected	Sep 2022
Trudy Conway	Parent Representative	Elected	Sep 2025
Meghan Roy	Parent Representative	Elected	Sep 2025
Kelly Kennedy	Parent Representative	Elected	Sep 2025
Sarah Hazlett	Parent Representative	Elected	Sep 2025
Jan Forde	Staff Representative	Elected	Sep 2022
Matt Murray	Staff Representative	Elected	Sep 2025
In Attendance Donna Steel	Board Secretary		

Windsor North School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

		2022	2022	2021
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	2,806,699	2,773,326	2,479,573
Locally Raised Funds	3	181,458	165,958	71,443
Interest Income		18,503	2,600	5,968
Other Revenue		5,835	3,500	4,329
		<u>3,012,495</u>	<u>2,945,384</u>	<u>2,561,313</u>
Expenses				
Locally Raised Funds	3	27,441	45,623	27,427
Learning Resources	4	2,104,191	2,040,850	1,855,806
Administration	5	193,993	141,470	103,462
Finance		2,451	-	1,429
Property	6	504,637	688,954	452,835
Loss on Disposal of Property, Plant and Equipment		520	-	383
		<u>2,833,233</u>	<u>2,916,897</u>	<u>2,441,342</u>
Net Surplus / (Deficit) for the year		179,262	28,487	119,971
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>179,262</u>	<u>28,487</u>	<u>119,971</u>

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

Windsor North 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	923,133	923,133	793,313
Total comprehensive revenue and expense for the year	179,262	28,487	119,971
Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	-	-	9,849
Contribution - Te Mana Tuhono	15,064	-	-
Contribution to Ministry Project	(15,066)	(34,000)	-
Equity at 31 December	1,102,393	917,620	923,133
Accumulated comprehensive revenue and expense	1,102,393	917,620	923,133
Equity at 31 December	1,102,393	917,620	923,133

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.

Windsor North School

Statement of Financial Position

As at 31 December 2022

		2022	2022	2021
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	7	614,196	177,396	178,472
Accounts Receivable	8	480,906	142,603	142,603
GST Receivable		-	11,552	11,552
Prepayments		4,865	5,342	5,342
Inventories	9	883	724	724
Investments	10	642,505	629,771	629,771
Funds Receivable for Capital Works Projects	16	2,350	10,670	10,670
		<u>1,745,705</u>	<u>978,058</u>	<u>979,134</u>
Current Liabilities				
GST Payable		70,751	-	-
Accounts Payable	12	293,603	197,846	197,846
Revenue Received in Advance	13	8,817	13,842	13,842
Provision for Cyclical Maintenance	14	32,117	21,875	2,667
Finance Lease Liability	15	11,687	11,009	11,009
Funds held for Capital Works Projects	16	587,303	151,209	151,209
		<u>1,004,278</u>	<u>395,781</u>	<u>376,573</u>
Working Capital Surplus/(Deficit)		741,427	582,277	602,561
Non-current Assets				
Property, Plant and Equipment	11	466,257	445,948	428,148
		<u>466,257</u>	<u>445,948</u>	<u>428,148</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	89,435	92,915	89,886
Finance Lease Liability	15	15,856	17,690	17,690
		<u>105,291</u>	<u>110,605</u>	<u>107,576</u>
Net Assets		<u>1,102,393</u>	<u>917,620</u>	<u>923,133</u>
Equity		<u>1,102,393</u>	<u>917,620</u>	<u>923,133</u>

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

Windsor North School

Statement of Cash Flows

For the year ended 31 December 2022

		2022	2022	2021
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		616,982	531,746	581,925
Locally Raised Funds		190,951	169,458	78,657
Goods and Services Tax (net)		82,303	-	(4,784)
Payments to Employees		(367,876)	(334,670)	(292,337)
Payments to Suppliers		(202,196)	(258,410)	(212,875)
Interest Received		14,523	2,600	5,085
Net cash from/(to) Operating Activities		334,687	110,724	155,671
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(60,625)	(77,800)	(16,098)
Purchase of Investments		(12,734)	-	(291,080)
Net cash (to)/from Investing Activities		(73,359)	(77,800)	(307,178)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	9,849
Contribution to Project		(15,066)	(34,000)	-
Finance Lease Payments		(11,273)	-	(10,613)
Funds Administered on Behalf of Third Parties		200,735	-	149,741
Net cash from/(to) Financing Activities		174,396	(34,000)	148,977
Net increase/(decrease) in cash and cash equivalents		435,724	(1,076)	(2,530)
Cash and cash equivalents at the beginning of the year	7	178,472	178,472	181,002
Cash and cash equivalents at the end of the year	7	614,196	177,396	178,472

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.

