

WAIMATE HIGH SCHOOL



ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number:	362
Principal:	Jo Hunnikin
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WAIMATE HIGH SCHOOL

Annual Report - For the year ended 31 December 2022

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Waimate High 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.

Bryson Hargreaves

Full Name of Presiding Member

Signed by:

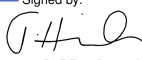
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Signature of Presiding Member

Date: 31 May 2023

Jo Hunnikin

Full Name of Principal

Signed by:

764D8DF116D6496A

Signature of Principal

Date: 31 May 2023

Waimate High School

Members of the Board

For the year ended 31 December 2022

Name	Position	How Position Gained	Term Expired/ Expires
Bryson Hargreaves	Presiding Member	Elected	Mar 2024
Jo Hunnikin	Principal	ex Officio	
Lorraine Shortus	Parent Representative	Elected	Sep 2025
Leah Anderson	Parent Representative	Elected	Sep 2025
Trudy Gee	Staff Representative	Elected	Sep 2025
Emma Setterfield	Staff Representative	Co-opted	Sep 2025
Haden Tait	Parent Representative	Elected	Mar 2024
Andrea Soper	Parent Representative	Elected	Sep 2022
Emma Porter	Parent Representative	Elected	Sep 2022
Kate Melville	Student Representative	Co-opted	Sep 2022
Chad Jalac	Student Representative	Elected	Sep 2023
Kayla Briggs	Student Representative	Elected	Sep 2022
In Attendance			
Jess Bailey	Board Secretary		

Waimate High 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	4,571,516	3,926,570	4,169,601
Locally Raised Funds	3	324,949	139,710	294,069
Interest Income		10,249	300	777
		<u>4,906,714</u>	<u>4,066,580</u>	<u>4,464,447</u>
Expenses				
Locally Raised Funds	3	138,590	70,494	175,209
Learning Resources	4	3,082,359	2,800,442	2,926,301
Administration	5	546,274	141,050	316,752
Finance		3,036	-	3,652
Property	6	1,050,839	1,014,978	826,272
Loss on Disposal of Property, Plant and Equipment		786	-	609
		<u>4,821,884</u>	<u>4,026,964</u>	<u>4,248,795</u>
Net Surplus for the year		84,830	39,616	215,652
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>84,830</u>	<u>39,616</u>	<u>215,652</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.

Waimate High 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		1,071,150	1,071,150	855,498
Total comprehensive revenue and expense for the year		84,830	39,616	215,652
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		(2,454)	-	-
Equity at 31 December		1,153,526	1,110,766	1,071,150
Accumulated comprehensive revenue and expense		1,153,526	1,110,766	1,071,150
Equity at 31 December		1,153,526	1,110,766	1,071,150

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.

Waimate High 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	391,856	769,057	782,475
Accounts Receivable	8	418,272	410,012	410,012
GST Receivable		25,711	-	-
Prepayments		8,305	6,911	6,911
Inventories	9	27,872	18,555	18,555
Investments	10	606,354	100,000	100,000
Funds Receivable for Capital Works Projects	16	7,004	4,506	4,506
		<u>1,485,374</u>	<u>1,309,041</u>	<u>1,322,459</u>
Current Liabilities				
GST Payable		-	6,862	6,862
Accounts Payable	12	432,619	335,648	335,648
Revenue Received in Advance	13	24,305	6,138	6,138
Provision for Cyclical Maintenance	14	90,549	49,500	83,734
Finance Lease Liability	15	17,272	23,022	23,022
Funds Held on Behalf of the Community of Learning Cluster	17	35,319	24,113	24,113
Funds Held on Behalf of the HEHA Maori Community Project	18	9,264	9,264	9,264
Funds Held on Behalf of the Transport Cluster	19	104,132	117,984	117,984
		<u>713,460</u>	<u>572,531</u>	<u>606,765</u>
Working Capital Surplus		771,914	736,510	715,694
Non-current Assets				
Investments	10	-	10,564	10,564
Property, Plant and Equipment	11	523,045	505,728	512,446
		<u>523,045</u>	<u>516,292</u>	<u>523,010</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	132,800	124,959	150,477
Finance Lease Liability	15	8,633	17,077	17,077
		<u>141,433</u>	<u>142,036</u>	<u>167,554</u>
Net Assets		<u>1,153,526</u>	<u>1,110,766</u>	<u>1,071,150</u>
Equity		<u>1,153,526</u>	<u>1,110,766</u>	<u>1,071,150</u>

