



# ASHGROVE SCHOOL

## ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2023

#### School Directory

<b>Ministry Number:</b>	3284
<b>Principal:</b>	Leon Van't Veen
<b>School Address:</b>	48 Seddon Street Rangiora 7400
<b>School Phone:</b>	(03) 313 8552
<b>School Email:</b>	<a href="mailto:admin@ashgrove.school.nz">admin@ashgrove.school.nz</a>

**Accountant / Service Provider:**

89 Nazareth Avenue  
Christchurch  
Ph: 03 338 4444



# ASHGROVE SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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# ASHGROVE SCHOOL

## Members of the Board

For the year ended 31 December 2023

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Steven Benney	Presiding Member	Re-Elected 2023	Nov 2026
Leon Van't Veen	Principal ex Officio		
Mel Eaton	Parent Representative	Elected Sep 2022	Sep 2025
Jason King	Parent Representative	Re-Elected Sep 2022	Sep 2025
Gerard Christie	Parent Representative	Elected Sep 2022	Sep 2025
David Hopkins	Parent Representative	Elected Nov 2023	Nov 2026
Christopher Hawes	Parent Representative	Elected Nov 2023	Nov 2026
Leanne Speirs	Parent Representative	Re-Elected Nov 2020	Nov 2023
Sera Woods	Parent Representative	Elected Nov 2020	Nov 2023
Andrea Woolford	Staff Representative	Re-Elected Sep 2022	Sep 2025

# ASHGROVE 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.

Steven Benney

Full Name of Presiding Member

Signed by:  
*Steven Benney*  
55DC0D3BB6934E24

Signature of Presiding Member

06/06/2024

Date:

Leon Van't Veen

Full Name of Principal

Signed by:  
*Leon Van't Veen*  
DA530883A1273813

Signature of Principal

06/06/2024

Date:

# ASHGROVE SCHOOL

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

		2023	2023	2022
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Revenue</b>				
Government Grants	2	4,101,295	3,934,718	3,718,922
Locally Raised Funds	3	135,286	74,900	175,319
Interest		11,952	500	1,543
<b>Total Revenue</b>		<b>4,248,533</b>	<b>4,010,118</b>	<b>3,895,784</b>
<b>Expense</b>				
Locally Raised Funds	3	88,644	89,300	96,096
Learning Resources	4	2,826,730	2,700,909	2,581,837
Administration	5	256,411	226,810	245,876
Interest		1,928	6,138	9,005
Property	6	995,115	983,864	876,558
Loss on Disposal of Property, Plant and Equipment		181	-	383
<b>Total Expense</b>		<b>4,169,009</b>	<b>4,007,021</b>	<b>3,809,755</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>79,524</b>	<b>3,097</b>	<b>86,029</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>79,524</b>	<b>3,097</b>	<b>86,029</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.

# ASHGROVE 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>		487,857	487,857	401,828
Total comprehensive revenue and expense for the year		79,524	3,097	86,029
Contribution - Furniture and Equipment Grant		34,473	-	-
<b>Equity at 31 December</b>		601,854	490,954	487,857
Accumulated comprehensive revenue and expense		601,854	490,954	487,857
<b>Equity at 31 December</b>		601,854	490,954	487,857

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.

# ASHGROVE 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	492,342	360,790	159,612
Accounts Receivable	8	207,886	207,886	238,879
GST Receivable		(6,638)	(6,638)	10,279
Prepayments		9,518	9,518	12,428
Funds Receivable for Capital Works Projects	15	14,150	-	146,425
		<u>717,258</u>	<u>571,556</u>	<u>567,623</u>
<b>Current Liabilities</b>				
Accounts Payable	10	216,003	216,003	229,360
Revenue Received in Advance	11	19,825	-	3,717
Provision for Cyclical Maintenance	12	14,871	14,871	7,116
Painting Contract Liability	13	7,470	7,470	6,118
Finance Lease Liability	14	51,836	51,836	69,373
Funds held for Capital Works Projects	15	99,996	-	82,243
		<u>410,001</u>	<u>290,180</u>	<u>397,927</u>
<b>Working Capital Surplus/(Deficit)</b>		<b>307,257</b>	<b>281,376</b>	<b>169,698</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	9	383,742	298,723	410,068
		<u>383,742</u>	<u>298,723</u>	<u>410,068</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	12	27,956	27,956	53,116
Painting Contract Liability	13	7,972	7,972	3,992
Finance Lease Liability	14	53,217	53,217	34,801
		<u>89,145</u>	<u>89,145</u>	<u>91,909</u>
<b>Net Assets</b>		<u><u>601,854</u></u>	<u><u>490,954</u></u>	<u><u>487,857</u></u>
<b>Equity</b>		<u><u>601,854</u></u>	<u><u>490,954</u></u>	<u><u>487,857</u></u>