Windsor North School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

1.1. Reporting Entity

Windsor North 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.

1.2. 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 expenditure threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

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

Presentation Currency

These financial statements are presented in New Zealand dollars, rounded to the nearest whole 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 14.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 21b.

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.

1.3. 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 to which they relate. 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 to which they relate. 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. These 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 recognised as 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.

1.4. Operating Lease Payments

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

1.5. 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.

1.6. 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.

1.7. Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The school's 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.

1.8. Inventories

Inventories are consumable items held for sale and comprised of stationery. 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.

1.9. 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.

1.10. 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 Statement of Comprehensive Revenue and Expense 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	5-34 years
Furniture and equipment	2-15 years
Information and communication technology	2-15 years
Textbooks	3-8 years
Leased assets held under a Finance Lease	3-5 years
Library resources	12.5% Diminishing value

1.11. Impairment of property, plant and equipment

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 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 as the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

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

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the Statement of Comprehensive Revenue and Expense.

The reversal of an impairment loss is recognised in the Statement of Comprehensive Revenue and Expense. 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.

1.12. 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.

1.13. 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, 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 Statement of Comprehensive Revenue and Expense in the period in which they arise.

1.14. Revenue Received in Advance

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

1.15. 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.

1.16. 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.

Cyclical maintenance, which involves painting of the School, makes up the most significant part of the Board's responsibilities outside the 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 variety of periods in accordance with the conditional assessment of each area of the school. 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.

1.17. Financial Instruments

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

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

1.18. 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.

1.19. Budget Figures

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

1.20. 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	698,809	541,326	569,571
Teachers' Salaries Grants	1,674,583	1,700,000	1,526,075
Use of Land and Buildings Grants	390,087	520,000	359,784
Other Government Grants	43,220	12,000	24,143
	<u>2,806,699</u>	<u>2,773,326</u>	<u>2,479,573</u>

3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Donations & Bequests	80,906	107,720	18,503
Fees for Extra Curricular Activities	15,787	22,000	13,163
Trading	2,197	2,550	2,571
Fundraising & Community Grants	9,698	17,038	8,152
Other Revenue	72,870	16,650	29,054
	<u>181,458</u>	<u>165,958</u>	<u>71,443</u>
Expenses			
Extra Curricular Activities Costs	25,409	43,323	25,106
Trading	2,032	2,300	2,321
	<u>27,441</u>	<u>45,623</u>	<u>27,427</u>
<i>Surplus for the year Locally raised funds</i>	<u>154,017</u>	<u>120,335</u>	<u>44,016</u>

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	54,949	65,650	61,792
Information and Communication Technology	2,636	4,000	486
Employee Benefits - Salaries	1,988,416	1,911,200	1,730,368
Depreciation	58,190	60,000	63,160
	<u>2,104,191</u>	<u>2,040,850</u>	<u>1,855,806</u>

5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	4,280	4,280	4,155
Board Fees	2,615	2,800	2,580
Board Expenses	6,234	6,700	4,359
Communication	3,193	3,150	3,191
Consumables	2,980	3,260	1,875
Operating Lease	605	10,000	104
Other	2,272	3,450	2,613
Employee Benefits - Salaries	161,218	95,850	74,379
Insurance	5,396	6,000	5,550
Service Providers, Contractors and Consultancy	5,200	5,980	4,656
	<u>193,993</u>	<u>141,470</u>	<u>103,462</u>

