

# BAVERSTOCK OAKS SCHOOL

## ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2023

#### School Directory

**Ministry Number:** 6960

**Principal:** Genee Crowley

**School Address:** 21 Baverstock Road, Manukau, Auckland

**School Postal Address:** 21 Baverstock Road, Manukau, Auckland 2106

**School Phone:** 09 278 6741

**School Email:** [office@baverstock.school.nz](mailto:office@baverstock.school.nz)

#### Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Lucy Schwaner	Presiding Member	Elected	2025
Genee Crowley	Principal ex Officio		
Richard Ware	Parent Representative	Elected	2025
Reena Singh	Parent Representative	Elected	2025
Sanjay Govind	Parent Representative	Elected	2025
Brett Goebel	Parent Representative	Elected	2025
Andrew Flanagan	Staff Representative	Elected	2025

#### Accountant / Service Provider:

Edtech Financial Services Ltd

# **BAVERSTOCK OAKS SCHOOL**

## **Annual Financial Statements - For the year ended 31 December 2023**

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# Baverstock Oaks School

## Statement of Responsibility

For the year ended 31 December 2023

The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management (including the Principal and others, as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2023 fairly reflects the financial position and operations of the school.

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

Lucy Schwaner

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Full Name of Presiding Member

DocuSigned by:



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Signature of Presiding Member

13 June 2024

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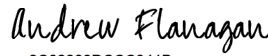
Date:

Andrew Flanagan

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Full Name of Principal

DocuSigned by:



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Signature of Principal

13 June 2024

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Date:

# Baverstock Oaks School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Revenue</b>				
Government Grants	2	6,530,713	6,413,427	6,337,095
Locally Raised Funds	3	278,219	198,200	179,223
Interest		43,648	38,790	25,854
<b>Total Revenue</b>		<b>6,852,580</b>	<b>6,650,417</b>	<b>6,542,172</b>
<b>Expense</b>				
Locally Raised Funds	3	91,654	89,400	95,208
Learning Resources	4	4,606,683	4,327,333	4,354,038
Administration	5	371,430	338,200	409,984
Interest		3,886	1,750	2,560
Property	6	1,843,557	1,859,582	1,911,992
Loss on Disposal of Property, Plant and Equipment		1,011	-	14,515
<b>Total Expense</b>		<b>6,918,221</b>	<b>6,616,265</b>	<b>6,788,297</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>(65,641)</b>	<b>34,152</b>	<b>(246,125)</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>(65,641)</b>	<b>34,152</b>	<b>(246,125)</b>

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

# Baverstock Oaks School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Equity at 1 January</b>		1,956,971	1,956,971	2,203,096
Total comprehensive revenue and expense for the year		(65,641)	34,152	(246,125)
<b>Equity at 31 December</b>		1,891,330	1,991,123	1,956,971
Accumulated comprehensive revenue and expense		1,891,330	1,991,123	1,956,971
Reserves		-	-	-
<b>Equity at 31 December</b>		1,891,330	1,991,123	1,956,971

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.

# Baverstock Oaks School

## Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	157,225	83,817	30,563
Accounts Receivable	8	345,031	312,826	312,826
GST Receivable		-	19,156	19,656
Prepayments		14,957	20,567	20,567
Investments	9	849,301	1,000,000	1,099,301
Funds Receivable for Capital Works Projects		-	-	-
		1,366,514	1,436,366	1,482,913
<b>Current Liabilities</b>				
GST Payable		9,513	-	-
Accounts Payable	11	360,936	369,682	377,133
Revenue Received in Advance	12	24,297	-	12,508
Finance Lease Liability	14	36,134	14,925	14,925
Funds held for Capital Works Projects	15	20,124	-	83,740
Funds held on behalf of School Cluster	16	35,707	-	-
		486,711	384,607	488,306
<b>Working Capital Surplus/(Deficit)</b>		879,803	1,051,759	994,607
<b>Non-current Assets</b>				
Property, Plant and Equipment	10	1,303,592	1,108,723	1,131,723
		1,303,592	1,108,723	1,131,723
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	13	182,937	164,076	164,076
Finance Lease Liability	14	109,128	5,283	5,283
		292,065	169,359	169,359
<b>Net Assets</b>		1,891,330	1,991,123	1,956,971
<b>Equity</b>		1,891,330	1,991,123	1,956,971

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

# Baverstock Oaks School

## Statement of Cash Flows

For the year ended 31 December 2023

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		1,708,330	1,629,894	1,606,931
Locally Raised Funds		244,735	196,257	190,464
International Students		53,874	(10,565)	9,391
Goods and Services Tax (net)		29,169	500	(9,901)
Payments to Employees		(1,415,307)	(1,096,200)	(1,147,365)
Payments to Suppliers		(546,322)	(632,233)	(662,678)
Interest Paid		(3,886)	(1,750)	(2,560)
Interest Received		52,814	38,790	19,787
Net cash from/(to) Operating Activities		123,407	124,693	4,069
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		(1,011)	(13,242)	-
Purchase of Property Plant & Equipment (and Intangibles)		(198,977)	(130,310)	(153,368)
Proceeds from Sale of Investments		250,000	99,301	-
Net cash from/(to) Investing Activities		50,012	(44,251)	(153,368)
<b>Cash flows from Financing Activities</b>				
Finance Lease Payments		(18,848)	56,552	(8,221)
Funds Administered on Behalf of Other Parties		(27,909)	(83,740)	91,190
Net cash from/(to) Financing Activities		(46,757)	(27,188)	82,969
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>126,662</b>	<b>53,254</b>	<b>(66,330)</b>
Cash and cash equivalents at the beginning of the year	7	30,563	30,563	96,893
<b>Cash and cash equivalents at the end of the year</b>	7	<b>157,225</b>	<b>83,817</b>	<b>30,563</b>

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

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

# Baverstock Oaks School

## Notes to the Financial Statements

For the year ended 31 December 2023

### 1. Statement of Accounting Policies

#### a) Reporting Entity

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

#### b) Basis of Preparation

##### *Reporting Period*

The financial statements have been prepared for the period 1 January 2023 to 31 December 2023 and in accordance with the requirements of the Education and Training Act 2020.

##### *Basis of Preparation*

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

##### *Financial Reporting Standards Applied*

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

##### *PBE Accounting Standards Reduced Disclosure Regime*

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

##### *Measurement Base*

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

##### *Presentation Currency*

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

##### *Specific Accounting Policies*

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



# Baverstock Oaks School

## Notes to the Financial Statements

For the year ended 31 December 2023

### ***Critical Accounting Estimates And Assumptions***

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

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

### ***Cyclical maintenance***

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

### ***Useful lives of property, plant and equipment***

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 10.

### ***Critical Judgements in Applying Accounting Policies***

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

### ***Classification of leases***

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 21.

### ***Recognition of grants***

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

# **Baverstock Oaks School**

## **Notes to the Financial Statements**

For the year ended 31 December 2023

### **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.

Teacher 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.

# Baverstock Oaks School

## Notes to the Financial Statements

For the year ended 31 December 2023

### **e) Cash and Cash Equivalents**

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

### **f) Accounts Receivable**

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

### **g) Investments**

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

### **h) Property, Plant and Equipment**

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

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

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

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

### **Finance Leases**

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

# Baverstock Oaks School

## Notes to the Financial Statements

For the year ended 31 December 2023

### **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	5-10 years
Information and communication technology	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

### **i) Impairment of Property, Plant, and Equipment**

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

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

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

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in surplus or deficit.