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

# ASHGROVE 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		985,317	807,605	905,046
Locally Raised Funds		174,439	105,363	121,096
Goods and Services Tax (net)		16,917	16,917	11,128
Payments to Employees		(526,610)	(393,259)	(490,001)
Payments to Suppliers		(420,858)	(394,871)	(336,034)
Interest Paid		(1,928)	(6,138)	(9,005)
Interest Received		11,952	500	1,543
Net cash from/(to) Operating Activities		239,229	136,117	203,773
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(16,126)	-	(109,274)
Net cash from/(to) Investing Activities		(16,126)	-	(109,274)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		34,473	-	
Finance Lease Payments		(74,874)	879	(12,954)
Painting Contract Payments		-	-	(9,488)
Funds Administered on Behalf of Other Parties		150,028	64,182	(8,283)
Net cash from/(to) Financing Activities		109,627	65,061	(30,725)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>332,730</b>	<b>201,178</b>	<b>63,774</b>
Cash and cash equivalents at the beginning of the year	7	159,612	159,612	95,838
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>492,342</b>	<b>360,790</b>	<b>159,612</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.

# ASHGROVE SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2023

#### 1. Statement of Accounting Policies

##### **a) Reporting Entity**

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

##### **b) Basis of Preparation**

###### **Reporting Period**

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

###### **Basis of Preparation**

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

###### **Financial Reporting Standards Applied**

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

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

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

###### **Measurement Base**

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

###### **Presentation Currency**

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

###### **Specific Accounting Policies**

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

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

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

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

###### **Cyclical maintenance**

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 12.

###### **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 9.

### **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 19.

#### **Recognition of grants**

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

### **c) Revenue Recognition**

#### **Government Grants**

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

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

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

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

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

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

#### **Other Grants where conditions exist**

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

#### **Donations, Gifts and Bequests**

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

#### **Interest Revenue**

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

### **d) Operating Lease Payments**

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

### **e) 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.

#### **f) 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.

#### **g) 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.

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

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

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

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

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

#### **Finance Leases**

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

#### **Depreciation**

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

The estimated useful lives of the assets are:

Building improvements	10–75 years
Board Owned Buildings	10–75 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

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

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

##### **Non cash generating assets**

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

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

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information. The valuation is based on [details of the valuer's approach to determining market value (i.e. what valuation techniques have been employed, comparison to recent market transaction etc.)].

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

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

#### **j) Accounts Payable**

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

#### **k) Employee Entitlements**

##### *Short-term employee entitlements*

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

##### *Long-term employee entitlements*

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

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

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

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

#### **m) Funds held 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.

**n) 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.

**o) Financial Instruments**

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

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

**p) 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.

**q) Budget Figures**

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

**x) Services received in-kind**

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

## 2. Government Grants

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	929,343	783,982	825,080
Teachers' Salaries Grants	2,328,472	2,328,472	2,142,762
Use of Land and Buildings Grants	796,264	796,264	673,188
Other Government Grants	47,216	26,000	77,892
	<u>4,101,295</u>	<u>3,934,718</u>	<u>3,718,922</u>

The school has opted in to the donations scheme for this year. Total amount received was \$65,963.