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

Waimate High 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		1,145,941	945,977	1,021,855
Locally Raised Funds		365,553	139,710	215,135
Goods and Services Tax (net)		(32,573)	-	37,855
Payments to Employees		(577,696)	(540,926)	(512,932)
Payments to Suppliers		(638,435)	(486,197)	(643,744)
Interest Received		9,580	300	693
Net cash from/(to) Operating Activities		272,370	58,864	118,862
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(94,175)	(72,282)	(11,253)
Purchase of Investments		(495,790)	-	(100,405)
Net cash (to)/from Investing Activities		(589,965)	(72,282)	(111,658)
Cash flows from Financing Activities				
Furniture and Equipment Grant		(2,454)	-	-
Finance Lease Payments		(20,430)	-	(19,602)
Funds Administered on Behalf of Third Parties		(50,140)	-	40,618
Net cash (to)/from Financing Activities		(73,024)	-	21,016
Net (decrease)/increase in cash and cash equivalents		(390,619)	(13,418)	28,220
Cash and cash equivalents at the beginning of the year	7	782,475	782,475	754,255
Cash and cash equivalents at the end of the year	7	391,856	769,057	782,475

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.

Waimate High School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

1.1. Reporting Entity

Waimate High 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 24b.

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 programmes 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. 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 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, canteen and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

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	11-50 years
Furniture and equipment	5-20 years
Information and communication technology	3-10 years
Motor vehicles	10 years
Leased assets held under a Finance Lease	Term of Lease
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.

The School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to provide the services to which they relate.

1.15. Funds Held in Trust

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

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

1.16. 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.

1.17. Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expense. In instances where the school is determined to be the principal for providing the service related to the Shared Funds (such as the Resource Teachers of Learning & Behaviour programme), all income and expenditure related to the provision of the service is 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.

1.18. 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.

1.19. 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.

1.20. 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.

1.21. Budget Figures

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

1.22. Services received in-kind

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

2. Government Grants

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Government Grants - Ministry of Education	1,031,323	845,073	945,447
Teachers' Salaries Grants	2,592,523	2,340,397	2,557,528
Use of Land and Buildings Grants	600,599	700,721	511,313
Healthy Lunches Grant	288,516	-	115,413
Other Government Grants	58,555	40,379	39,900
	<u>4,571,516</u>	<u>3,926,570</u>	<u>4,169,601</u>

The School has opted in to the donations scheme for this year. Total amount received was \$41,100 (2021: \$35,400).

3. Locally Raised Funds

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

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations & Bequests	42,630	12,000	35,445
Fees for Extra Curricular Activities	115,949	7,800	69,933
Trading	24,969	19,650	50,114
Fundraising & Community Grants	13,728	-	11,400
Other Revenue	75,578	67,700	75,029
Transport Revenue	52,095	32,560	52,148
	<u>324,949</u>	<u>139,710</u>	<u>294,069</u>
Expenses			
Extra Curricular Activities Costs	81,881	10,784	75,368
Trading	16,407	21,150	55,465
Other Locally Raised Funds Expenditure	35,302	31,000	33,734
Transport (Local)	5,000	7,560	10,642
	<u>138,590</u>	<u>70,494</u>	<u>175,209</u>
<i>Surplus / (Deficit) for the year Locally raised funds</i>	<u>186,359</u>	<u>69,216</u>	<u>118,860</u>

4. Learning Resources

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	132,292	153,565	105,145
Equipment Repairs	1,469	4,000	-
Information and Communication Technology	32,971	29,679	32,744
Library Resources	7,195	200	130
Employee Benefits - Salaries	2,798,630	2,527,998	2,703,189
Staff Development	16,241	6,000	4,910
Depreciation	93,561	79,000	80,183
	<u>3,082,359</u>	<u>2,800,442</u>	<u>2,926,301</u>