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

### **j) Accounts Payable**

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

# Baverstock Oaks School

## Notes to the Financial Statements

For the year ended 31 December 2023

### **k) Employee Entitlements**

#### *Short-term employee entitlements*

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

#### *Long-term employee entitlements*

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

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

### **l) Revenue Received in Advance**

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

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.

### **m) Funds Held in Trust**

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

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

### **n) Funds Held for Capital Works**

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

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

### **o) 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. The School holds sufficient funds to enable the funds to be used for their intended purpose.

# Baverstock Oaks School

## Notes to the Financial Statements

For the year ended 31 December 2023

### **p) Provision for Cyclical Maintenance**

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

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

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

### **q) 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 surplus or deficit.

### **r) Goods and Services Tax (GST)**

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

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

Commitments and contingencies are disclosed exclusive of GST.

### **s) Budget Figures**

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

### **t) Services Received In-kind**

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

# Baverstock Oaks School

## Notes to the Financial Statements

For the year ended 31 December 2023

### 2. Government Grants

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Government Grants - Ministry of Education	1,770,721	1,632,345	1,617,987
Teachers' Salaries Grants	3,289,308	3,300,000	3,200,782
Use of Land and Buildings Grants	1,469,984	1,476,082	1,517,326
Other Government Grants	700	5,000	1,000
	<u>6,530,713</u>	<u>6,413,427</u>	<u>6,337,095</u>

The school has opted in to the donations scheme for this year. Total amount received was \$98,483.

### 3. Locally Raised Funds

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

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
<b>Revenue</b>			
Donations & Bequests	20,951	25,000	21,600
Fees for Extra Curricular Activities	79,655	91,100	70,070
Trading	52,622	41,100	22,189
Fundraising & Community Grants	62,440	27,500	34,278
Other Revenue	14,255	13,500	13,477
International Student Fees	48,296	-	17,609
	<u>278,219</u>	<u>198,200</u>	<u>179,223</u>
<b>Expense</b>			
Extra Curricular Activities Costs	77,493	78,000	66,293
Trading	1,969	1,600	1,598
Fundraising and Community Grant Costs	11,654	9,800	26,614
International Student - Other Expenses	538	-	703
	<u>91,654</u>	<u>89,400</u>	<u>95,208</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>186,565</u>	<u>108,800</u>	<u>84,015</u>

# Baverstock Oaks School

## Notes to the Financial Statements

For the year ended 31 December 2023

### 4. Learning Resources

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Curricular	62,331	75,333	99,256
Equipment Repairs	954	1,000	711
Information and Communication Technology	27,481	36,000	34,703
Library Resources	5,012	5,000	4,905
Employee Benefits - Salaries	4,355,955	4,074,900	4,073,045
Staff Development	21,636	25,100	29,395
Depreciation	133,314	110,000	112,023
	<u>4,606,683</u>	<u>4,327,333</u>	<u>4,354,038</u>

### 5. Administration

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Audit Fees	7,464	7,980	7,276
Board Fees	2,305	3,500	3,295
Board Expenses	11,874	8,300	16,400
Communication	9,193	10,200	10,883
Consumables	50,968	44,000	49,702
Other	35,650	29,350	33,935
Employee Benefits - Salaries	229,791	215,300	260,953
Insurance	14,179	11,500	11,298
Service Providers, Contractors and Consultancy	10,006	8,070	16,242
	<u>371,430</u>	<u>338,200</u>	<u>409,984</u>



# Baverstock Oaks School

## Notes to the Financial Statements

For the year ended 31 December 2023

### 6. Property

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	29,142	24,500	24,118
Consultancy and Contract Services	86,894	82,500	82,353
Cyclical Maintenance	18,861	22,000	37,803
Grounds	6,702	20,000	14,435
Heat, Light and Water	69,079	57,500	63,931
Repairs and Maintenance	48,068	62,500	55,022
Use of Land and Buildings	1,469,984	1,476,082	1,517,326
Security	2,746	8,500	10,198
Employee Benefits - Salaries	112,081	106,000	106,806
	<u>1,843,557</u>	<u>1,859,582</u>	<u>1,911,992</u>

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

### 7. Cash and Cash Equivalents

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Bank Accounts	157,225	83,817	30,563
Cash and cash equivalents for Statement of Cash Flows	<u>157,225</u>	<u>83,817</u>	<u>30,563</u>

Of the \$157,225 Cash and Cash Equivalents and \$849,301 Investments, \$20,124 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2024 on Crown owned school buildings.

Of the \$157,225 Cash and Cash Equivalents and \$849,301 Investments, \$35,707 is held by the School on behalf of the Attendance Cluster. See note 16 for details of how the funding received for the cluster has been spent in the year.

# Baverstock Oaks School

## Notes to the Financial Statements

For the year ended 31 December 2023

### 8. Accounts Receivable

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget (Unaudited)</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Receivables	5,015	13,616	13,616
Receivables from the Ministry of Education	55,640	-	-
Interest Receivable	-	9,166	9,166
Teacher Salaries Grant Receivable	284,376	290,044	290,044
	<u>345,031</u>	<u>312,826</u>	<u>312,826</u>
Receivables from Exchange Transactions	5,015	22,782	22,782
Receivables from Non-Exchange Transactions	340,016	290,044	290,044
	<u>345,031</u>	<u>312,826</u>	<u>312,826</u>

### 9. Investments

The School's investment activities are classified as follows:

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget (Unaudited)</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Current Asset			
Short-term Bank Deposits	849,301	1,000,000	1,099,301
	<u>849,301</u>	<u>1,000,000</u>	<u>1,099,301</u>
Total Investments			

# Baverstock Oaks School

## Notes to the Financial Statements

For the year ended 31 December 2023

### 10. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2023</b>						
Buildings	627,603	12,984	-	-	(21,849)	<b>618,738</b>
Furniture and Equipment	284,556	85,696	-	-	(46,677)	<b>323,575</b>
Information and Communication Technology	149,806	57,855	-	-	(29,450)	<b>178,211</b>
Motor Vehicles	26,484	-	-	-	(7,945)	<b>18,539</b>
Leased Assets	18,045	146,525	-	-	(23,974)	<b>140,596</b>
Library Resources	25,229	3,133	(1,010)	-	(3,419)	<b>23,933</b>
<b>Balance at 31 December 2023</b>	<b>1,131,723</b>	<b>306,193</b>	<b>(1,010)</b>	<b>-</b>	<b>(133,314)</b>	<b>1,303,592</b>

The net carrying value of furniture and equipment held under a finance lease is \$140,596 (2022: \$18,045).