## 3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Revenue</b>			
Donations & Bequests	11,384	-	49,351
Curriculum related Activities - Purchase of goods and services	1,804	-	-
Fees for Extra Curricular Activities	88,747	62,100	107,157
Other Revenue	33,351	12,800	18,811
	<u>135,286</u>	<u>74,900</u>	<u>175,319</u>
<b>Expense</b>			
Extra Curricular Activities Costs	88,644	89,300	96,096
	<u>88,644</u>	<u>89,300</u>	<u>96,096</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>46,642</u>	<u>(14,400)</u>	<u>79,223</u>

## 4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	33,593	37,758	28,165
Information and Communication Technology	18,257	19,800	17,956
Library Resources	735	1,750	(1,383)
Employee Benefits - Salaries	2,637,747	2,505,106	2,408,541
Staff Development	16,373	25,150	13,769
Depreciation	120,025	111,345	114,789
	<u>2,826,730</u>	<u>2,700,909</u>	<u>2,581,837</u>

## 5. Administration

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Audit Fees	6,064	5,000	5,519
Board Fees	4,450	3,500	3,790
Board Expenses	11,994	2,300	7,696
Communication	3,252	3,400	4,343
Consumables	4,054	2,000	1,724
Operating Leases	13,418	9,500	9,626
Other	34,899	21,400	22,727
Employee Benefits - Salaries	155,441	161,310	169,064
Insurance	8,407	7,200	7,596
Service Providers, Contractors and Consultancy	14,432	11,200	13,791
	<u>256,411</u>	<u>226,810</u>	<u>245,876</u>

## 6. Property

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Caretaking and Cleaning Consumables	7,365	11,800	13,947
Consultancy and Contract Services	60,573	54,000	71,229
Cyclical Maintenance	(1,855)	9,500	8,453
Heat, Light and Water	22,025	23,500	24,476
Rates	9,464	9,300	8,907
Repairs and Maintenance	30,287	15,000	15,950
Use of Land and Buildings	796,264	796,264	673,188
Security	5,913	6,000	6,170
Employee Benefits - Salaries	65,079	58,500	54,238
	<u>995,115</u>	<u>983,864</u>	<u>876,558</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	492,342	360,790	159,612
Cash and cash equivalents for Statement of Cash Flows	<u>492,342</u>	<u>360,790</u>	<u>159,612</u>

Of the \$492,342 Cash and Cash Equivalents, \$99,996 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 \$492,342 Cash and Cash Equivalents, \$19,825 unspent grant funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

## 8. Accounts Receivable

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Receivables	21,917	21,917	56,097
Teacher Salaries Grant Receivable	185,969	185,969	182,782
	<u>207,886</u>	<u>207,886</u>	<u>238,879</u>
Receivables from Exchange Transactions	21,917	21,917	56,097
Receivables from Non-Exchange Transactions	185,969	185,969	182,782
	<u>207,886</u>	<u>207,886</u>	<u>238,879</u>

## 9. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Buildings	85,449				(5,100)	<b>80,349</b>
Furniture and Equipment	166,863	17,745			(29,036)	<b>155,572</b>
Information and Communication Technology	40,059				(12,106)	<b>27,953</b>
Leased Assets	103,244	75,753			(71,951)	<b>107,046</b>
Library Resources	14,453	381	(181)		(1,832)	<b>12,821</b>
<b>Balance at 31 December 2023</b>	<u>410,068</u>	<u>93,878</u>	<u>(181)</u>	<u>-</u>	<u>(120,025)</u>	<u><b>383,740</b></u>

### Restrictions

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

	2023 Cost or Valuation	2023 Accumulated Depreciation	2023 Net Book Value	2022 Cost or Valuation	2022 Accumulated Depreciation	2022 Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	160,535	(80,185)	<b>80,350</b>	160,535	(75,086)	<b>85,449</b>
Furniture and Equipment	561,145	(405,573)	<b>155,572</b>	543,400	(376,537)	<b>166,863</b>
Information and Communication Technology	199,955	(172,002)	<b>27,953</b>	199,955	(159,896)	<b>40,059</b>
Leased Assets	190,344	(83,298)	<b>107,046</b>	228,324	(125,080)	<b>103,244</b>
Library Resources	96,514	(83,693)	<b>12,821</b>	97,354	(82,901)	<b>14,453</b>
<b>Balance at 31 December 2023</b>	<u>1,208,493</u>	<u>(824,751)</u>	<u><b>383,742</b></u>	<u>1,229,568</u>	<u>(819,500)</u>	<u><b>410,068</b></u>

