

HAUTAPU SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number: 1735

Principal: Tracey Bennett

School Address: 5 Hana Lane Cambridge

School Postal Address: 5 Hana Lane RD1 Cambridge 2494

School Phone: 07-8277466

School Email: principal@hautapu.school.nz

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Rosanna Dickson	Presiding Member	Elected	Dec-25
Tracey Bennett	Principal ex Officio		
Frank Spence	Parent Representative	Elected	Sep-25
Charlotte Quinn	Parent Representative	Elected	Dec-23
Andrew Bigham	Parent Representative	Elected	Sep-25
Amy Gibbs	Parent Representative	Elected	Sep-25
Belinda Hoebergen	Staff Representative	Appointed	Aug-25
Traci Bevan	Presiding Member	Retired	Sep-22
Richard Vipond	Parent Representative	Retired	Sep-22
Susan Reilly	Staff Representative	Retired	Aug-22

Accountant / Service Provider: SRN Partners Chartered Accountants Ltd

HAUTAPU SCHOOL

Annual Report - For the year ended 31 December 2022

Index

Page	Statement
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	Financial Statements
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<u>1</u>	Statement of Responsibility
<u>2</u>	Statement of Comprehensive Revenue and Expense
<u>3</u>	Statement of Changes in Net Assets/Equity
<u>4</u>	Statement of Financial Position
<u>5</u>	Statement of Cash Flows
<u>6 - 18</u>	Notes to the Financial Statements

	Other Information
--	--------------------------

	Analysis of Variance
--	----------------------

	Kiwisport
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Hautapu 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.

Rosanna Dickson

Full Name of Presiding Member



Signature of Presiding Member

14 Nov 23

Date:

Tracey Bennett

Full Name of Principal



Signature of Principal

14 November 2023

Date:

Hautapu School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	1,781,744	1,619,815	1,627,825
Locally Raised Funds	3	97,874	88,800	68,192
Interest Income		4,784	2,500	1,848
Total Revenue		1,884,402	1,711,115	1,697,865
Expenses				
Locally Raised Funds	3	52,058	54,000	36,669
Learning Resources	4	1,284,283	1,150,650	1,169,999
Administration	5	133,687	130,600	91,574
Finance		1,219	-	756
Property	6	452,381	421,365	418,091
Loss on Disposal of Property, Plant and Equipment	11	1,074	-	-
		1,924,702	1,756,615	1,717,089
Net Surplus / (Deficit) for the year		(40,300)	(45,500)	(19,224)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(40,300)	(45,500)	(19,224)

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

Hautapu 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		632,399	632,400	651,623
Total comprehensive revenue and expense for the year		(40,300)	(45,500)	(19,224)
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		8,355	-	-
Equity at 31 December		600,454	586,900	632,399
Accumulated comprehensive revenue and expense		600,454	586,900	632,399
Reserves		-	-	-
Equity at 31 December		600,454	586,900	632,399

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.

Hautapu School

Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	7	49,500	36,570	29,602
Accounts Receivable	8	85,592	85,500	88,089
GST Receivable		3,069	3,330	11,627
Inventories	9	-	-	675
Investments	10	178,148	170,000	177,223
Funds Receivable for Capital Works Projects	15	-	-	11,158
		316,309	295,400	318,374
Current Liabilities				
Accounts Payable	12	117,631	119,500	114,345
Provision for Cyclical Maintenance	13	30,269	28,000	26,814
Finance Lease Liability	14	5,885	6,000	4,837
Funds held for Capital Works Projects	15	-	-	8,363
		153,785	153,500	154,359
Working Capital Surplus/(Deficit)		162,524	141,900	164,015
Non-current Assets				
Property, Plant and Equipment	11	482,735	486,000	495,032
		482,735	486,000	495,032
Non-current Liabilities				
Provision for Cyclical Maintenance	13	33,669	30,000	24,064
Finance Lease Liability	14	11,136	11,000	2,584
		44,805	41,000	26,648
Net Assets		600,454	586,900	632,399
Equity		600,454	586,900	632,399