#### Restrictions

With the exception of the contractual restrictions related to the above noted finance leases, there are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	<b>2023</b> Cost or Valuation \$	<b>2023</b> Accumulated Depreciation \$	<b>2023</b> Net Book Value \$	<b>2022</b> Cost or Valuation \$	<b>2022</b> Accumulated Depreciation \$	<b>2022</b> Net Book Value \$
Buildings	904,896	(286,158)	<b>618,738</b>	891,911	(264,308)	<b>627,603</b>
Furniture and Equipment	918,484	(594,909)	<b>323,575</b>	832,789	(548,233)	<b>284,556</b>
Information and Communication Technology	275,661	(97,450)	<b>178,211</b>	217,806	(68,000)	<b>149,806</b>
Motor Vehicles	39,726	(21,187)	<b>18,539</b>	39,726	(13,242)	<b>26,484</b>
Leased Assets	162,758	(22,162)	<b>140,596</b>	56,552	(38,507)	<b>18,045</b>
Library Resources	134,151	(110,218)	<b>23,933</b>	136,483	(111,254)	<b>25,229</b>
<b>Balance at 31 December</b>	<b>2,435,676</b>	<b>(1,132,084)</b>	<b>1,303,592</b>	<b>2,175,267</b>	<b>(1,043,544)</b>	<b>1,131,723</b>

# Baverstock Oaks School

## Notes to the Financial Statements

For the year ended 31 December 2023

### 11. Accounts Payable

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Creditors	42,414	38,428	38,428
Accruals	7,980	8,256	8,256
Banking Staffing Overuse	-	-	7,451
Employee Entitlements - Salaries	288,616	301,072	301,072
Employee Entitlements - Leave Accrual	21,926	21,926	21,926
	<u>360,936</u>	<u>369,682</u>	<u>377,133</u>
Payables for Exchange Transactions	360,936	369,682	377,133
	<u>360,936</u>	<u>369,682</u>	<u>377,133</u>

The carrying value of payables approximates their fair value.

### 12. Revenue Received in Advance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
International Student Fees in Advance	16,143	-	10,565
Other Revenue in Advance	8,154	-	1,943
	<u>24,297</u>	<u>-</u>	<u>12,508</u>

### 13. Provision for Cyclical Maintenance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Provision at the Start of the Year	164,076	164,076	126,273
Increase to the Provision During the Year	18,861	22,000	37,803
Use of the Provision During the Year	-	(22,000)	-
Other Adjustments	-	-	-
Provision at the End of the Year	<u>182,937</u>	<u>164,076</u>	<u>164,076</u>
Cyclical Maintenance - Non current	182,937	164,076	164,076
	<u>182,937</u>	<u>164,076</u>	<u>164,076</u>

Per the cyclical maintenance schedule, the school is next expected to undertake painting works during 2025. This plan is based on the schools 10 Year Property plan.

# Baverstock Oaks School

## Notes to the Financial Statements

For the year ended 31 December 2023

### 14. Finance Lease Liability

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

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
No Later than One Year	47,655	14,925	16,104
Later than One Year and no Later than Five Years	127,295	5,283	7,949
Future Finance Charges	(29,688)	-	(4,025)
	<u>145,262</u>	<u>20,208</u>	<u>20,028</u>
<b>Represented by</b>			
Finance lease liability - Current	36,134	14,925	14,925
Finance lease liability - Non current	109,128	5,283	5,283
	<u>145,262</u>	<u>20,208</u>	<u>20,208</u>

### 15. Funds Held for Capital Works Projects

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

2023	Opening Balances	Receipts from MOE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
Combined Refurbishment & Hall Upgrade	83,740	-	(63,616)	-	20,124
Totals	<u>83,740</u>	<u>-</u>	<u>(63,616)</u>	<u>-</u>	<u>20,124</u>

#### Represented by:

Funds Held on Behalf of the Ministry of Education	20,124
Funds Receivable from the Ministry of Education	-

2022	Opening Balances	Receipts from MOE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
Combined Refurbishment & Hall Upgrade	-	83,740	-	-	83,740
Compost & Water	500	-	-	(500)	-
Totals	<u>500</u>	<u>83,740</u>	<u>-</u>	<u>(500)</u>	<u>83,740</u>

#### Represented by:

Funds Held on Behalf of the Ministry of Education	83,740
Funds Receivable from the Ministry of Education	-

# Baverstock Oaks School

## Notes to the Financial Statements

For the year ended 31 December 2023

### 16. Funds Held on Behalf of Attendance Cluster

Baverstock Oaks School is the lead school funded by the Ministry of Education to provide Attendance Monitoring services to its cluster of schools.

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget (Unaudited)</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Funds Held at Beginning of the Year	-	-	-
Funds Received from MOE	290,681	-	-
Total funds received	<u>290,681</u>	<u>-</u>	<u>-</u>
Funds Spent on Behalf of the Cluster	254,974	-	-
Funds Held at Year End	<u><u>35,707</u></u>	<u><u>-</u></u>	<u><u>-</u></u>

### 17. Related Party Transactions

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

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

# Baverstock Oaks School

## Notes to the Financial Statements

For the year ended 31 December 2023

### 18. Remuneration

#### Key management personnel compensation

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

	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>
<i>Board Members</i>		
Remuneration	2,305	3,295
<i>Leadership Team</i>		
Remuneration	518,354	507,563
Full-time equivalent members	4	4
Total key management personnel remuneration	520,659	510,858

There are 6 members of the Board excluding the Principal. The Board has 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

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

	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Actual</b>
	<b>\$000</b>	<b>\$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	150 - 160
Benefits and Other Emoluments	1 - 5	1 - 5
Termination Benefits	-	-

#### Other Employees

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

<b>Remuneration</b>	<b>2023</b>	<b>2022</b>
<b>\$000</b>	<b>FTE Number</b>	<b>FTE Number</b>
110 - 120	5	3
100 - 110	3	3
	8	6

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

# Baverstock Oaks School

## Notes to the Financial Statements

For the year ended 31 December 2023

### 19. Compensation and Other Benefits Upon Leaving

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

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

### 20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: nil).

#### Holidays Act Compliance – Schools Payroll

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

The Ministry continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts of specific individuals, as such, this is expected to resolve the liability for school boards.

### 21. Commitments

#### (a) Capital Commitments

At 31 December 2023, the Board had capital commitments of \$773,785 (2022: \$83,740) as a result of entering the following contracts:

Contract Name	Contract Amount \$	Spend To Date \$	Remaining Capital Commitment \$
Combined Refurbishment & Hall Upgrade	837,401	63,616	773,785
<b>Total</b>	<b>837,401</b>	<b>63,616</b>	<b>773,785</b>

#### (b) Operating Commitments

As at 31 December 2023, the Board has not entered into any contracts (2022: nil).



# Baverstock Oaks School

## Notes to the Financial Statements

For the year ended 31 December 2023

### 22. Financial Instruments

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

#### Financial assets measured at amortised cost

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Cash and Cash Equivalents	157,225	83,817	30,563
Receivables	345,031	312,826	312,826
Investments - Term Deposits	849,301	1,000,000	1,099,301
Total financial assets measured at amortised cost	<u>1,351,557</u>	<u>1,396,643</u>	<u>1,442,690</u>

#### Financial liabilities measured at amortised cost

Payables	360,936	369,682	377,133
Finance Leases	145,262	20,208	20,208
Total financial liabilities measured at amortised cost	<u>506,198</u>	<u>389,890</u>	<u>397,341</u>

### 23. Events After Balance Date

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

## Independent Auditor's Report

**RSM Hayes Audit**

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Newmarket, Auckland 1149  
Level 1, 1 Broadway  
Newmarket, Auckland 1023

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### To the readers of Baverstock Oaks School's Financial statements For the year ended 31 December 2023

The Auditor-General is the auditor of Baverstock Oaks School (the School). The Auditor-General has appointed me, Wayne Tukiri, using the staff and resources of RSM Hayes Audit, to carry out the audit of the financial statements of the School on his behalf.