5. Administration

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	8,835	10,000	8,418
Board Fees	4,490	5,000	5,555
Board Expenses	6,237	500	8,896
Communication	5,663	7,000	8,528
Healthy Lunches Expenses	288,516	-	115,413
Other	39,654	10,050	21,447
Employee Benefits - Salaries	174,384	101,800	130,792
Insurance	9,292	1,200	11,361
Service Providers, Contractors and Consultancy	9,203	5,500	6,342
	<u>546,274</u>	<u>141,050</u>	<u>316,752</u>

6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	12,084	4,200	4,091
Cyclical Maintenance Provision	91,915	32,248	39,498
Grounds	8,078	3,700	8,493
Heat, Light and Water	46,964	47,300	42,027
Rates	5,793	5,300	5,691
Repairs and Maintenance	69,032	30,509	35,731
Use of Land and Buildings	600,599	700,721	511,313
Employee Benefits - Salaries	216,374	191,000	179,428
	<u>1,050,839</u>	<u>1,014,978</u>	<u>826,272</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 nationwide 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	391,856	769,057	782,475
Cash and Cash Equivalents for Statement of Cash Flows	<u>391,856</u>	<u>769,057</u>	<u>782,475</u>

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

Of the \$391,856 Cash and Cash Equivalents, \$19,721 of unspent grant funding is held by the School. This funding is subject to restrictions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

Of the \$391,856 Cash and Cash Equivalents, \$35,319 is held by the School on behalf of the Community of Learning cluster. See note 17 for details of how the funding received for the cluster has been spent in the year.

Of the \$391,856 Cash and Cash Equivalents, \$9,264 is held by the School on behalf of the HEHA cluster. See note 18 for details of how the funding received for the cluster has been spent in the year.

Of the \$391,856 Cash and Cash Equivalents, \$104,132 is held by the School on behalf of the Transport cluster. See note 19 for details of how the funding received for the cluster has been spent in the year.

8. Accounts Receivable

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	99,053	141,211	141,211
Receivables from the Ministry of Education	92,000	-	-
Interest Receivable	753	84	84
Banking Staffing Underuse	-	60,525	60,525
Teacher Salaries Grant Receivable	226,466	208,192	208,192
	<u>418,272</u>	<u>410,012</u>	<u>410,012</u>
Receivables from Exchange Transactions	99,806	141,295	141,295
Receivables from Non-Exchange Transactions	318,466	268,717	268,717
	<u>418,272</u>	<u>410,012</u>	<u>410,012</u>

9. Inventories

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
School Uniforms	27,872	18,218	18,218
Canteen	-	337	337
	<u>27,872</u>	<u>18,555</u>	<u>18,555</u>

10. Investments

The School's investment activities are classified as follows:

	2022	2022 Budget	2021
	Actual	(Unaudited)	Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	606,354	100,000	100,000
Non-current Asset			
Long-term Bank Deposits	-	10,564	10,564
Total Investments	<u>606,354</u>	<u>110,564</u>	<u>110,564</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2022						
Land	31,500	-	-	-	-	31,500
Buildings	97,301	-	-	-	(3,192)	94,109
Building Improvements	96,159	4,045	-	-	(5,153)	95,051
Furniture and Equipment	131,425	39,205	-	-	(17,200)	153,430
Information and Communication Technology	91,604	50,209	-	-	(37,281)	104,532
Motor Vehicles	9,892	-	-	-	(5,247)	4,645
Leased Assets	37,204	10,771	-	-	(23,327)	24,648
Library Resources	17,361	716	(786)	-	(2,161)	15,130
Balance at 31 December 2022	<u>512,446</u>	<u>104,946</u>	<u>(786)</u>	<u>-</u>	<u>(93,561)</u>	<u>523,045</u>

The net carrying value of equipment held under a finance lease is \$24,648 (2021: \$37,204)