6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	6,134	6,000	5,582
Consultancy and Contract Services	27,786	24,500	25,262
Cyclical Maintenance Provision	28,999	25,237	(16,342)
Grounds	4,280	5,600	5,439
Heat, Light and Water	20,381	20,800	19,479
Rates	2,967	3,500	2,970
Repairs and Maintenance	24,003	34,117	7,097
Use of Land and Buildings	390,087	520,000	359,784
Employee Benefits - Salaries	-	49,200	43,564
	<u>504,637</u>	<u>688,954</u>	<u>452,835</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	614,196	177,396	178,472
Cash and Cash Equivalents for Statement of Cash Flows	<u>614,196</u>	<u>177,396</u>	<u>178,472</u>

Of the \$614,196 Cash and Cash Equivalents, \$348,054 is held by the School on behalf of the Ministry of Education. These funds have been provided for the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2023 on Crown owned school buildings.

8. Accounts Receivable

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	1,413	10,096	10,096
Receivables from the Ministry of Education	318,412	97	97
Interest Receivable	5,396	1,416	1,416
Teacher Salaries Grant Receivable	155,685	130,994	130,994
	<u>480,906</u>	<u>142,603</u>	<u>142,603</u>
Receivables from Exchange Transactions	6,809	11,512	11,512
Receivables from Non-Exchange Transactions	474,097	131,091	131,091
	<u>480,906</u>	<u>142,603</u>	<u>142,603</u>

9. Inventories

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	883	724	724
	<u>883</u>	<u>724</u>	<u>724</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	642,505	629,771	629,771
Total Investments	<u>642,505</u>	<u>629,771</u>	<u>629,771</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2022						
Building Improvements	277,037	27,950	-	-	(16,950)	288,037
Furniture and Equipment	85,861	19,022	-	-	(15,152)	89,731
Information and Communication Technology	18,987	19,587	(75)	-	(9,182)	29,317
Textbooks	709	-	-	-	(299)	410
Leased Assets	28,744	12,596	-	-	(14,179)	27,161
Library Resources	16,810	3,058	(446)	-	(2,428)	16,994
Work in Progress	-	14,607	-	-	-	14,607
Balance at 31 December 2022	428,148	96,820	(521)	-	(58,190)	466,257

The net carrying value of equipment held under a finance lease is \$27,161 (2021: \$28,744)

Restrictions

With the exception of the contractual restrictions relating to the above noted finance leases, there are no other 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 Cost or Valuation	2022 Accumulated Depreciation	2022 Net Book Value	2021 Cost or Valuation	2021 Accumulated Depreciation	2021 Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	618,474	(330,437)	288,037	590,525	(313,488)	277,037
Furniture and Equipment	390,554	(300,823)	89,731	371,729	(285,868)	85,861
Information and Communication Technology	122,441	(93,124)	29,317	103,153	(84,166)	18,987
Textbooks	1,594	(1,184)	410	1,594	(885)	709
Leased Assets	45,295	(18,134)	27,161	47,040	(18,296)	28,744
Library Resources	46,833	(29,839)	16,994	44,967	(28,157)	16,810
Work in Progress	14,607	-	14,607	-	-	-
Balance at 31 December	1,239,798	(773,541)	466,257	1,159,008	(730,860)	428,148

12. Accounts Payable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	27,936	17,643	17,643
Accruals	4,280	5,825	5,825
Banking Staffing Overuse	81,509	21,580	21,580
Employee Entitlements - Salaries	174,429	146,367	146,367
Employee Entitlements - Leave Accrual	5,449	6,431	6,431
	293,603	197,846	197,846
Payables for Exchange Transactions	293,603	197,846	197,846
	293,603	197,846	197,846

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Other Revenue in Advance	8,817	13,842	13,842
	8,817	13,842	13,842

14. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	92,553	92,553	145,895
Increase to the Provision During the Year	27,211	25,237	25,237
Other Adjustments	1,788	-	(41,579)
Use of the Provision During the Year	-	(3,000)	(37,000)
Provision at the End of the Year	121,552	114,790	92,553
Cyclical Maintenance - Current	32,117	21,875	2,667
Cyclical Maintenance - Non current	89,435	92,915	89,886
	121,552	114,790	92,553

The School's cyclical maintenance schedule details annual painting & other significant cyclical maintenance work 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 School's most recent 10 Year Property plan, adjusted as identified and confirmed appropriate by the Board, to other reliable sources of evidence.