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

Hautapu School

Statement of Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash flows from Operating Activities				
Government Grants		381,413	353,601	359,273
Locally Raised Funds		98,866	89,792	67,952
Goods and Services Tax (net)		8,560	8,297	(5,539)
Payments to Employees		(244,208)	(201,386)	(223,424)
Payments to Suppliers		(207,694)	(247,992)	(162,434)
Interest Paid		(1,219)	-	(756)
Interest Received		3,261	1,027	2,111
Net cash from/(to) Operating Activities		38,979	3,339	37,183
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(29,622)	(6,988)	(31,706)
Purchase of Investments		(925)	7,223	(417)
Net cash from/(to) Investing Activities		(30,547)	235	(32,123)
Cash flows from Financing Activities				
Furniture and Equipment Grant		8,355	-	
Finance Lease Payments		316	599	(7,506)
Funds Administered on Behalf of Third Parties		2,795	2,795	(115,757)
Net cash from/(to) Financing Activities		11,466	3,394	(123,263)
Net increase/(decrease) in cash and cash equivalents		19,898	6,968	(118,203)
Cash and cash equivalents at the beginning of the year	7	29,602	29,602	147,805
Cash and cash equivalents at the end of the year	7	49,500	36,570	29,602

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.

Hautapu School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

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 not trivial.

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 to buildings owned by the Crown 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	10–40 years
Furniture and equipment	5–15 years
Information and communication technology	4 years
Textbooks	12.5% Diminishing value
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

i) 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.

j) Employee Entitlements

Short-term employee entitlements

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

k) Funds held for Capital works

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

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

l) Provision for Cyclical Maintenance

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

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

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

m) Financial Instruments

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

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract 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.

n) 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.

o) 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.

p) Budget Figures

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

q) 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	381,413	353,600	359,273
Teachers' Salaries Grants	1,075,820	970,000	972,337
Use of Land and Buildings Grants	324,511	296,215	296,215
	<u>1,781,744</u>	<u>1,619,815</u>	<u>1,627,825</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	7,647	2,500	5,390
Fees for Extra Curricular Activities	77,239	73,300	49,022
Trading	2,341	2,000	2,949
Other Revenue	10,647	11,000	10,831
	<u>97,874</u>	<u>88,800</u>	<u>68,192</u>
Expenses			
Extra Curricular Activities Costs	48,792	52,000	32,978
Trading	3,266	2,000	3,691
	<u>52,058</u>	<u>54,000</u>	<u>36,669</u>
Surplus/ (Deficit) for the year Locally raised funds	<u>45,816</u>	<u>34,800</u>	<u>31,523</u>

Donations include a \$5,000 from Caffell Family, which is earmarked for new technology purchases in future years and a \$2,500 from Frances Skeet Charitable Trust.

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	9,803	24,900	12,152
Equipment Repairs	-	-	4,539
Information and Communication Technology	13,313	15,750	6,477
Library Resources	2,418	1,900	1,476
Employee Benefits - Salaries	1,189,297	1,063,900	1,078,716
Staff Development	11,966	19,200	7,166
Depreciation	57,486	25,000	59,473
	<u>1,284,283</u>	<u>1,150,650</u>	<u>1,169,999</u>

5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	3,844	3,800	3,732
Board Fees	3,075	2,500	2,580
Board Expenses	3,835	3,500	1,698
Communication	3,344	3,350	3,294
Consumables	27,940	46,850	3,917
Operating Lease	3,677	5,300	3,238
Other	274	2,100	274
Employee Benefits - Salaries	78,845	55,700	63,686
Insurance	3,103	3,500	3,365
Service Providers, Contractors and Consultancy	5,750	4,000	5,790
	<u>133,687</u>	<u>130,600</u>	<u>91,574</u>

6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	9,643	8,300	8,106
Cyclical Maintenance Provision	14,060	11,000	19,368
Grounds	18,403	18,400	18,310
Heat, Light and Water	21,675	24,400	18,611
Repairs and Maintenance	15,167	13,750	6,232
Use of Land and Buildings	324,511	296,215	296,215
Security	1,367	1,800	1,705
Employee Benefits - Salaries	47,555	47,500	49,544
	<u>452,381</u>	<u>421,365</u>	<u>418,091</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 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Bank Accounts	49,500	36,570	29,602
Cash and cash equivalents for Statement of Cash Flows	<u>49,500</u>	<u>36,570</u>	<u>29,602</u>

8. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	-	-	992
Interest Receivable	2,050	2,000	527
Banking Staffing Underuse	-	-	1,982
Teacher Salaries Grant Receivable	83,542	83,500	84,588
	<u>85,592</u>	<u>85,500</u>	<u>88,089</u>
Receivables from Exchange Transactions	2,050	2,000	1,519
Receivables from Non-Exchange Transactions	83,542	83,500	86,570
	<u>85,592</u>	<u>85,500</u>	<u>88,089</u>

9. Inventories

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Stationery	-	-	675
	<u>-</u>	<u>-</u>	<u>675</u>

10. Investments

The School's investment activities are classified as follows:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Asset			
Short-term Bank Deposits	178,148	170,000	177,223
	<u>178,148</u>	<u>170,000</u>	<u>177,223</u>
Total Investments			

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Buildings	339,698	-	-	-	(13,545)	326,153
Furniture and Equipment	110,146	8,075	-	-	(24,435)	93,786
Information and Communication Technology	19,862	21,547	-	-	(10,682)	30,727
Textbooks	8,338	-	-	-	(1,043)	7,295
Leased Assets	7,108	16,641	(1,074)	-	(6,546)	16,129
Library Resources	9,880	-	-	-	(1,235)	8,645
Balance at 31 December 2022	495,032	46,263	(1,074)	-	(57,486)	482,735

The net carrying value of equipment held under a finance lease is \$16,129 (2021: \$7,108)

	2022	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	623,068	(296,915)	326,153	623,068	(283,370)	339,698
Furniture and Equipment	371,577	(277,791)	93,786	363,502	(253,356)	110,146
Information and Communication T	186,532	(155,805)	30,727	164,985	(145,123)	19,862
Textbooks	13,255	(5,960)	7,295	13,255	(4,917)	8,338
Leased Assets	49,304	(33,175)	16,129	40,020	(32,912)	7,108
Library Resources	38,228	(29,583)	8,645	38,228	(28,348)	9,880
Balance at 31 December	1,281,964	(799,229)	482,735	1,243,058	(748,026)	495,032

12. Accounts Payable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	26,167	28,000	16,132
Accruals	6,467	6,500	5,857
Employee Entitlements - Salaries	83,542	83,500	84,588
Employee Entitlements - Leave Accrual	1,455	1,500	7,768
	117,631	119,500	114,345
Payables for Exchange Transactions	111,163	113,000	108,488
Payables for Non-exchange Transactions - Other	6,468	6,500	5,857
	117,631	119,500	114,345

The carrying value of payables approximates their fair value.

13. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	50,878	50,878	43,859
Increase to the Provision During the Year	14,060	11,000	19,368
Use of the Provision During the Year	(1,000)	(3,878)	(12,349)
Provision at the End of the Year	63,938	58,000	50,878
Cyclical Maintenance - Current	30,269	28,000	26,814
Cyclical Maintenance - Non current	33,669	30,000	24,064
	63,938	58,000	50,878

14. Finance Lease Liability

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	7,252	7,000	4,873
Later than One Year and no Later than Five Years	12,502	12,000	2,584
Future Finance Charges	(2,733)	(2,000)	(36)
	17,021	17,000	7,420
Represented by			
Finance lease liability - Current	5,885	6,000	4,836
Finance lease liability - Non current	11,136	11,000	2,584
	17,021	17,000	7,420

15. Funds Held for Capital Works Projects

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

	2022	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Block A & Block L	<i>completed</i>	(11,158)	11,158	-	-	-
Playground	<i>completed</i>	2,030	-	(2,030)	-	-
Block N Hot Water Cylinder	<i>completed</i>	4,441	-	(4,441)	-	-
Block D Kiwi House Upgrade	<i>completed</i>	1,892	-	(1,892)	-	-
Totals		(2,795)	11,158	(8,363)	-	-

Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Receivable from the Ministry of Education

	2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Block A & Block L	<i>completed</i>	92,499	-	(103,657)	-	(11,158)
Playground	<i>completed</i>	21,063	-	(19,033)	-	2,030
Block F Roofing	<i>completed</i>	(600)	9,000	(8,400)	-	-
Block N Hot Water Cylinder	<i>in progress</i>	-	5,441	(1,000)	-	4,441
Block D Kiwi House Upgrade	<i>in progress</i>	-	43,206	(41,314)	-	1,892
Totals		112,962	57,647	(173,404)	-	(2,795)

Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Receivable from the Ministry of Education

8,363

(11,158)

16. Related Party Transactions

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

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

17. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i> Remuneration	3,075	2,580
<i>Leadership Team</i> Remuneration	437,789	236,151
Full-time equivalent members	4	2
Total key management personnel remuneration	440,864	238,731

There are 6 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	120-130
Benefits and Other Emoluments	0-5	0-5
Termination Benefits	-	-

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	1.00
	3.00	1.00

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

18. Compensation and Other Benefits Upon Leaving

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

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

19. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

20. Commitments

(a) Capital Commitments

As at 31 December 2022 there are no capital commitments.