### Opinion

We have audited the financial statements of the School on pages 2 to 23, that comprise the statement of financial position as at 31 December 2023, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2023; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 14 June 2024. This is the date at which our opinion is expressed.

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

### Basis of opinion

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

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

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

## Responsibilities of the Board for the financial statements

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

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

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

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020.

## Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

## Other information

The Board of Trustees is responsible for the other information. The other information includes the statement of responsibility, board member list, statement of variance, compliance with good employer requirements, kiwisport report and Te Tiriti o Waitangi, 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.

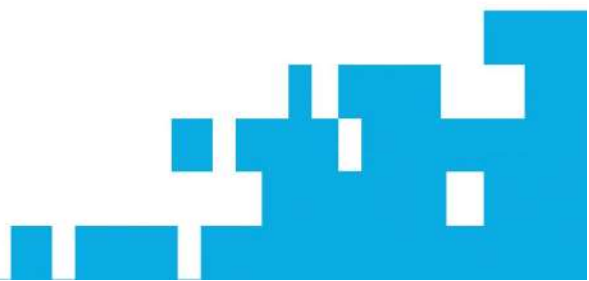
## Independence

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 Baverstock Oaks School.

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

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



## Statement of variance: progress against targets (required)

School Name:	Baverstock Oaks	School Number:	6960
Strategic Aim:	<p>Goal 1 - Curriculum Development: Implement a responsive curriculum that ensures we develop student capability</p> <p>Goal 2 - Well Being/Hauora: Building strategies so we develop an awareness of self</p> <p>Goal 3 - Leadership Capability: To foster a leadership culture in the school for all</p> <p>Goal 4 - Cultural Responsiveness: Enhance our school community's sense of identity, language, and culture</p>		
Annual Aim:	<p><u>2023 -Annual Plan</u></p> <p><u>Key Goals - these sub-goals support the big strategic aim goals:</u></p> <ul style="list-style-type: none"> <li>• Students are visible learners; they are aware of their learning needs and are able to access the curriculum so equity is achieved for all learners.</li> <li>• Grow and enact a shared understanding of Well-being for our Baverstock Oaks community</li> <li>• Grow leadership in all our school community so passions and expertise can be used to influence others and contribute to developing school-wide initiatives</li> <li>• The school environment will reflect biculturalism</li> <li>• We show we value our community's diversity</li> <li>• We believe every child has the ability to succeed</li> </ul>		
Target:	<p><u>Annual Targets</u></p> <p>Target 1: Target to move 30% of our Pasifika students to within expectation in Writing, Reading and Mathematics.</p> <p>Target 2: Target to move 30% of our Māori students to within in Writing, Reading, and Mathematics.</p> <p>Target 3: Target attendance for Māori and Pasifika students to have 70% attending above 90%</p>		
Baseline Data:	<p><b>Target 1: Pasifika Students</b></p> <p><b>Writing Data:</b></p> <p>End 2022 - 77% of students working towards 23% of students working within or above</p> <p>Mid 2023 - 70% of students working towards 30% of students working within or above</p> <p>End 2023 - 71% of students working towards 29% of students working within or above</p> <p><b>Mathematics Data:</b></p> <p>End 2022 - 55% of students working towards 45% of students working within or above</p> <p>Mid 2023 - 52% of students working towards 48% of students working within or above</p> <p>End 2023 - 60% of students working towards 40% of students working within or above</p>		

**Reading Data:**

End 2022 - 63% of students working towards 37% of students working within or above  
Mid 2023 - 54% of students working towards 46% of students working within or above  
End 2023 - 57% of students working towards 43% of students working within or above

**Target 2: Māori Students**

**Writing Data:**

End 2022 - 70% of students working towards 30% of students working within or above  
Mid 2023 - 78% of students working towards 22% of students working within or above  
End 2023 - 72% of students working towards 28% of students working within or above

**Mathematics Data:**

End 2022 - 60% of students working towards 40% of students working within or above  
Mid 2023 - 64% of students working towards 36% of students working within or above  
End 2023 - 65% of students working towards 35% of students working within or above

**Reading Data:**

End 2022 - 60% of students working towards 40% of students working within or above  
Mid 2023 - 57% of students working towards 43% of students working within or above  
End 2023 - 62% of students working towards 38% of students working within or above

**Target 3:**

**Pasifika Attendance**

End 2022 - 93% attendance below 90% 7% attendance above 90%  
Mid 2023 - 55% attendance below 90% 45% attendance above 90%  
End 2023 - 55% attendance below 45% attendance above 90%

**Māori Attendance**

End 2022 - 74% attendance below 26% 7 students above 90%  
Mid 2023 - 47% attendance below 90% 53% attendance above 90%  
End 2023 - 47% attendance below 53% attendance above 90%

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p><b>Target 1 and 2 - Pasifika and Māori achievement in Writing Mathematics and Reading.</b></p> <p>The approach we took was</p> <ul style="list-style-type: none"> <li>We made strong connections with our Pasifika and Maori families early on. We shared with these families that their child was a target student and what we hoped to achieve by the end of the year.</li> <li>Teachers were given spreadsheets with the targeted students' names and what our target was.</li> <li>The Akonga Rerekētanga (Diverse Learners) department picked up students who were in the target groups.</li> <li>We supported the Maori learners in classes by implementing Te Reo and Tikanga lessons by a specialist LA.</li> <li>Children from Māori and Pasifika cultures were encouraged to join our Junior and Senior Pasifika and Kapa Haka groups.</li> <li>We had a fia fia night where all kapa haka and Pasifika groups performed, we celebrated their cultures with an awards ceremony and had Kai including a hangi for all the families who attended.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>We utilised PLD funding to have 2 facilitators work with our staff to introduce PACT for writing. The main aim was to increase teacher pedagogy and in 2024 we will be continuing with the PLD facilitator to look at the data and identify explicit teaching to meet identified needs.</li> </ul> <p>Mathematics</p> <ul style="list-style-type: none"> <li>Maths Curriculum Leader continued inquiry maths concepts introduced over the past 2 years.</li> </ul>	<p>We have achieved our target of moving 30% of our Pasifika students in Mathematics with 40% within or above and in Reading with 43% within or above.</p> <p>In Writing 29% within or above did not reach our target.</p> <p><b>Māori</b></p> <p>We have achieved our target of moving 30% of our Māori students in Mathematics with 35% within or above and in Reading with 38% within or above.</p> <p>Writing we had 28% achieving within or above.</p> <p>PACT with the focus on Teacher knowledge we hope with a focus on AfoL that our writing data will improve for 2024.</p> <p>Mathematics Learning Support:</p> <p>This has given the students attending these classes a love of maths as the focus on developing number knowledge and confidence.</p>	<p>The focus on improving attendance has had a positive impact on why some of our students have had success this year. Unfortunately, there are still many students whose attendance is too low to expect the achievement we require.</p> <p>Many students were out due to extracurricular activities, especially with the school production.</p> <p>Interruptions and sickness among staff meant support programmes couldn't always go ahead.</p> <p>Lack of relievers and Learning Support staff taken to cover classes.</p> <p>High number of split classes especially in Terms 3 and 4 with illness and lack of relievers.</p> <p>Staff were given target groups early in the year and consistently discussed target students during whānau meetings and had spreadsheets to track progress.</p> <p>Having specified targets for small groups of students is much more effective than for large groups of students.</p>	<p>At the end of the year, we identified those students whose attendance was in the Chronic or Moderate band based on the ERO and MoE 2024 and 2026 targets for attendance. At the end of 2023, we had 60% of our students regularly. This means we have to improve those students with regular attendance by 10%.</p> <p>We will work closely with these families offering ways to support them get their child attending school regularly by</p> <ul style="list-style-type: none"> <li>continuing to provide breakfast and lunch for those students we know don't regularly have this.</li> <li>Provide uniforms for those in need through our school-run second-hand uniform shop</li> <li>Provide transport to and from school if this is a barrier.</li> <li>Utilise the Attendance Advisors who are based at our school</li> </ul> <p>We will continue with our PLD to support the effective implementation of PACT. 2023 was a year of increasing staff knowledge around the teaching of writing and 2024 will be utilising this knowledge and looking at the PACT data to identify the next steps. This will have an AFOL focus and be led by our new Strategic Goal 2 curriculum responsiveness team.</p>