15. Finance Lease Liability

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	13,394	12,744	12,744
Later than One Year and no Later than Five Years	17,053	19,503	19,503
Future Finance Charges	(2,904)	(3,548)	(3,548)
	27,543	28,699	28,699
Represented by:			
Finance lease liability - Current	11,687	11,009	11,009
Finance lease liability - Non current	15,856	17,690	17,690
	27,543	28,699	28,699

16. Funds Held for Capital Works Projects

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

2022	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Carpark & Frontage Project # 221621	151,209	25,156	(191,431)	15,066	-
Learning Support Property Modifications Project # 233274	(10,670)	297,200	(45,881)	-	240,649
Block B: Junior MLE Upgrade & Roof Replacement Project #23398	-	44,721	(38,971)	-	5,750
Metal & Translucent Roof Replacement ADKL Blocks Project #236	-	138,000	(42,651)	-	95,349
Learning Support Fencing modifications Project #238757	-	250,000	(4,445)	-	245,555
Roof Replacement - Block C	-	-	(2,350)	-	(2,350)
Totals	140,539	755,077	(325,729)	15,066	584,953

Represented by:

Funds Held on Behalf of the Ministry of Education	587,303
Funds Receivable from the Ministry of Education	(2,350)

2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Carpark & Frontage Project # 221621	(13,500)	225,017	(60,308)	-	151,209
Learning Support Property Modifications Project # 233274	-	-	(10,670)	-	(10,670)
Totals	(13,500)	225,017	(70,978)	-	140,539

Represented by:

Funds Held on Behalf of the Ministry of Education	151,209
Funds Receivable from the Ministry of Education	(10,670)

17. Related Party Transactions

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

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

18. Remuneration

Key management personnel compensation

Key management personnel of the School include all trustees of the Board, Principal, Deputy Principal, Assistant Principal and Syndicate Leader.

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	2,615	2,580
<i>Leadership Team</i>		
Remuneration	465,857	438,613
Full-time equivalent members	4.00	4.00
Total key management personnel remuneration	468,472	441,193

There are six members of the Board excluding the Principal. The Board had held 7 full meetings of the Board in the year, as well as 1 virtual meeting held due to Covid related illness and isolation.

Principal

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	70 - 80
Benefits and Other Emoluments	1 - 10	1 - 10
Termination Benefits	0 - 0	0 - 0

Principal 2

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	0 - 0	30 - 40
Benefits and Other Emoluments	0 - 0	1 - 10
Termination Benefits	0 - 0	0 - 0

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 -110	3.00	2.00
110 -120	-	1.00
	3.00	3.00

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 trustees, 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 Actual \$	2021 Actual \$
Total	-	-
Number of People	-	-

20. Contingencies

There are no contingent liabilities and no contingent assets except as noted below as at 31 December 2022 (Contingent liabilities and assets at 31 December 2021: nil).

Holidays Act Compliance – schools payroll

The Ministry of Education performs payroll processing and payments on behalf of boards, through payroll service provider Education Payroll Limited.

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2022, a contingent liability for the school may exist.

Additional funding wash up payment

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School is 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.

21. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board has entered into the following contract agreements for capital works.

(a) The School has contracted for a Learning Support Property Accessibility Modifications & Site Compliance project. The total cost of the project is estimated to be \$529,000. The project is fully funded by the Ministry of Education. An amount of \$297,200 has been received from the Ministry for this project, of which \$56,551 has been spent on the project by balance date. This project has been approved by the Ministry.

(b) The school has contracted for Block B: Junior MLE Upgrade & Roof Replacement Project design fees, this design work is for the B Block upgrade and roof replacement. The total cost of this design project is estimated to be \$44,721, which the school has contracted into with several contractors as agent for the Ministry of Education. The project is fully funded by the Ministry. An amount of \$44,721 has been received from the Ministry for this project, of which \$38,971 has been spent on the project to balance date. This project has been approved by the Ministry.