Capital commitments at 31 December 2021:

(a) A contract for Block N Hot water cylinder damage remediation be completed in 2022, which will be fully funded by the Ministry of Education. \$5,441 has been received of which \$1,000 has been spent on the project to date; and

(b) A contract for Block D Kiwhouse upgrade to be completed in 2022, which will be fully funded by the Ministry of Education. \$43,206 has been received of which \$41,314 has been spent on the project to date.

(b) Operating Commitments

There are no operating commitments as at 31 December 2022 (Operating Commitments as at 31 December 2021: nil).



21. Financial Instruments

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

Financial assets measured at amortised cost

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	49,500	36,570	29,602
Receivables	85,592	85,500	88,089
Investments - Term Deposits	178,148	170,000	177,223
Total Financial assets measured at amortised cost	<u>313,240</u>	<u>292,070</u>	<u>294,914</u>

Financial liabilities measured at amortised cost

Payables	117,631	119,500	114,345
Finance Leases	17,021	17,000	7,421
Total Financial Liabilities Measured at Amortised Cost	<u>134,652</u>	<u>136,500</u>	<u>121,766</u>

22. Events After Balance Date

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

23. Comparatives

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



INDEPENDENT AUDITOR'S REPORT**TO THE READERS OF HAUTAPU SCHOOL'S
FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022**

The Auditor-General is the auditor of Hautapu School (the School). The Auditor-General has appointed me, Kurt Sherlock, using the staff and resources of Crowe New Zealand Audit Partnership, 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 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 27 November 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.

The title 'Partner' conveys that the person is a senior member within their respective division, and is among the group of persons who hold an equity interest (shareholder) in its parent entity, Findex Group Limited. The only professional service offering which is conducted by a partnership is external audit, conducted via the Crowe Australasia external audit division and Unison SMSF Audit. All other professional services offered by Findex Group Limited are conducted by a privately owned organisation and/or its subsidiaries.

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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 arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Analysis of Variance Report, Kiwisport Note and Statement of Compliance with Employment Policy 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.



Kurt Sherlock
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Auckland, New Zealand

Hautapu School

Analysis of Variance 2022 Strategic Aims

Strategic Aim 1 - Learners with their whanau are at the heart of our decisions			
Target	Actions Taken	Outcomes	Where to Next?
Ensure places of learning are safe and inclusive.	Responsive to the Covid-19 situation in our community.	There was a feeling of 'normality' for students while maintaining their health and safety. Parents and staff were informed, prepared and supported.	Continue to grow teachers professional capability within the teaching of Health and Physical Education.
	Developed students' social, emotional, spiritual and whānau hauora.	Students have a deeper understanding of their own social, emotional, spiritual and whānau hauora.	
Have high aspirations for every learner/ākonga and support these by partnering with their whānau and communities to design and deliver education that responds to their needs and sustains their identities, languages and cultures.	Continued to unpack and embed the Hautapu Vision and Values both in and out of the classroom.	School values are explicit and visible in all aspects of school operations and practices. School wide community using the shared language at home and at school. During restorative and learning conversations and praising students the Values and Vision are referred to. Students have started to explore our local stories that connect us to our whenua and history. There is a strong feeling of overall connectedness and belonging amongst staff, students and whānau.	Continue developing appropriate career education and guidance for all students in Year 7 and above. Develop long term overviews where Big Ideas will be built upon each year and provide students with transferable skills and knowledge. Continue to provide opportunities within Kāhui Āko events/PLD so that teachers and students have greater knowledge and understanding of our local environment and the connection and relationship of Mana Whenua to this area.
	Continued developing a local curriculum that is built on our Vision, Values and community aspirations.		
	Built positive relationships and trust between staff, students and whanau.		
	Embraced the diverse expertise and knowledge of our wider community by inviting them to participate in school/community initiatives.		
	Actively participated within Te Oko Horoi (Kāhui Āko).		