<ul style="list-style-type: none"> <li>• Flexible grouping was encouraged to provide those students working below expected curriculum levels models and strategies of those more competent in mathematics</li> <li>• Set up a mathematics learning support group that included many targeted students</li> <li>• Number talks continue to be used in all classrooms</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>• Introduced Reading Together sessions for targeted students parents in Term 1.</li> <li>• Targetted students picked up for Structured Literacy to try and plug the gaps they had in their learning</li> <li>• Real focus in all classes with our 2nd year introducing structured literacy.</li> <li>• Parent open morning to show Structured Literacy in practice.</li> </ul>	<p>Reading Together:</p> <ul style="list-style-type: none"> <li>• We had 12 parents who regularly attended the programme</li> <li>• Offering babysitting meant numbers remained high.</li> <li>• Parent feedback was positive:             <ul style="list-style-type: none"> <li>• <i>"I've used the booklet a lot to remind me what to do."</i></li> <li>• <i>"Really helpful to know the class reading way and the weaknesses of my child and how I can help."</i></li> <li>• <i>"After these workshops, I've taken the pressure off and I don't get upset if he can't get them all right."</i></li> </ul> </li> </ul> <p>Structured Literacy</p> <p>Wasn't as successful this year with a change of facilitator who introduced new aspects that were different from our first-year</p> <p>Parent morning</p> <p>A pleasing turnout to the information morning with parents happy to understand the programme and the support they can give at home with the heart words etc.</p>	<p>Continue the Reading Together Programme Term 1 2024.</p> <p>Structured Literacy</p> <p>We have our original facilitator returning to work with us and our Literacy Curriculum leaders so we develop a consistent way of delivering Structured Literacy school-wide.</p>
	<p>Parents were very positive about this programme and have learned the importance of reading, to and with their children.</p>	



<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>																								
<p><b>Target 3</b> Target attendance for Māori and Pasifika students to have 70% attending above 90%</p> <p><b>Attendance Baseline Data:</b> Impacting on achievement was the high number of Pasifika and Māori students with high absenteeism. We identified the number of Pasifika and Māori students who were underachieving in 2022 and who had a lower than 90% attendance.</p> <p>We have set up a tracking sheet that weekly identifies these students' attendance, contacting parents early and engaging with Attendance Advisors who will support these students attending school.</p> <p>Each week our office staff provided us with a cumulative record of our targeted students and identified what their attendance was currently at.</p> <p>We set up breakfast and lunch clubs for many students who weren't attending due to no lunch and this not only improved attendance but also their achievement.</p> <p>We provided uniforms for students who were not attending due to not being able to buy uniforms.</p> <p>We introduce a leave request form that monitors the leave parents are requesting during term time. The principal looks at each form and states whether the leave is classified and justified or unjustified. We have a cumulative record of this now on eTAP so we can identify the parents who take students out of school during term time regularly.</p> <p>We speak about the importance of attendance and its correlation with achievement at every pre-school meeting.</p>	<p><b>Pasifika Attendance</b> The attendance data for Pasifika students provides insights into their attendance patterns over the specified periods. Here are key points to consider:  <b>High Average Attendance:</b> The overall average attendance for Pasifika students is high, with an average of 83.9% for the target group.  <b>Stability in Categories:</b> The distribution of students across attendance categories remains relatively stable over the specified periods.  <b>Majority in "90% +" Category:</b> A significant portion of Pasifika students consistently falls into the "90% +" attendance category, indicating a strong majority with high attendance rates.  <b>Target Group Average:</b> The target group of 53 students has an average attendance of 83.9%, which is higher than the overall average for Pasifika students. This suggests that, on average, the target group is performing well in terms of attendance.  <b>Minor Fluctuations:</b> There are minor fluctuations within the subcategories, but the overall patterns suggest a consistent commitment to attendance.</p> <table border="1" data-bbox="869 1153 1013 1601"> <caption>Attendance Baseline Data: Pasifika (cp)</caption> <thead> <tr> <th></th> <th>Below 90%</th> <th>90% and above</th> <th>50% - 80%</th> <th>80% - 90%</th> <th>90% +</th> </tr> </thead> <tbody> <tr> <td>End 2022 (e Students)</td> <td>45 students 93%</td> <td>13 students 7%</td> <td>22 Students 46%</td> <td>22 Students 46%</td> <td>13 Students 8%</td> </tr> <tr> <td>Mid 2023 (e Students)</td> <td>48 Students 55%</td> <td>38 Students 45%</td> <td>22 Students 26%</td> <td>25 Students 28%</td> <td>38 Students 46%</td> </tr> <tr> <td>End 2023 (e Students)</td> <td>45 Students 55%</td> <td>38 Students 45%</td> <td>22 Students 26%</td> <td>25 Students 28%</td> <td>38 Students 46%</td> </tr> </tbody> </table> <p><b>Māori Attendance</b> The attendance data for Māori students provides insights into their attendance patterns over the specified periods. Here are key points to consider:  <b>Average Attendance:</b> The average attendance for Māori students to date is 85.68%. This serves as a baseline for understanding the overall attendance performance.  <b>Stability in Categories:</b> The data shows stability in the distribution of students across attendance categories over the given periods. The majority of students consistently fall within the "90% and above" category.  <b>Target Students Average Attendance:</b> The average attendance for the identified target</p>		Below 90%	90% and above	50% - 80%	80% - 90%	90% +	End 2022 (e Students)	45 students 93%	13 students 7%	22 Students 46%	22 Students 46%	13 Students 8%	Mid 2023 (e Students)	48 Students 55%	38 Students 45%	22 Students 26%	25 Students 28%	38 Students 46%	End 2023 (e Students)	45 Students 55%	38 Students 45%	22 Students 26%	25 Students 28%	38 Students 46%	<p>Reasons for this are a close tracking of attendance, engaging these students in school activities, especially culturally responsive whānau and our breakfast club, providing uniforms, and engagement with our Attendance Advisors which has had a significant impact on this group of students.</p> <p>We provided many opportunities for our students in the Kapa Haka and Pasifika groups to perform externally. Feedback from one of the organisations where our Kapa Haka group performed.</p> <p><i>"I wanted to reach out and thank you and Baverstock Oaks School for sending such wonderful and talented Tamariki to our office last Thursday. Whaea Julie, as were we all, was really impressed with how talented the children were, how respectful they were, and how confident they were, not just with their performance but interacting with the staff afterward.</i></p> <p><i>Whaea Julie said she could not have thought of a better way for her to be sent off, not just from work but for leaving Aotearoa. The staff who attended are still and will be talking about the experience for a long. I got the impression from the children that it was a great experience for them as well, for coming into the city, seeing the outside and inside of office buildings, and meeting new people.</i></p> <p><i>Thanks to you, whaea Lisa, Mrs. Simpson, and Mrs. Thompson for bringing the children. They are an asset to your school."</i></p>	<p>Attendance is something we can never take our pulse off. Teachers need to get in touch with families early if there is a concern. We need to make strong connections with these students so they want to come to school. Identify what they like about school and ensure teachers are building strong relationships with all their students.</p> <p>See above for the initiatives we will put in place for attendance.</p> <p>We will continue with our Leave Request form hoping this will reduce the number of holidays taken during term time. Overseas holidays during term time reduce our school-wide attendance by 4-5% during peak times.</p> <p>The message regarding the importance of attendance will be shared in newsletters, at the meet the whānau evening, and during welcome chats and cohort entry meetings.</p>
	Below 90%	90% and above	50% - 80%	80% - 90%	90% +																						
End 2022 (e Students)	45 students 93%	13 students 7%	22 Students 46%	22 Students 46%	13 Students 8%																						
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group of 17 students is 85.4%, which is close to the overall average for Māori students. This suggests that, on average, the target group aligns with the broader attendance patterns. Fluctuations in Subcategories: There are fluctuations within the subcategories (50% - 80%, 80% - 90%, and below 90%) at different time points. It's important to explore the factors contributing to these fluctuations, especially in the "50% - 80%" category, which saw a slight increase at the midpoint of 2023. 53% Consistently in "90% +-" Category: A positive aspect is the consistent presence of 53% of students in the "90% +-" attendance category, indicating a strong majority with high attendance rates.