(c) The School has contracted for the A,D,K,L CW: Metal & Translucent Roofing Replacement project. The total cost of the project is estimated to be \$166,900. The project is funded by the Ministry of Education to an amount of \$165,350 with the Board agreeing to fund a further \$1,550 by way of Donation. An amount of \$138,000 has been received from the Ministry for this project, of which \$42,651 has been spent on the project by balance date. This project has been approved by the Ministry.

(d) The School has contracted for the Learning Support Fencing Modifications project. The total cost of the project is estimated to be \$352,500. The project is funded by the Ministry of Education to an amount of \$350,000 with the Board agreeing to fund a further \$2,500 by way of Donation. An amount of \$250,000 has been received from the Ministry for this project, of which \$4,445 has been spent on the project by balance date. This project has been approved by the Ministry.

(e) The School has signed a Contract with Tiger Turf New Zealand Ltd for the installation of Tiger Turf on the playground. The total cost of the project is \$48,690. A deposit of \$14,607, being 30% of the total project cost, has been paid by balance date.

(Capital commitments in relation to Ministry projects at 31 December 2021: \$140,539)

(b) Operating Commitments

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

(Operating commitments at 31 December 2021: 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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	614,196	177,396	178,472
Receivables	480,906	142,603	142,603
Investments - Term Deposits	642,505	629,771	629,771
Total Financial assets measured at amortised cost	<u>1,737,607</u>	<u>949,770</u>	<u>950,846</u>

Financial liabilities measured at amortised cost

Payables	293,603	197,846	197,846
Finance Leases	27,543	28,699	28,699
Total Financial liabilities measured at amortised Cost	<u>321,146</u>	<u>226,545</u>	<u>226,545</u>

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.



School Name:	 Windsor North School	School Number:	3967
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Strategic Aim:	 Teaching and Learning with a focus on learning design that empowers quality practice and student positive shift.
Annual Aim:	<p>Mathematics focus</p> <p>Development of Assessment Capability- Linking to National Education and Learning Priorities (NELP)</p> <ul style="list-style-type: none"> ● Review Consistent and coherent pathways Yr 1-6 assessment in Maths (PL focus Terms 3&4) ● Alim development with focus area Year 3 and 4 ● Working on target focus for 2023 Maths development and NZ Curriculum refresh - PLD application to ensure coherence of programme design and student learning development
Target Focus Areas and Groups :	<p>Developing Number systems to form strong foundations to stress and make positive shift</p> <ul style="list-style-type: none"> ● NE/ YR 1 <ul style="list-style-type: none"> ○ A number of children are following the trend from previous years of not being able to retain key base level basic facts within the introduction of level 1. ○ teen/ty confusion is noted on number knowledge testing on 8/18 students ● Yr 2 <ul style="list-style-type: none"> ○ To recall facts up to 5 facts and that equal 5 with speed ○ Problem solving - - why do they need to be able to unpack a simple problem and explore - stretching our Level 1 learners ● Yr 3-4 <ul style="list-style-type: none"> ○ ALIM confidence and ability to solve mathematical questions using a system process of equipment and check in ● Yr 5-6 <ul style="list-style-type: none"> ○ This group had a targeted need to review proportions and ratios learning, particularly around decimal numbers and fractions. ○ Addition and Subtraction further development

Baseline Data:

Tātaritanga rāraunga

Maths Summary Y1-6 (Y0 excluded from summary due to students still working towards 1 year at school)

- Overall 90% achieving At/Above the Expected Curriculum Level (89% in 2020)
- Most cohorts have at least 86% achieving At/Above the Expected Curriculum Level
- Year 3-4 has made exponential growth over the year in shift - this has been noted by the successful Alim project and focused shifts and skill development used with daily targeted 20 minutes for small groups of students.