Strategic Aim 2 - Inspirational education opportunities and outcomes are within reach for every learner

Target	Actions Taken	Outcomes	Where to Next?
Reduce barriers to education for all.	Priority Learners- continue to target lifting achievement, focus on equity and excellence	Priority learners are identified in each class/team.	<p>Continue to actively address the disparity between our ethnic and gender groups in Literacy and Mathematics.</p> <p>Strengthen partnerships with our whānau for authentic home-school collaboration.</p> <p>Try our best to access extra funding to enable extra support for our most vulnerable students.</p>
	Measure progress and achievement against the targets set.	There is increased focus on class differentiated programmes.	
	Actively address the disparity between our ethnic and gender groups.	Regular contact with whānau.	
	Strengthen partnerships with our whānau to help students with their learning.	<p>Regular analysis of achievement data to reflect on the rate of progress.</p> <p>We have reliable data to analyse and share with all stakeholders.</p> <p>Interventions are being put in place specific to the learners' needs.</p>	
Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy.	Continue to increase teacher knowledge and expertise in the Mathematics curriculum.	Improvement in pedagogical knowledge in mathematics. Shifts are evident in school wide student achievement data.	<p>Ensure our Mathematics PLD is sustainable through ongoing peer observations and refresher staff meetings.</p> <p>Engage with Writer's Toolbox PLD.</p> <p>Engage with Better Start Literacy PLD for our Year 0/2 teachers. Continue with Ideal Platform for Year 2-4 Structured Literacy.</p> <p>Access PLD for Liz Kane - The Code in Years 5-8.</p>
	Continue to strengthen formative assessments in writing.	Students are provided feedback by the teacher, students self-assess against success criteria and/or learning goals.	
	Continue to build our understanding of Structured Literacy and embed within the Junior Team.	<p>Intervention programmes are available for targeted learners and their literacy learning is accelerated.</p> <p>Junior Team staff have an understanding of what Structured Literacy is.</p> <p>We have a variety of resources available for learners including decodable texts.</p>	

Strategic Aim 3 - Quality teaching and leadership have a positive impact on learners and their whānau

Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.	Develop ways in which we give effect to Te Tiriti o Waitangi	We are accessing support through our connections with Te Oko Horoi, Mana Whenua and Poutama Pounamu. The school has a growing partnership with whānau Māori and local iwi.	Create regular opportunities for an established whānau Māori group to co-construct learning pathways and share aspirations. Grow staff capability to speak Te Reo Maori through enrolling in Te Rekamauroa. Subscribe to Te Reo Tuatahi to provide a consistent approach to teaching Te Reo/tikanga throughout the school.
	Access support through our connections with Te Oko Horoi, Mana Whenua and Poutama Pounamu.		
	Develop overview for teaching and learning in tikanga Māori and te reo Māori.		
	Hui with parents and whanau to plan next steps to further improve Māori student achievement.		
Develop staff to strengthen teaching leadership and learner support capability.	Continue to develop a higher profile of our student leaders within the school, particularly in these uncertain times.	Student leaders play an active part in leading students within the school. They are well known within our community.	Improve ways that the Digital Technologies Curriculum AOs are integrated within our local curriculum.
	Continue to empower staff and students to be discerning users of the Digital Technologies Curriculum to enhance learning for the 21 st Century.		

2022 Curriculum Level Data (Reading)

1. Our target was for 91% of all students to be at or above expected curriculum level. We only achieved 80% .
2. There is still a disparity between European and Māori/Pasifika students (18%), although measuring this as a percentage is misleading as we only have 11 Māori/Pasifika students.
3. There is still a disparity between Male and Female students (9%).

We are still experiencing a negative impact from schooling missed during Covid-19 Lockdowns. A higher than normal percentage of time is being spent on reducing anxiety and helping children refocus on engaging with their learning.

We also have a high number of students with behavioural/learning needs and a lack of funding to support their needs.