Attendance Baseline Data: Pasifika (CPI)

	Below 50%	90% and above	50% - 80%	80% - 90%	90% +
End 2022 (e Students)	45 students 93%	13 students 7%	22 Students 46%	27 Students 46%	13 Students 8%
Mid 2023 (e Students)	45 Students 55%	38 Students 45%	22 Students 26%	21 Students 28%	38 Students 46%
End 2023 (e Students)	45 Students 55%	38 Students 45%	22 Students 26%	21 Students 28%	38 Students 46%

**Planning for next year:**

- PaCT to address writing school-wide focusing on teacher practice and in turn student achievement. There will be an AfoL focus on how to take PaCT data and implement classroom programmes to address identified needs. Facilitator approved PLD 80 hours
- We have identified target students who have low attendance and will set up many systems to monitor and improve this and have identified this as one of our targets.
- Baverstock Oaks is leading the Attendance Service Howick district contract and has 4 Attendance Advisors based at our school.
- Our ESOL and Learning Support departments are going to be working in classrooms rather than withdrawing students to the Akonga Reraketanga department, this will ensure alignment in meeting needs based on classroom context. ESOL will still withdraw groups for those students in foundation levels to develop oracy.
- Fono and hui are being planned to make strong connections with our māori and Pasifika families and continue with the awards ceremony to acknowledge Leadership and Service.
- Continue with the drive to embed Structured Literacy - facilitator PLD 35 hours

## Evaluation and analysis of the school's students' progress and achievement

2023 was a year of consolidation as for the first time in three years we had a full school year of teaching.

Our community is one of rich diversity with 50% of our students having English as their second language.

Our community is made up of the following ethnic groups:

26% Indian, 21% Chinese, 11% Southeast Asian, 7% Other, 5% New Zealand Māori, 5% New Zealand European, 5% Samoan, 5% Other Asian, 3% Other European, 2% Fijian, 2% Tongan.

In 2023 we had a total of 290 ESOL funded students -

Migrants: 96

New Zealand born: 188

Refugee background: 6.

### Responding to Cultural and Language Diversity

- Through the Kāhui Ako there has been a strong focus on inclusive practice. The leaders of the Kahui Ako attended a Leadership day at our local marae Umupuia to learn more about the local area and how we can give effect to te Tiriti o Waitangi.
- A te reo Māori learning assistant goes into classrooms to teach te reo.
- The school has kapa haka, Pasifika and Korean drumming groups, and language weeks are recognised throughout the year where students are encouraged to dress up in that week's cultural celebration.
- Head of our ESOL Akonga Rerekētanga Department has established a Heritage Language Hui this year where each ethnic group is given a space (one group per week) to engage with each other in their heritage language every Friday at lunchtime. Children speak their language and play games together. We have 22 different cultures we will celebrate during the Heritage Hui over the year.
- The Principal and Head of the Akonga Rerekētanga department established Parent Morning Teas where whānau from different ethnic groups meet, korero and interact with each other. This has been particularly successful as new families are given space to connect and network with each other.
- Due to an increase in refugee students attending Baverstock Oaks School assistance has been sought from Senior Advisor: Migrant and Refugee Support, for a bilingual support worker to assist with new refugee background learners and their whānau.

### Attendance:

- We have identified that the majority of our underachieving students who do not have English as a second language often have attendance issues.
- In 2023 we identified 20 students who had chronic attendance (less than 70%) and 45 students had moderate attendance (70-80%). Staff have been informed of these students so they can be monitored weekly and support given to families to ensure their children attend school regularly. The Principal wrote personalised letters to all the parents of the chronically absent students offering support and requesting meetings so school and home could work together to improve attendance rates and achievement for 2024.
- Parents continue to take students out of school for overseas trips during term time. While we support one off trips to connect with whānau overseas we are not supporting those families who do this on a regular basis.
- We have introduced a Leave Request form that must be seen and approved by the principal. This form identifies the child's attendance record and any previous trips taken during term time. These are now recorded on our SMS for tracking and monitoring.
- In 2023 our percentage of students attending regularly (students who attend 90%+) was 60% this is 10% below the MoE target for 2024.

### Neuro Diversity

- We continue to have an increasing number of students who require additional support. In 2023 we had 9 students receiving ORS funding, 1 Very high, 7 High and 1 High Health. As well as this we had 4 students receiving LSF. Of concern was the number of students with high needs with no additional resourcing. We referred 18 students to the RTLB service, made 1 ORS application and made numerous referrals for IRF. Two children came from ECE with outstanding ORS applications that failed. We had 3 ICS students and 1 on the waitlist.
- We have set up two te whānau awihina groups one for our older students and one for our younger students where students with the highest needs are withdrawn from class for a block each day. In this block under the guidance and supervision of an experienced teacher, Learning Assistants create a differentiated programme to meet identified IEP goals. The programme consists of life skills, music therapy, movement and dance, te reo, construction and other activities to meet individualised needs.
- We continue to see many 5 year olds entering schools inadequately prepared for learning. Some have had no ECE experience and many show difficulty in socially interacting with others and being in a position to concentrate on learning.

### Gifted and Talented

- In 2023 we funded a three day gifted and Talented programme. This teacher worked with our gifted students in literacy numeracy, and digital technology. Focus was also given to preparing these students for external mathematics and technology competitions between other schools, Mathex and Epro8. Our Mathex team came 2nd in our local cluster competition the best result we have had and our Epro8 teams made it to the Auckland finals.