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
	\$	\$	\$	\$	\$	\$
Land	31,500	-	31,500	31,500	-	31,500
Buildings	159,717	(65,608)	94,109	159,717	(62,416)	97,301
Building Improvements	178,030	(82,979)	95,051	173,985	(77,826)	96,159
Furniture and Equipment	739,770	(586,340)	153,430	700,561	(569,136)	131,425
Information and Communication Technology	532,783	(428,251)	104,532	482,574	(390,970)	91,604
Motor Vehicles	103,314	(98,669)	4,645	103,314	(93,422)	9,892
Leased Assets	99,652	(75,004)	24,648	93,522	(56,318)	37,204
Library Resources	84,132	(69,002)	15,130	87,370	(70,009)	17,361
Balance at 31 December	<u>1,928,898</u>	<u>(1,405,853)</u>	<u>523,045</u>	<u>1,832,543</u>	<u>(1,320,097)</u>	<u>512,446</u>

12. Accounts Payable

	2022	2022 Budget	2021
	Actual	(Unaudited)	Actual
	\$	\$	\$
Creditors	125,460	74,420	74,420
Accruals	41,321	32,833	32,833
Banking Staffing Overuse	15,544	-	-
Employee Entitlements - Salaries	232,715	214,186	214,186
Employee Entitlements - Leave Accrual	17,579	14,209	14,209
	<u>432,619</u>	<u>335,648</u>	<u>335,648</u>
Payables for Exchange Transactions	<u>432,619</u>	<u>335,648</u>	<u>335,648</u>
	<u>432,619</u>	<u>335,648</u>	<u>335,648</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Grants in Advance - Ministry of Education	19,721	-	-
Other Revenue in Advance	4,584	6,138	6,138
	<u>24,305</u>	<u>6,138</u>	<u>6,138</u>

14. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	234,211	234,211	219,963
Increase to the Provision During the Year	39,018	32,248	32,973
Other Adjustments	52,897	-	6,525
Use of the Provision During the Year	(102,777)	(92,000)	(25,250)
Provision at the End of the Year	<u>223,349</u>	<u>174,459</u>	<u>234,211</u>
Cyclical Maintenance - Current	90,549	49,500	83,734
Cyclical Maintenance - Non current	132,800	124,959	150,477
	<u>223,349</u>	<u>174,459</u>	<u>234,211</u>

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	18,669	25,545	25,545
Later than One Year and no Later than Five Years	9,163	17,972	17,972
Future Finance Charges	(1,927)	(3,418)	(3,418)
	<u>25,905</u>	<u>40,099</u>	<u>40,099</u>
Represented by:			
Finance lease liability - Current	17,272	23,022	23,022
Finance lease liability - Non current	8,633	17,077	17,077
	<u>25,905</u>	<u>40,099</u>	<u>40,099</u>

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 \$
SIP Projects	(4,506)	17,879	(13,373)	-	-
LSC Co-ordinators Office	-	2,500	(2,500)	-	-
Block A Upgrade	-	80,000	(87,004)	-	(7,004)
Totals	<u>(4,506)</u>	<u>100,379</u>	<u>(102,877)</u>	<u>-</u>	<u>(7,004)</u>

Represented by:

Funds Receivable from the Ministry of Education (7,004)

2021	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
LSC Co-ordinators Office	40,600	-	(40,600)	-	-
SIP Projects	(43,686)	160,915	(121,735)	-	(4,506)
Totals	(3,086)	160,915	(162,335)	-	(4,506)

Represented by:

Funds Receivable from the Ministry of Education (4,506)

17. Funds Held on Behalf of the Community of Learning Cluster

Waimate High School was the lead school and holds funds on behalf of the Community of Learning cluster, a group of schools funded by the Ministry of Education to share professional support.

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Funds Held at Beginning of the Year	24,113	24,113	34,614
Funds Received from Cluster Members	25,024	-	6,217
Funds Spent on Behalf of the Cluster	(13,818)	-	(16,718)
Funds Held at Year End	35,319	24,113	24,113

18. Funds Held on Behalf of the HEHA Maori Community Project Cluster

Waimate High School is the lead school and holds funds on behalf of the HEHA Maori Community Project cluster, a group of schools funded by the Ministry of Health to share improving nutrition, increasing physical activity and achieving healthy weight for all New Zealanders.

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Funds Held at Beginning of the Year	9,264	9,264	9,264
Funds Held at Year End	9,264	9,264	9,264

19. Funds Held on Behalf of the Transport Cluster

Waimate High School is the lead school and holds funds on behalf of the Waimate Schools Bus Network cluster, a group of schools funded by the Ministry of Education to share school transport network.