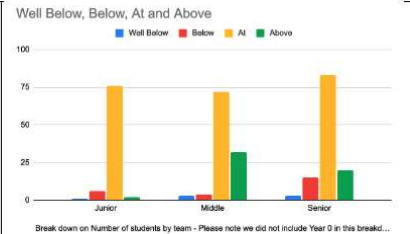
Gender and Ethnicity

- Maori Achievement 92% achieving At/Above (85% in 2019)
- Boys and girls are achieving at/above about the same - good to see girls engagement within mathematics and maintaining shifts.
- 88% of the Pasifika cohort achieving At/Above (70% in 2019) - this

Areas for improvement/consideration for 2022:

- Continue the development of ALIM and grow this within the Level 2 team- but with the focus of Alim for our second year to develop targeted maths strategies based on the development of our Level 2 team

	Well Below	Below	At	Above
Y0		5%	95%	
Y1	3%	11%	86%	
Y2		4%	92%	4%
Y3	5%		57%	38%
Y4		8%	71%	22%
Y5	4%	13%	64%	18%
Y6		11%	74%	15%
Total pupils	2 %	8 %	74 %	16 %
			90% of students are working At or Above in Mathematics	



Breakdown of Data - Focus Booster and Target Groups

	NE / YR 1	Yr 2	Yr 3-4 (ALIM)	Yr 5/6
Number of students with target group	9 - Yr 1/ NE 8- Yr 1	5- Yr 2	7 Yr 3 4 Yr 4	4 Yr 5 7 Yr 6
Male/ Female	Females - 7 NE/ Yr 1 - 6 Yr 1 Males - 2NE/ Yr 1 - 1 Yr 1	2 Females 3 Males	8 Females 2 Males	5 Females 6 Males
Ethnicity	3 NZ European 6 7 Made up of NZ Maori/ Pacifica and Latin American/ Sri Lankan) 2 -	2 NZ European 3 Made up of NZ Maori/ Korean and Chinese)	6 NZ European 5 Made up of NZ Maori/ Pacifica and Latin American)	8 NZ European 3 Made up of NZ Maori/ and African)

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>NE/ YR 1 Basic facts with quick recall up to 5 then 10 - students could not conceptualise factors to 5 -10-20</p>	<p>Started with 3/13 students had very limited basic facts knowledge to 5 end of the first targeted sprint we moved to End of the targeted programme 13/13 could recall 5+. 11/13 can recall facts that equal 5. 9/13 can recall both addition and subtraction to 5 and working well with facts to 10</p>	<p>Regularly learning through interactive games. Home maths cards. After focusing on these basic facts the majority of the class were able to recall with speed basic facts to 5, to 10 and 8/13 to 20. Many children who have previously passed these goals were unable to do so with speed and have made shifts with targeted focus on recall. Strong home school learning partnerships really supported the retention of basic facts and speed recall. Points on class dojo were also really positive for these learners.</p>	<p>Consolidation of facts and working with facts to 10-20. Developing more interactive games Continue home learning partnership support</p>
<p>Yr 2 Building Number Knowledge Solid understanding of what is being asked of them - what do the signs mean. Teaching hotspot of a number knowledge goal over a week, then test it on a Friday. Use word problems to illustrate what is being asked. Make a video for Dojo to record their thoughts.</p>	<p>Great progress made with most students 6/10 making shifts. Maths homework goals seem to not be a focus for parents. Friday basic facts test showing significant gains with speed and recall. Next targeted sprint. Continue to work on building number knowledge - counting to 100 as errors occurring when counting on due to miscounting.</p>	<p>Consolidation of focus knowledge and skill development. Small group extra time in teaching and whanau learning partnership supported the learning shifts being made.</p>	<p>Adaption development with problem solving and applying basic facts into real life contexts. Unpacking mathematical language - development on Maths wall and linking student agency students guiding their learning.</p>
<p>Yr 3-4 Developing the confidence to explore, make mistakes and learn from these to understand, show and explain basic add/sub strategies, for example <i>Multiplicative Thinking Additive Thinking</i></p>	<p>Lots of growth mindset discussion and activities, which supported progress and shift in the targeted group of 14 views on themselves as mathematicians. Extra time has been given to below students with Teacher Aide and ESOL time to explain concepts that are not clear. All targeted students received</p> <ul style="list-style-type: none"> • Double dose of maths • x15 minutes a day, x4 times a week (ALiM program) <p>Positive shifts made.</p>	<p>■ ALiM BoT End of Year Report 2022.p... ■ ALiM BoT Mid Year Report 2022.doc... Use of equipment was powerful to the to prove and aid discussion of working out with addition and subtraction strategies. All now show retention of make 5, 5+ and 10+ to the required level. There is still some guessing going on for Make 10 with the usual tricky ones (6+4 and 7+3)</p>	<p>To continue the development of coherent programme design to include: Mathematical progressions - open ended questions, use of materials, student voice, teacher wait time, cooperative learning, rich tasks and guiding our students to have confidence in themselves to explain their thinking.</p>