## 10. Accounts Payable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Creditors	10,740	10,740	28,456
Accruals	6,714	6,714	6,350
Banking Staffing Overuse	2,794	2,794	2,377
Employee Entitlements - Salaries	185,969	185,969	182,782
Employee Entitlements - Leave Accrual	9,786	9,786	9,395
	<u>216,003</u>	<u>216,003</u>	<u>229,360</u>
Payables for Exchange Transactions	216,003	216,003	229,360
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)			
Payables for Non-exchange Transactions - Other			
	<u>216,003</u>	<u>216,003</u>	<u>229,360</u>

The carrying value of payables approximates their fair value.

## 11. Revenue Received in Advance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Grants in Advance - Ministry of Education	11,135	-	-
Other revenue in Advance	8,690	-	3,717
	<u>19,825</u>	<u>-</u>	<u>3,717</u>

## 12. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	60,232	56,389	61,889
Increase to the Provision During the Year	(1,855)	9,500	8,453
Other Adjustments	(15,550)	(23,062)	(10,110)
Provision at the End of the Year	<u>42,827</u>	<u>42,827</u>	<u>60,232</u>
Cyclical Maintenance - Current	14,871	14,871	7,116
Cyclical Maintenance - Non current	27,956	27,956	53,116
	<u>42,827</u>	<u>42,827</u>	<u>60,232</u>

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 Year Property plan prepared by a Ministry Engaged Consultant and other source of evidence.

### 13. Painting Contract Liability

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Due within one year	7,470	7,470	6,118
Due after one year	7,972	7,972	3,992
	15,442	15,442	10,110

In 2022 the Board signed an agreement with Programmed Maintenance for an agreed programme of work covering a four years year period. The programme provides for an interior and exterior repaint of the Ministry owned buildings in 2023, with regular maintenance in subsequent years. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

### 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	55,155	55,155	71,987
Later than One Year and no Later than Five Years	55,253	55,253	37,082
Future Finance Charges	(5,354)	(5,354)	(4,895)
	105,053	105,053	104,174
	51,836	51,836	69,373
	53,217	53,217	34,801
	105,053	105,053	104,174

#### Represented by

Finance lease liability - Current  
Finance lease liability - Non current

### 15. Funds Held for Capital Works Projects

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

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Pihinga Upgrade - Project number 214370	(14,600)		14,600		-
Mahuri Heatpumps - Project number 214370	80,000	(80,000)			-
Turepo Upgrade - Project number 221918	(109,859)	145,872	(36,013)		-
Drainage Project - Project number 221914	2,230		(2,230)		-
Beehive Refurbishment - Project number 219184	13		(13)		-
Heatpump, library lighting, LSC Acoustic - Project numb	(21,966)	68,872	(46,906)		-
Block 1,2: Roof Replacement - Project number 244212	-		(1,800)		(1,800)
Block 1 Toilet & Office Upgrade - Project number 24421	-		(12,350)		(12,350)
Security Cameras - Project number 244214	-	51,002	(1,600)		49,402
Lighting Upgrade - Project number 244216	-	52,194	(1,600)		50,594
Totals	(64,182)	237,940	(87,912)	-	85,846

#### Represented by:

Funds Held on Behalf of the Ministry of Education 99,996  
Funds Receivable from the Ministry of Education 14,150

2022	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Pihinga Upgrade - Project number 214370	(14,600)				(14,600)
Mahuri Heatpumps - Project number 214370	80,000				80,000
Turepo Upgrade - Project number 221918	(90,992)	14,837	(33,704)		(109,859)
Drainage Project - Project number 221914	(30,320)	34,752	(2,202)		2,230
Beehive Refurbishment - Project number 219184	13				13
Heatpump, library lighting, LSC Acoustic - Project number 221918			(21,966)		(21,966)
Totals	<u>(55,899)</u>	<u>49,589</u>	<u>(57,872)</u>	<u>-</u>	<u>(64,182)</u>