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Funds Held at Beginning of the Year	117,984	117,984	65,445
Funds Received from Cluster Members	-	-	2,069
Funds Received from MoE	608,156	-	573,668
Funds Spent on Behalf of the Cluster	(622,008)	-	(523,198)
Funds Held at Year End	104,132	117,984	117,984

Distribution of Transport Cluster Funds

St Patricks School	7,289	-	8,259
Waimate Centennial School	7,289	-	8,259
Waimate Main School	7,289	-	8,259
Waimate High School	82,265	-	93,207
	104,132	-	117,984

Current Assets

Cash at bank	74,761	155,367	155,367
Debtor	-	2,710	2,710
GST Receivable	47,674	-	-

Current Liabilities

Expenses Due	18,303	18,292	18,292
GST Payable	-	21,801	21,801

Equity

	104,132	117,984	117,984
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20. 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.

21. Remuneration

Key management personnel compensation

Key management personnel of the School include all trustees of the Board, Principal, and Deputy Principals.

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	4,490	5,555
<i>Leadership Team</i>		
Remuneration	383,058	391,346
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	387,548	396,901

There are 7 members of the Board excluding the Principal. The Board had held 10 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

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	140-150	140 - 150
Benefits and Other Emoluments	4- 5	3 - 4
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	5.00	6.00
110 -120	3.00	-
120 - 130	-	2.00
	8.00	8.00

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

22. 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	-	5,500
Number of People	-	1

23. 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:

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 has not been notified of the final wash up calculation relating to 31 December 2022. The final calculations impact on the financial statements is unable to be determined at the date of reporting.

24. Commitments

(a) Capital Commitments

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

(a) \$800,000 contract to upgrade block A as agent for the Ministry of Education. This project is fully funded by the Ministry and \$80,000 has been invoiced to the Ministry in December 2022 of which \$87,004 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments in relation to Ministry projects at 31 December 2021: \$228,794)

(b) Operating Commitments

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

(Operating commitments at 31 December 2021: nil)

25. 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	391,856	769,057	782,475
Receivables	418,272	410,012	410,012
Investments - Term Deposits	606,354	110,564	110,564
Total Financial assets measured at amortised cost	<u>1,416,482</u>	<u>1,289,633</u>	<u>1,303,051</u>

Financial liabilities measured at amortised cost

Payables	432,619	335,648	335,648
Finance Leases	25,905	40,099	40,099
Total Financial liabilities measured at amortised Cost	<u>458,524</u>	<u>375,747</u>	<u>375,747</u>

26. Events After Balance Date

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

27. Comparatives

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

Analysis of Variance 2022 - Waimate High School

Strategic Initiative 1 Excellent Student Attainment All learners of Waimate High School are actively engaged and achieve individual excellence through a full and balanced curriculum that responds to individual needs and values and is underpinned by the NZC and national priorities. This will focus on growing and developing our learners and ensuring equity and excellence for all students			
Goals	Planned Actions	What happened?	Implications for 2023
1.1 Prepare for implementation of NCEA changes in line with Ministry of Education guidelines.	<ul style="list-style-type: none"> ● Utilise PLD opportunities as appropriate including Accord days dates to be determined. ● Departmental meetings and RELA identify changes to planning and further development needed. ● Department minutes are recorded on a template and stored centrally. ● Investigate and trial modifications to senior curriculum delivery. ● Inform parents and students of changes and updates. 	Staff attended Accord days and started planning for change. WHS part of Literacy co-requisite pilot and learnings communicated with all staff. Literacy task audit completed during pld NZ refresh has been delayed due to COVID Department minutes were not stored centrally by all departments	2 more planning days allocated for 2023. Ensure literacy and numeracy requirements are understood by teachers of all subjects to ensure students have had necessary exposure and practice at a range of literacy tasks prior to sitting corequisite assessments.
1.2 Empowering all students to be the best they can through development of our local curriculum.	<ul style="list-style-type: none"> ● Use MOE local curriculum resources to develop understanding and implementation of local curriculum. ● Identifying who in our local community can support learning areas. ● Create further opportunities to engage with community 	Local curriculum PLD delivered on a regular basis. Participated in WaimateTogether Pou project.	Further work needed here to set measurable targets for each department.