Reading	Well Below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	12	6%	30	14%	132	62%	38	18%	212
Māori/Pasifika	-	-	4	36%	5	45%	2	18%	11
European/Pākehā/ Other European	12	6%	26	13%	127	63%	36	18%	201
Male	9	10%	14	15%	56	60%	14	15%	93
Female	3	3%	16	13%	76	64%	24	20%	119

Reading	Well Below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
End of Year 0/1	-	-	-	-	33	94%	2	6%	35
End of Year 2	-	-	8	32%	13	52%	4	16%	25
End of Year 3	8	26%	3	10%	13	42%	7	23%	31
End of Year 4	-	-	7	27%	14	54%	5	19%	26
End of Year 5	-	-	5	26%	10	53%	4	21%	19
End of Year 6	1	3%	4	12%	19	56%	10	29%	34
End of Year 7	-	-	2	10%	16	76%	3	14%	21
End of Year 8	3	14%	1	5%	14	67%	3	14%	21

2022 Curriculum Level Data (Writing)

1. Our achievement data has dropped from 70% in 2021 to 65% in 2022.
2. There is still a disparity between European and Māori/Pasifika students (11%), however achievement has increased from 47% at/above expected curriculum level to 54%.
3. There is still a disparity between Male and Female students (16%), however an improvement on 2021 where there was 28% disparity.

We are still experiencing a negative impact from schooling missed during Covid-19 Lockdowns. A higher than normal percentage of time is being spent on reducing anxiety and helping children refocus on engaging with their learning.

We also have a high number of students with behavioural/learning needs and a lack of funding to support their needs.

Writing	Well Below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	20	9%	55	26%	116	55%	21	10%	212
Māori/Pasifika	2	18%	3	27%	4	36%	2	18%	11
European/Pākehā/ Other European	18	9%	52	26%	112	56%	19	9%	201
Male	15	16%	31	33%	38	41%	9	10%	93
Female	5	4%	24	20%	78	66%	12	10%	119

Writing	Well Below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
End of Year 0/1	-	-	-	-	28	80%	7	20%	35
End of Year 2	-	-	6	24%	16	64%	3	12%	25
End of Year 3	4	13%	11	35%	15	48%	1	3%	31
End of Year 4	4	15%	8	31%	13	50%	1	4%	26
End of Year 5	3	16%	3	16%	11	58%	2	11%	19
End of Year 6	3	9%	10	29%	17	50%	4	12%	34
End of Year 7	1	5%	14	67%	6	29%	-	-	21
End of Year 8	5	24%	3	14%	10	48%	3	14%	21

2022 Curriculum Level Data (Mathematics)

1. Our overall achievement data has increased from 78% in 2021 to 81% in 2022.
2. There is still a disparity between European and Māori/Pasifika students (18%).
3. There is still a disparity between Male and Female students (6%).

We are still experiencing a negative impact from schooling missed during Covid-19 Lockdowns. A higher than normal percentage of time is being spent on reducing anxiety and helping children refocus on engaging with their learning.

We also have a high number of students with behavioural/learning needs and a lack of funding to support their needs.

Mathematics	Well Below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	15	7%	24	11%	133	63%	39	18%	212
Māori/Pasifika	1	9%	3	27%	6	55%	1	9%	11
European/Pākehā/ Other European	14	7%	22	11%	126	63%	38	19%	201
Male	5	5%	9	10%	57	62%	21	23%	93
Female	10	8%	15	13%	76	64%	18	15%	119

Mathematics	Well Below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
End of Year 0/1	-	-	-	-	32	91%	3	9%	35
End of Year 2	-	-	1	4%	19	76%	5	20%	25
End of Year 3	2	6%	9	29%	12	39%	8	26%	31
End of Year 4	2	8%	2	8%	17	65%	5	19%	26
End of Year 5	2	11%	2	11%	12	63%	3	16%	19
End of Year 6	4	12%	4	12%	16	48%	9	27%	34
End of Year 7	1	5%	4	19%	13	62%	3	14%	21
End of Year 8	4	19%	2	10%	12	57%	3	14%	21

Hautapu School

Kiwisport Statement

For the Year Ended 31 December 2022

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

In 2022 the school received Kiwisport funding of \$3,095 (2021:\$3,095).

The funding was spent on sports equipment for the school and other sporting opportunities for the students.