**Represented by:**

Funds Held on Behalf of the Ministry of Education	82,243
Funds Receivable from the Ministry of Education	146,425

Actual \$	Budget (Unaudited) \$	Actual \$
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**16. Related Party Transactions**

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

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

**17. Remuneration**

*Key management personnel compensation*

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	4,450	3,790
<i>Leadership Team</i>		
Remuneration	402,525	477,639
Full-time equivalent members	3	4
Total key management personnel remuneration	<u>406,975</u>	<u>481,429</u>

There are 8 members of the Board excluding the Principal. The Board had held 9 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### Principal 1

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	150 - 160
Benefits and Other Emoluments	0 - 5	0 - 5
Termination Benefits	-	-

### Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100 - 110	3.00	1.00
110 - 120	2.00	2.00
180 - 190		1.00
	<u>5.00</u>	<u>4.00</u>

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

## 18. Contingencies

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

### Holidays Act Compliance – schools payroll

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

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

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

## 19. Commitments

### (a) Capital Commitments

At 31 December 2023, the Board had capital commitments of \$0.0 (2022:\$82,243) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
Block 1,2: Roof Replacement	232050	1,800	230,250
Block 1 Toilet & Office Upgrade	72792	12,350	60,442
Security Cameras	56669	1,600	55,069
Lighting Upgrade	57993	1,600	56,393
<b>Total</b>	<b>419,504</b>	<b>17,350</b>	<b>402,154</b>

### (b) Operating Commitments

As at 31 December 2023, the Board has entered into no contracts.

## 20. 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

	<b>2023 Actual</b>	<b>2023 Budget (Unaudited)</b>	<b>2022 Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Cash and Cash Equivalents	492,342	360,790	159,612
Receivables	207,886	207,886	238,879
Total financial assets measured at amortised cost	<u>700,228</u>	<u>568,676</u>	<u>398,491</u>

### Financial liabilities measured at amortised cost

Payables	216,003	216,003	229,360
Finance Leases	105,053	105,053	104,174
Painting Contract Liability	15,442	15,442	10,110
Total financial liabilities measured at amortised cost	<u>336,498</u>	<u>336,498</u>	<u>343,644</u>