## Mid to EOY comparison 2023

### Whole School

MID YEAR DATA 2023	EOY DATA 2023
<u>Reading:</u> Working Towards – 37% Working Within – 48% Working Above – 15%	<u>Reading:</u> Working Towards – 34% Working Within – 43% Working Above – 23%
<u>Writing:</u> Working Towards – 58% Working Within – 39% Working Above – 3%	<u>Writing:</u> Working Towards – 54% Working Within – 39% Working Above – 7%
<u>Maths:</u> Working Towards – 33% Working Within – 50% Working Above – 17%	<u>Maths:</u> Working Towards – 30% Working Within – 49% Working Above – 21%

### Evaluation and Analysis

#### Mathematics: 2023

At mid year we had 67% of students achieving within or above standard for mathematics, this is now sitting at 70% of students achieving within or above standard . There has been a big increase also in the above category from 17% above mid year to 21% above.

Mathematics in the context of the significant interruption to learning is actually not tracking too badly. Our Māori cohort is of specific concern.

With the intensive maths inquiry PLD over the last few years, this has probably helped sustain the mathematical progress. Maths has also been a big focus with getting coherency and alignment in all school wide mathematical curriculum and assessment documentation.

We had a clear framework for the sustainability of inquiry mathematics which has been implemented this year. This assisted in keeping the traction and momentum going that was gained during the PLD. In some ways this is the most important part of the PLD journey, it's the sustainability plan that will embed the culture of inquiry maths into our maths programmes.

The pedagogy of maths inquiry is very transferable to other areas, the skill acquired by teachers to be able to build on students' thinking and using talk moves is being used in other areas. This is really pleasing to see.



Mathematics is in a very good place at Baverstock Oaks, we have best practice and our curriculum delivery aligns with evidence based practice.

### **Reading: 2023**

The data for reading achievement at Baverstock Oaks School for 2023 reflects two key factors that continue to have a significant impact on our pursuit of excellence. Our very large student ESOL population remains an extremely welcome component of our school as they bring the character and diversity which makes our school so special. Without any doubt, the spread of these children across all the age levels within our school means that attaining the levels of reading data we would like to present remains a significant challenge.

Attendance from many of our target students creates a substantial impediment to their individual progress and this affects the cohort data and the data of the whole school. Baverstock Oaks School has placed very significant resources into improving attendance at our school and while the overall data is relatively good, those students most needing the support in reading are often those not in attendance regularly enough to improve their capacity for achievement.

The Structured Literacy Approach for our Years 1 -3 students continues to deliver a lift in student achievement among our very youngest students. The Critical Literacy pedagogy is certainly guiding our teachers in best practice for the teaching and learning of reading.

This report again reflects the importance of attendance at school to encourage, support and deliver key learning to our students. We look forward to a continuation of embedding best practice and to encourage the best attendance possible for our most in need students and these actions produce increasingly positive results in the future.

### **Writing: 2023**

The writing performance data provides a comprehensive overview of our students' progress throughout the academic year. At mid-year, 42% of students achieved within or above the standard for writing, a figure that grew to 46% by the end of the year, indicating positive growth. Moreover, a significant improvement was noted, with 58% of students working towards the expected level, reflecting a 4% increase from mid-year.

The positive trajectory in overall performance suggests that the school's initiatives, including professional development utilising the Learning Progression Framework and PAcT, have likely had a positive impact on teaching practices and student learning outcomes. Notably, the increase in the percentage of students meeting the writing standard is indicative of progress compared to the previous year.

Addressing gender disparities, at mid-year, a noticeable gap existed, with 51% of girls achieving within or above the standard compared to 41% of boys. Despite progress, girls continued to outperform boys. Recognising this, the school is committed to narrowing this gap through professional development leveraging the Learning Progression Framework and targeted strategies. By year-end, the gender gap slightly narrowed, with 58% of girls and 44% of boys achieving within or above the expected level.

Examining performance trajectories from Year 1 to Year 6, the data indicates significant progress, with a balanced distribution of students achieving the "Within and Above" standard by Year 6. Targeted support during early years proves crucial in aiding students' transition to higher writing standards. The commitment to professional development, continuous monitoring, and personalised approaches contributes to this overall improvement.

Regarding student groups, MELAA and Maori students, closely followed by the Pasifika group, had the highest number working towards their expected curriculum level in writing. Notably, the Asian ethnic group exhibited significant improvement, with 59% achieving within or above, despite many being English Language Learners. This reflects an improvement from mid-year, where 79% (now 72%) of Maori students, 72% (now 66%) of Pasifika students, and 71% (now 69%) of MELAA students were working towards their expected levels.

In summary, the comprehensive analysis of writing performance data showcases positive growth, targeted interventions, and a commitment to addressing disparities, ultimately contributing to an environment of continuous improvement and support for all students.



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"Learning to Grow; Growing to Learn"

February 2023

Kiwisport is a Government funding initiative to support students' participation in organised sports.

In 2023, the school received a total of \$9,932 (excluding GST). The funding was spent to increase participation in sporting activities, particularly giving children the opportunity to try out sports which they otherwise may not have access to. The goal in relation to this has been achieved.

## Baverstock Oaks School

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

The following questions address key aspects of compliance with a good employer policy:

<b>Reporting on the principles of being a Good Employer</b>	
How have you met your obligations to provide good and safe working conditions?	<i>We have completed the Health and Safety ERO compliance sheet and presented this at the September 14 2023 Board meeting.</i>
What is in your equal employment opportunities programme?  How have you been fulfilling this programme?	<i>Each year we gather EEO data collection on all staff using the sheet in our School Docs policy. The data from this is collated and an annual EEO report is provided to the Board of Trustees (March 16 2023 BoT meeting).</i>
How do you practise an impartial selection of suitably qualified persons for an appointment?	<i>We follow the NZSTA recruitment process. All positions are advertised externally using the Education gazette online. Criteria are determined for each position and applicants are marked using these criteria. This formulates our shortlist. Interviews are conducted with at least 2 staff members. The Principal is in all recruitment interviews. Referee checks are completed on all interviewees.</i>
How are you recognising,  <ul style="list-style-type: none"> <li>- The aims and aspirations of Maori,</li> <li>- The employment requirements of Maori, and</li> <li>- Greater involvement of Maori in the Education service?</li> </ul>	<i>This is identified in our criteria and questions are asked in the interview process on how the needs of our priority groups are met. We look for skills in this area knowing the need to honour Te Tiriti o Waitangi. We utilise our LA who takes our Kapa Haka and Pasifika groups and does Te Reo and Tikanga in the classroom. This is delivered with the teacher present to ensure they have adequate professional development in this area. All staff have viewed the unteach racism series throughout the year in their whānau meetings.</i>
How have you enhanced the abilities of individual employees?	<i>All our staff are able to go on PD courses that relate to a professional learning goal they have for that year or if they need a course to upskill them in dealing with a learning or behaviour issue in their class. We hold weekly meetings with upskilling and learning opportunities. Our Learning Assistants are provided learning PD opportunities and we are utilising the funding provided this year for each Learning Assistant to go on courses they are interested in because they will upskill them in the current role they have.</i>
How are you recognising the employment requirements of women?	<i>We always appoint applicants based on the best skills and do not employ them based on gender.</i>

How are you recognising the employment requirements of persons with disabilities?	<i>Our school is well established to cater for all disabilities and we have not discriminated in the recruitment process due to any personal disabilities. They are asked in recruitment information packs if they have a health concern that could impact their ability to do their job. Staff who are Type 1 diabetes have ticked this and we have employed them.</i>
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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:

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

Genée Crowley  
Tumuaki/Principal



**Baverstock Oaks School**  
**Te Tiriti o Waitangi and Te Ao Māori**  
**Giving Effect to Te Tiriti O Waitangi Strategic Plan 2024-2025**

**Te Tiriti o Waitangi and Te Ao Māori**

We acknowledge Ngai tai Iwi as mana whenua and value developing a relationship with Iwi, hapu and whānau. We acknowledge our local iwi Umupuia as tangata whenua of our local area.