<p>Yr 5-6 Focus of the 12 students is the development of skills in proportions and ratios learning, particularly around decimal numbers and fractions.</p>	<p>While some of the targeted students in this group have made gains across add/sub and mult/div they still have trouble identifying numbers in decimals to hundreds (1.43 = "one point forty-three", instead of "one point four three") and cannot say or use large and improper fractions and mixed numbers (e.g. $3\frac{1}{2}$ - "three and one third"). They need a better understanding of these numbers before moving onto stage 5 decimal and fractions sets</p>	<p>Increased use of materials with this group in their scheduled guided sessions. allocate additional conferencing sessions with this targeted group for more instructional work with them (currently being seen once on Tuesday and fortnightly on Wednesdays)</p>	<p>Review the programme development in the level 4 area on proportions and ratios/ link to the new progressions</p> <p>Development of student agency where students develop self regulation and practise skills in their basic fact card development. Especially in the continuation and use of equipment and maths walls for referencing.</p>
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Planning for next year:

2022 End of Year Data Overall as a school 91% achieving At/Above the Expected Curriculum Level (91% in 2021 end of year)

Year 1-97% of the cohort is working AT and above expected level
Year 2 - 89% of the cohort is working AT and above expected level
Year 3- 95% of the cohort is working AT and above expected level
Year 4- 90 % of the cohort is working AT and above expected level
Year 5- 90% of the cohort is working AT and above expected level
Year 6- 82% of the cohort is working AT and above expected level
Our Maori and Pasifika students have a strong learning presence within reading with 94.5% reading at or above.

Next Steps

Year 2 and Year 6 is an area of focus to review the end of level 1 programme and end of year 6 programme development. Shift in the level moving into Level 2 and moving into Level 4.
An area of focus for 2023 is Mathematics and developing the progression framework and assessing all aspects of mathematics. At present the OTJ is weighted with Number and statistics and there is now need to have a balance of development across all mathematical strands/ mathematical problems and authentic learning
Development of student agency - whereby students see next steps and how to stretch their development inline with the Mathematical progressions.

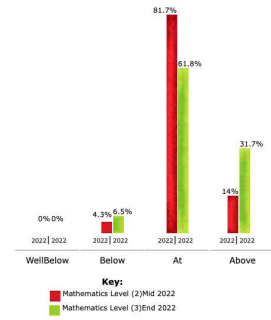
Maths Shift Over Time Data

Mid Year 2022

YR	Below	At	Above	Total
				0
1		98% (40)	2% (1)	41
2	3% (1)	97% (28)		29
3	3% (1)	94% (29)	3% (1)	31
4	6% (3)	57% (27)	36% (17)	47
5	8% (3)	74% (28)	18% (7)	38
				0
	4.3% 8	81.7% 152	14% 26	186

End of Year 2022

Yr	Below	At	Above	Total
				0
1	2% (1)	83% (34)	15% (6)	41
2	10% (3)	72% (21)	17% (5)	29
3	6% (2)	68% (21)	26% (8)	31
4	6% (3)	47% (22)	47% (22)	47
5	8% (3)	45% (17)	47% (18)	38
				0
	6.5% 12	61.8% 115	31.7% 59	186



Overall:

- We had 33 students move from at to above
- We had 4 students move from at to below.
- We had 37 students who have moved within their learning leaving and maintained working at the AT level.

Gender Analysis

PLEASE NOTE Yr 0 students have not been counted in this aspect of data analysis due to the students not being at school for a year.

Overall Analysis

Our boys' and girls' mathematics development is strong. Students working below have been identified with needs. The booster basic facts, small group and 1-1 support has provided a positive shift for our students who are working below.