	<ul style="list-style-type: none"> • Each LA/House to implement a community related initiative • Continue to fully utilize Aoraki Development Trust • Carry out planning and PLD on development of our local curriculum. 		
Goals	Planned Actions	What happened?	Implications for 2023
1.3 Effective tracking and monitoring of all students is used to ensure clarity of progress and achievement, sound analysis and evaluation with a specific focus on literacy.	<ul style="list-style-type: none"> • Refocus Learning Teams so teachers understand our literacy data and rationale for focus. • Share Analysis of Variance with staff • Develop and implement flow chart that identifies testing times, students in below and well below categories. • Learning Support develop IEPs for all well below students, carry out further testing and implement specific interventions from IEP • Learning Support team explore possible interventions for well below students • Review literacy resources already in the school and share with teachers. • Develop use of PACT to ensure more robust and reliable data, evaluate outcomes to inform improvements • Continue to develop and imbed SOLO taxonomy and reflect this in classroom planning and assessments • Implement improved use of data and evaluation through consistent departmental data recording • Develop and implement unit cover sheet to record inclusion on key areas – values, key competencies, literacy strategies, etc • Continue to develop KAMAR parent and student portal functions 	<p>Learning teams dis-established after Term 1 because of perceived lack of efficacy.</p> <p>Extensive monitoring and planning done at end of year for all NCEA students - IEPs developed</p> <p>Literacy data shared with staff.</p> <p>Monitoring systems were developed by Learning Support to identify the specific learning needs. Tiered system introduced.</p> <p>Use of iDeal structured literacy programme in Year 7 to identify needs was expanded to include all Year 7 - 10 students</p> <p>KAMAR developed to include more student learning data and strategies for classroom teachers</p> <p>Literacy team established to manage and analyse testing results and put in</p>	<p>A comprehensive overview of data collected between Year 7 through 10 needs to be completed.</p> <p>Senior planning and tracking needs to start earlier</p> <p>Literacy group of staff meets twice per term, sharing data that is relevant as well as implementing strategies for higher rates of literacy across all levels of students. All stakeholders involved.</p>

		place strategies to raise literacy levels.	
<p>1.4 Staff PLD is aligned as appropriate with Waimate COL PLD focus and ensures our PLD is focused and empowering for all staff to be the best they can be, ensuring excellence and equity for all students.</p>	<ul style="list-style-type: none"> • PLD planning group develop plan for NCEA, Digital Technology, local curriculum development, NZ histories, cultural competencies, staff and student wellbeing • COL PLD on cultural competencies with specific focus on Hikairo Schema as well as Te Reo and Tikanga. COL Professional Learning Groups for key areas of focus, with sharing of learnings with whole staff • Develop and implement graduate profiles for key transition steps 	<p>PLD focus on literacy, local curriculum and Hikairo schema - however, no evidence to show implementation in classrooms</p> <p>Graduate profile developed with Kāhui ako</p>	<p>PLD needs to be aligned with the new strategic goals with a plan of how PLD outcomes will track into classroom practice (if applicable).</p>
Goals	Planned Actions	What happened?	Implications for 2023
<p>1.5 Waimate High School Board of Trustees develops the vision, unity and structures to ensure robust and responsive governance.</p> <p>The board, working closely with the school manages their financial responsibilities, develops and implements systems to ensure effective and timely monitoring and reporting of financial position.</p>	<ul style="list-style-type: none"> • Implement robust systems to enable the board to monitor finance • Work with solutions and Services to implement more comprehensive monitoring • Trustees are supported to understand the school finances • Board communicate openly with staff and community as appropriate • Trustees participate in professional learning opportunities as appropriate/available. • Implement School Docs for the Board Policies and support board members, staff and parents with review process. 	<p>Solutions and Services provide monthly reporting to BOT and Principal</p> <p>Finance and Property committee and regular meetings established</p> <p>School Policy review now being undertaken each term with PLD for staff</p>	<p>Some systemic improvements still needed in financial area - introduce approval max in 2023</p>