Baverstock Oaks School values its responsibilities under Te Tiriti o Waitangi to the principles of partnership, participation and protection, and deeply values the relationship with whānau and mana whenua/iwi/hapu.

The Board and staff of Baverstock Oak School are committed to;

- working to ensure their plans, policies and local curriculum reflect local Tikanga Māori, mātauranga Māori and te ao Māori
- taking all reasonable steps to make instruction available in Tikanga Māori and te reo Māori
- achieving equitable outcomes for Māori students

Ways that Baverstock Oak School values and gives effect to the principles in Te Tiriti o Waitangi include;

- All Baverstock Oak School students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga. A Learning Assistant capable in Te Reo Māori and knowledgeable in Tikanga and the local mana whenua delivers lessons to all classes and teachers are present to increase their knowledge. Their learning is reinforced with their class between delivered lessons. If a parent requests a higher level of Te Reo Māori, the staff will explore opportunities that may include guiding whanau to visit local schools with bilingual classes/Māori medium education.
- Learning partnership hui between whānau and class teachers throughout the year where kaiako-teachers and whānau collaboratively identify priorities for learning and pathways to ensure success for ākonga-learners. All staff believe and expect that all learners will succeed. Identified areas in the NELPs have been selected to ensure we are meeting National guidelines:
  - Using families and their expertise in the school setting
  - Modelling correct pronunciation of names, for all children
  - Teachers learning more kupu for use in the classroom
  - Continuing and embedding beyond surface level, through repetition
  - Regular hui with our community
  - Children understanding why Māori language is important to us as New Zealanders
- Strategic review and planning with whānau via our whānau roopu. Termly hui. Strategic planning of the success of Māori in our Strategic and Annual plans that reflects the aspirations of whānau, iwi/hapu, ākonga-learners, kaiako-teachers, the Board and the NZC.
- In 2023, Baverstock Oaks School will continue to work with the Flatbush 7 through the Māori Strategy group to make strong connections with Ngāi Tai and whānau to develop a kaupapa and curriculum that implements the elements of this model.
- Mihi Whakatau pōwhiri to welcome new whānau and ākonga-learners to school - Manaakitanga and whānaungatanga. This occurs at the beginning of each term.
  - At the welcome pōwhiri the manuhiri (visitors) are called on by a kaikaranga who begins the Karanga, to which the manuhiri kaikaranga responds to. The manuhiri moves up slowly behind the kaikaranga. The Karanga will continue until the manuhiri reaches the front of the hall.
  - One of our male student leaders will address the manuhiri beginning with sharing our school pepeha:

Baverstock Oaks School  
 Learning to Grow; Growing to Learn  
 Whakatipu te ako; Whakaako te tipu  
 Ko Kohukohunui te maunga  
 (Hunua ranges is the mountain)  
 Ko Wairoa te awa  
 (Hunua to Maraetai is the river)  
 Ko Tainui te waka  
 (Tainui is the canoe)

Ko Flat bush te whenua  
(Flat bush is the land)  
Ko Ngai tai te iwi  
(Ngai tai is the tribe)  
Ko Baverstock Oaks te kura  
(Baverstock Oaks is the school)

- After the Whaikorero, the school will sing a waiata to complement the whaikōrero, expressing identity, broaching responsibility for, and the significance of our place.
  - This will then give entitlement for our manuhiri to speak. At the conclusion of their speech, they too, will then sing to support their speaker. If they do not have a song, the school will sing for them another one of our chosen powhiri waiata.
- Daily karakia happens during BNN, our morning TV show. Every meeting with staff and BoT begins and ends with a karakia.
  - Whakatauki is used to reflect the meaning of the identified Strategic Goals.
  - The curriculum focuses on learning for all ākonga-learners through whānaungatanga, manaakitanga, tuakana-teina, ako, tangata whenuatanga. A curriculum focus on kaitiakitanga, Aroha, and mana for people and environment, past, present, and future.
  - Learning for all ākonga-learners connected to people and places. Local history, pakiwaitara (method or skill of transmitting traditional knowledge), etc.
  - Ongoing PLD for staff to increase their understanding and skill in te reo me ōnā tikanga Māori, tangata whenuatanga, local history and Te Tiriti o Waitangi.
  - Baverstock Oaks School annually provides a venue for Te Wānanga o Aotearoa courses held in the evenings for our kaiako and our community.
  - Working with ECEs and Year 6 akonga's future schools for the effective transition of our ākonga-learners from one setting to another
  - Specialist teacher for Kapa Haka and te reo Maori enrichment. Kapa Haka Roopu open to all ākonga-learners.
  - Celebration of Matariki as a community - Hāngi, learning focus.
  - All staff have written their personal pepeha and these are in a welcome book in the front office and displayed in classrooms.
  - Our Kahui Ako focus is on Āheitanga (developing capabilities at transition points across the students' schooling). These capabilities are broken down into four key areas. Communication and Collaboration, Awareness of Self and Others, Adaptive and Productive Thinker and Culturally and Socially Responsive. The 4th capability has a real focus on the understanding of Te Reo, Tikanga and Te Tiriti O Waitangi. As well as this there is a real focus on understanding individual turangawaewae, the history of Aotearoa, and being open and responsive to other people's perspectives, languages and culture.
  - A research project was undertaken by senior students to look at possible names for our houses to reflect Aotearoa. The options were presented to staff, students and our community for voting. The new names represented birds of our area with meanings behind their choice:
    - **Kiwi** : (Orange) They are a symbol of NZ and unique to our country. Kiwi are endangered and have to fight for survival against predators. Kiwi would remind us that it is cool to be unique. It can also remind them to be strong and try hard even when things are tough.
    - **Kea**: (Green) It's also known as the New Zealand mountain parrot – the only true alpine parrot in the world. Keas are known to be intelligent and curious which is vital to their survival. We want children at our school to be curious about our world and intelligent as well.
    - **Ruru**: (Yellow) They have the power to protect, warn and advise. In Maori tradition, the Ruru was often seen as a watchful guardian. Ruru would remind students to protect one another and the environment.



- **Tui:** (Blue) are important pollinators of many native trees and will fly large distances, they also have a loud, beautiful song which is easily recognisable. Tui's are one of the most intelligent birds in the world and we want all akonga in our school to develop their intelligence.

- A mural and Flags were created to represent the new house names.



- Two further murals were commissioned, the first to represent the whenua of our school - the Hunua landscape and waterway, framed by mighty kauri, with the koru pattern acknowledging the Mana Whenua, and the birds and sunrise representing students ascending towards their bright futures!



- The second is to represent the cultures that make up our rich cultural diversity.