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

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<p>To meet our obligations, Hautapu School takes a number of steps, including:</p> <ul style="list-style-type: none"> • Conducting regular risk assessments to identify potential hazards and take steps to mitigate them. • Providing appropriate training and supervision to employees to ensure they can perform their jobs safely. • Providing appropriate personal protective equipment (PPE) when necessary. • Maintaining equipment and machinery to ensure they are safe to use. • Ensuring that the workplace is clean and well-maintained. • Encouraging employees to report any hazards or safety concerns they encounter.
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p>Hautapu School's (EEO) program is designed to ensure that all employees and job applicants are treated fairly and without discrimination.</p> <p>Through School Docs we have an EEO policy that emphasises Hautapu School's commitment to fairness and equal opportunities.</p> <p>The school has a system for employees to report discrimination or harassment, and we take complaints seriously and investigate them promptly.</p> <p>We do our best to ensure diversity in recruitment, while selecting the best candidate for the position. Recruitment practices are fair and inclusive, reaching out to a diverse pool of candidates and avoiding any bias or discrimination.</p> <p>All employees have equal opportunities for advancement.</p>
How do you practise impartial selection of suitably qualified persons for appointment?	<p>Before beginning the recruitment process, we ensure that the job requirements and selection criteria are clearly defined and communicated to all candidates. This helps to ensure that all candidates are assessed against the same standards.</p> <p>We use objective and standardised assessment methods such as structured interviews to evaluate candidates' suitability for the role. These methods are based on the job requirements and selection criteria.</p> <p>We recognise and discuss unconscious bias and how it can affect the selection process, in order to avoid it. For example, we avoid making assumptions based on the candidate's gender, race, age, or other personal characteristics.</p> <p>Following our school appointment policies and procedures, we aim to select a diverse appointment panel to ensure that the selection process is fair and impartial. The panel includes a variety of members who represent different backgrounds and perspectives.</p>

	<p>We keep detailed records of the selection process, including the criteria used to assess candidates, referee comments and the reasons for any decisions made. This helps to ensure that the selection process can be reviewed and audited if necessary.</p> <p>Upon request, we provide feedback to unsuccessful candidates to help them to improve their skills and performance for future job applications.</p>
<p>How are you recognising,</p> <ul style="list-style-type: none"> - The aims and aspirations of Māori, - The employment requirements of Māori, and - Greater involvement of Māori in the Education service? 	<p>We develop policies and programs that reflect Māori aspirations and needs, such as increasing Māori representation in decision-making positions on our board and incorporating Māori language and culture into our curriculum to help ensure our Māori students have access to culturally appropriate teaching and support.</p>
<p>How have you enhanced the abilities of individual employees?</p>	<p>We provide regular training and professional learning and development opportunities to help employees develop new skills and knowledge. This has included staff PLD, workshops, courses, and conferences.</p> <p>We provide mentoring and coaching to employees, especially new employees, to help them develop their skills and knowledge. This is done by pairing them with experienced staff members or external coaches.</p> <p>We provide regular feedback and recognition to employees for their work, including areas where they have excelled and areas where they can improve. This helps to motivate them and improve their performance. Our Professional Growth Cycle runs throughout the year.</p> <p>We encourage collaboration and teamwork among employees to help them learn from each other and work more effectively together. This is done through team-building activities, collaborative projects, self reflections and assessments.</p> <p>We provide opportunities for employees to take on leadership roles and to advance in their careers. This includes providing opportunities for professional development and career advancement within the school or in external workshops.</p> <p>We foster a positive work environment that supports employee well-being and encourages open communication. This includes providing a safe and healthy work environment, offering flexible work arrangements, and encouraging employee feedback.</p> <p>We provide employees with the resources and tools they need to do their jobs effectively, such as up-to-date technology, instructional materials, and equipment.</p>
<p>How are you recognising the employment requirements of women?</p>	<p>We offer flexible work arrangements when/if requested, such as part-time work or job sharing, to accommodate the needs of women with caregiving responsibilities.</p> <p>We implement family-friendly policies such as parental leave and flexible meeting schedules to support working parents, especially women.</p> <p>We promote work-life balance by encouraging employees to prioritise self-care and mental health. We are a tight knit team who have regular check-ins on each other and at times provide access to wellness programs, and offering flexible scheduling.</p> <p>We foster a culture of inclusivity by promoting diversity and inclusion, providing opportunities for feedback and collaboration, and encouraging open communication.</p>

How are you recognising the employment requirements of persons with disabilities?	We currently have no persons employed with disabilities.
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Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy . The Ministry of Education monitors these policies:

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