Strategic Initiative 2 Positive Culture of Learning

Waimate High School will develop and maintain a positive culture of learning, to ensure equity and excellence for all learners

Goals	Planned Actions	Actual Actions	Implications for 2023
<p>2.1 Ensure happy and enthusiastic students, staff and parents through development of wellbeing strategies.</p>	<ul style="list-style-type: none"> ● Include PLD on staff and student wellbeing ● Carry out audit to identify current wellbeing support for students ● Different themes for each term based off the 5 ways to Wellbeing ● Focus on both staff and student wellbeing ● Introduce wellbeing non-contacts for teachers ● Our main focus for the Wellbeing Plan is to implement across the six different 'branches' of wellbeing – individual staff, staff as a team, students, learning advisory, pastoral and whanau/community ● Learning Advisory Lead, COL Wellbeing Leads and SLT will work collaboratively on implementation of the Wellbeing Plan 	<p>Regularly held 'wellbeing' activities for staff, at least once per term.</p> <p>Wellbeing site launched for students with tools to help overall wellbeing</p> <p>Wellbeing@school survey issued to both students and teachers - data not unpacked</p> <p>Up to 2 personal days available for staff to take during the year if sufficient internal relief done.</p>	<p>Need to review wellbeing data to make sure findings are translated into actionable goals</p> <p>Well being activities link in with PLD plan for 2023.</p> <p>Term 1 has PPTA ban on internal relief in non contact periods. Unable to count toward personal days in term 1.</p>
<p>2.2 Continue to develop staff understanding of our bi-cultural heritage and how our cultural competencies relate to teaching and learning. Continue to develop normalisation of te reo with students and foster ways to encourage whānau</p>	<ul style="list-style-type: none"> ● Kupu of the week ● PLD on cultural tikanga that staff can implement in the classroom ● Roll out Haka with all students ● Continue to develop our range of waiata ● House Choir competition to include a compulsory waiata ● Implement a karakia for staff events ● Implement te reo for all greetings 	<p>No kapa haka group this year - no tutor/COVID</p> <p>Haka was looked at and introduced to year 7 students in PE</p> <p>Staff learned new waiata</p> <p>Assemblies started with Karakia</p>	<p>Whole school mihi whakatau</p> <p>Bi-lingual signage.</p> <p>Continuation of Karakia and Waiata at PLD.</p> <p>International food</p>

understanding.	<ul style="list-style-type: none"> ● Investigate cultural responsiveness across other priority ethnicities. ● 	<p>Introduced celebration of Samoan and Tongan language weeks. Samoan in particular with events/activities each day</p> <p>Use of Karakia and Waiata at regular staff PLD sessions.</p>	<p>evening.</p> <p>ESOL support for new overseas arrivals.</p>
Goals	Planned Actions	Actual Actions	Implications for 2023
<p>2.3</p> <p>Develop the Positive Behaviour for Learning Programme to ensure the school values are being lived by all stakeholders - respect, real honesty and responsibility</p>	<ul style="list-style-type: none"> ● Investigate and implement student representation in the PB4L process ● Investigate and implement the relationship between PB4L, pastoral, LA and COL wellbeing ● Prefects actively handing out Big As to students and involved in the delivery of certificates/badges ● Reinforcing values – targeting home/making a community connection e.g., how our values can be used at home ● Values focus each Term in LA - with a values activity focus for certain lessons. ● Junior and Senior data collected and analysed separately ● Professional Learning with staff around accurate entry of minors on KAMAR ● Whakamana te haka – give it more prominence and priority. Learning the Haka through LA/new Year 7s. Potentially rolling it out in Term 1. 	<p>Rewards extended to include differing prize milestones for Yr 9 and 10.</p> <p>Development of the behaviour matrix demonstrating how to demonstrate school values in a range of settings.</p> <p>Some rollout of Big 5 pastoral data to pastoral and staff groups. Not sustained.</p> <p>Work through PB4L action plan.</p> <p>Revision of our school values, replacing real honesty with resilience</p> <p>Some work on staff wellbeing through the PLD opportunities.</p> <p>Some refresh of the Restorative Practices model with staff. Included in PLD.</p>	<p>Formation of a PB4L student group (to replace school council?).</p> <p>One student per house to sit on the PB4L staff group.</p> <p>More integration of PB4L and Pastoral groups along with DP roles.</p> <p>PB4L budget set including an amount for Big A prizes.</p> <p>Overhaul of rewards structure.</p> <p>Whole school explicit teaching of school values via LA system.</p> <p>Revise PB4L action plan for 2023.</p> <p>Reinforcement of our ‘Resilience’ value.</p> <p>Staff and student education regarding Restorative Practices and</p>