Next Steps

- Development of student agency and students knowing the progressions steps
- Development of programme design as part of NZ Curriculum refresh - merging more strand within number and balance of OTJ

	Needs Extra Support (wellbelow)			Needs Support (below)			On Track (at)			Exceeding (above)			Total Pupils
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Y0													
Y1				4% (2)	4% (2)	36% (19)	45% (24)	81% (43)	9% (5)	6% (3)	15% (8)		53
Y2				8% (3)	3% (1)	11% (4)	22% (8)	53% (19)	75% (27)	8% (3)	6% (2)	14% (5)	36
Y3				3% (1)	3% (1)	5% (2)	28% (11)	41% (16)	69% (27)	21% (8)	5% (2)	26% (10)	39
Y4				3% (2)	7% (4)	10% (6)	31% (18)	14% (8)	44% (26)	24% (14)	22% (13)	46% (27)	59
Y5				4% (2)	4% (2)	9% (4)	26% (12)	24% (11)	50% (23)	24% (11)	17% (8)	41% (19)	46
Y6													
Total	0	0	0	8	10	18	68	78	146	41	28	69	(233)

Ethnic Analysis

Overall Analysis

Within Mathematics we have no students working well below. We do have some students with neurodiversity needs and require 1-1 or very small group support and guidance within their learning

- Our Maori students working very well and 90% are working at or above
- Our Pasifika students 100% are working at or above
- Our Asian students working 86% at and above - a number have been at school for a short time

Next Steps

- Development of student agency and students knowing the progressions steps
- Development of programme design as part of NZ Curriculum refresh - merging more strand within number and balance of OTJ

All students Years 1 - 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	
All	Male	8	6.8%	68	58.1%	41	35.0%	117		
	Female	10	8.6%	78	67.2%	28	24.1%	116		
	Total	18	7.7%	146	62.7%	69	29.6%	233		
Maori	Male	1	4.3%	15	65.2%	7	30.4%	23		
	Female	3	15.8%	13	68.4%	3	15.8%	19		
	Total	4	9.5%	28	66.7%	10	23.8%	42		
Pasifika	Male	2	100.0%					2		
	Female	3	75.0%	1	25.0%			4		
	Total	5	83.3%	1	16.7%			6		
Asian	Male	6	40.0%	9	60.0%			15		
	Female	1	6.7%	10	66.7%	4	26.7%	15		
	Total	7	33.3%	19	53.3%	13	43.3%	30		
MELAA	Male	1	100.0%					5		
	Female	1	100.0%					1		
	Total	2	33.3%	4	66.7%			6		
Other	Male					1	100.0%	1		
	Female					1	50.0%	1	50.0%	2
	Total					2	50.0%	2	50.0%	4
NZ/European	Male	6	8.5%	41	57.7%	24	33.8%	71		
	Female	5	6.6%	51	67.1%	20	26.3%	76		
	Total	11	7.5%	92	62.6%	44	29.9%	147		



Windsor North School

Kiwisport Report 2022

Kiwisport is a Government funded initiative to support students' participation in organised sport. During 2022, the school received Kiwisport funding of \$4748.87 (excluding GST). The funding was spent on:

1. Sports tournament costs:

- Netball
- Futsal
- Golf Tournament

2. Subsidies for students:

- Camp Columba Instructors
- Bus to Tri Nations
- Bus to Zone Cross Country
- Bus to Tough Kids Competition

3. Sports equipment:

- Discus
- Whistles
- Netballs
- Tennis Balls
- Miniball Uniforms
- Gold Balls and Tees
- PMP Equipment

4. Other

- Colour Run Cross Country Powder
- Parent volunteer thank you gifts
- First Aid Kits
- Fence Standards for Running Track



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INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Windsor North School (the School). The Auditor-General has appointed me, Aaron Higham, using the staff and resources of BDO Invercargill, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 3 to 18, that comprise the statement of financial position as at 31 December 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2022; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 15 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 for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on page 2 and on pages 19 to 26, 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 the School.



Aaron Higham
BDO Invercargill
On behalf of the Auditor-General
Invercargill, New Zealand