			<p>further embedding across the entire school. Mymahi app. Student leaders how they action Big A's in new digital platform</p>
<p>2.4 Develop strong two way, open and honest communication practices with all stakeholders to ensure full engagement. Stakeholders include students, staff, parents, community, runanga, Community of Learning. Identify and engage with a range of community groups.</p> <p>Foster, nurture and develop strong links with all stakeholders to ensure a healthy and thriving school.</p>	<ul style="list-style-type: none"> • Continue to develop our use of social media • Further develop KAMAR parent and student portal • Publicise and promote the amazing things happening here with media on a regular basis • Effectively communicate positive school project outcomes and success stories. • Develop and implement graduate profiles for key transition steps • Investigate leavers' data to enable information for targeted projects to address retention. • Student voice group meets regularly to work on information from Student Wellbeing survey. • Review the operation of the student councils to ensure they are more effective. 	<p>Social Media platform has a lot more coverage Maximise parent/caregiver evenings and other opportunities.</p> <p>More reporting using email and Kamar portal. Further development and rebuilding of the school website. Survey/feedback collected from COL and community to help inform next steps for Graduate Profile</p> <p>Planning for next visit to WHS by Takudai-Ichiko HS students and staff.</p> <p>Students, staff and parental voice collected regarding school values.</p> <p>Nil operation of our student council in the 2022 year.</p>	<p>Year 7/8 Meet and Greet. Other levels Meet and Greet. International Food Evening. Look at other regular avenues of promotion to reach greater range of audience eg. print media, billboard etc More additions to the curriculum sections of the school website. Planning for 2024 visit by and to Takudai-Ichiko HS if COVID situation in Japan gets better. Investigation toward hosting International Fee Paying students. See PB4L groups as above.</p> <p>Staff member appointed to Student Council and</p>

			reshape direction of it to include PB4L
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Strategic Initiative 3 Innovative Learning Environment			
Waimate High School will develop and maintain an innovative learning environment, to ensure excellence and equity for all.			
Goals	Planned Actions	Actual Actions	Implications for 2023
3.1 Develop confidence of all learners (students and staff) in using a range of digital technology platforms, to enable working within a variety of flexible, interactive and engaging learning environments, that aligns with development of key competencies and sound pedagogy. Trial, develop and implement the new Digital Technology curriculum with	<ul style="list-style-type: none"> • Ensure PLD aligns digital technology with sound pedagogy • Document our implementation of the new Digital Technology curriculum. • Teach key competencies in relation to use of digital devices 		Encouragement for staff to include Digital Technologies in PGC's this year. Develop staff and student use of Mymahi application for a range of uses from rewards to LA and classroom teaching.

<p>the support of our Community of Learning.</p>			
<p>3.2 Implement our 10 Year Property Plan, meeting Ministry of Education funding guidelines, best practice asset management and ensuring that all property planning is aligned with effective pedagogy to achieve excellent student attainment.</p>	<ul style="list-style-type: none"> • Consult with staff about future building and development plans for property rationalization and property development. • Implement the 10 Year Property Plan 	<p>Property Plan followed</p>	<p>Work will start on modernisation of classrooms in A Block</p>

Waimate High School

Learning for Life



17th May 2023

Kiwisport is a Government funding initiative to support students participation in organised sport. During 2022, the school received total Kiwisport funding of \$5,643.48 (excluding GST).

The funding was spent on supporting our sports co-ordinator in their role.

A handwritten signature in blue ink, appearing to read 'J. Hunnikin', is positioned below the text.

Jo Hunnikin
Principal
Waimate High School