## 21. Events After Balance Date

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

# Statement of Variance Reporting



<b>School Name:</b>	Ashgrove	<b>School Number:</b>	3284
<b>Strategic Aim:</b>	Design outstanding ako and deliver high quality whakaako to provide multiple opportunities for ākonga to thrive.		
<b>Target:</b>	<p>To move 10 Year 6 students identified in 2022 as working 'towards expectation' to working 'at expectation'.</p> <p>There was a small group of three students who have ICS funding having daily sessions with Learning Assistant and teacher within the class programme. These students were not part of the target group.</p> <p>Two students who were identified as below left the school.</p>		
<b>Baseline Data:</b>	<p>84% of all ākonga are achieving at or above kura expectations in Mathematics (82% in 2021)</p> <p>80% of ākonga who identify as Māori are achieving at or above kura expectations in Mathematics</p> <p>85% of all male ākonga are achieving at or above kura expectations for Mathematics</p> <p>83% of all female ākonga are achieving at or above school expectations for Mathematics</p> <p>15 students in year 5 were assessed at below expectation. This was the highest number across the school.</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>Key points that contributed to the improved achievement of these students.</p> <ul style="list-style-type: none"> <li>● Comprehensive assessment at the start of the programme, identifying clear next steps.</li> <li>● Individual or small group (2 - 4 students) sessions with Numeracy lead teacher targeting key areas and next steps in term 2.</li> <li>● Small group (2 - 4 students) sessions with Learning Assistant targeting next steps and basic facts, in term 3.</li> <li>● Small group (3 students) sessions with Learning Assistant targeting fractions in term 4.</li> </ul>	<p>All students were working at Stage 4 or below at the start of 2023.</p> <p>None of the students moved from 'below expectation' to 'at expectation' although these target students made significant progress.</p> <p>To give this some context, current expectations at Ashgrove School have students on Stage 4 / End of Level 1 being at expectation at the end of Year 2.</p> <p>Many of these students moved through several stages during 2023 from Stage 4 to:</p> <p><u>Addition/Subtraction</u>  Stage 6 (early) 8 students  Stage 5 2 students</p> <p><u>Multiplication/Division</u>  Stage 6 (early) 3 students  Stage 5 7 students</p> <p><u>Proportions/Ratios</u>  Stage 6 (early) 5 students  Stage 5 2 students  Stage 4/ Further support 3 students</p>	<p>All of the students made accelerated progress due to the interventions.</p> <p>50% of the students moved through 4 stages in each area: addition/subtraction, multiplication//division and proportions and ratios.</p> <p>The strategies that were effective:</p> <ul style="list-style-type: none"> <li>● Initial clear assessment of next steps and this being discussed and worked on with the student, often one to one.</li> <li>● Very small groups with clear targets taken regularly twice each week.</li> <li>● Encouragement from teachers and learning assistants.</li> </ul>	<p>This programme was effective for these students.</p> <p>There was a considerable difference between the student knowledge and understanding of proportions and ratios when compared to addition/subtraction, multiplication//division. We will ensure we incorporate increased opportunities for building knowledge and understanding in proportions and ratios.</p>

There was a noticeable shift in the self efficacy and engagement of these students. This was particularly evident in their attitude and motivation during the summative assessment.

**Planning for next year:**

There needs to be more alignment between our current mathematics programme and the assessments being used. This will be an area to target for 2024.

# Analysis of Variance Reporting



<b>School Name:</b>	Ashgrove School	<b>School Number:</b>	3284
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<b>Strategic Aim:</b>	To design outstanding ako and deliver high quality teaching to provide multiple opportunities for ākonga to thrive										
<b>Annual Aim:</b>	To raise student learning and achievement in Maths and Literacy										
<b>Target:</b>	Literacy - To raise overall student achievement in Year 3 Reading by 10%										
<b>Baseline Data:</b>	<p>Year 2 (Year 3's in 2023) Reading data at the end of 2022:</p> <table border="1"> <thead> <tr> <th></th> <th style="background-color: #e6e6e6;">Reading</th> </tr> <tr> <th></th> <th style="background-color: #c0c0c0;">End of Year 2 2022</th> </tr> </thead> <tbody> <tr> <td><b>Working at and above</b></td> <td>18 (47%)</td> </tr> <tr> <td><b>Towards</b></td> <td>20 (53%) <input type="text" value=""/></td> </tr> <tr> <td><b>Total</b></td> <td style="background-color: #e6e6e6;"><b>38</b></td> </tr> </tbody> </table>		Reading		End of Year 2 2022	<b>Working at and above</b>	18 (47%)	<b>Towards</b>	20 (53%) <input type="text" value=""/>	<b>Total</b>	<b>38</b>
	Reading										
	End of Year 2 2022										
<b>Working at and above</b>	18 (47%)										
<b>Towards</b>	20 (53%) <input type="text" value=""/>										
<b>Total</b>	<b>38</b>										

<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>The Year 3/4 team continued to teach Reading using Structured Literacy. This involves whole class and small group SL teaching and learning.</p> <p>Students who were identified as working towards school expectations in Reading were involved in whole class and small group teaching at their SL level. A target group of 20 students engaged in 3x extra lessons a week with an Learning Assistant, focused on playing specifically designed SL games and learning around SL.</p>	<table border="1" data-bbox="555 344 1319 549"> <thead> <tr> <th></th> <th colspan="3">Reading</th> </tr> <tr> <th></th> <th>End of Year 2 2022</th> <th>End Year 3 2023</th> <th>Achievement variation</th> </tr> </thead> <tbody> <tr> <td>Working at and above</td> <td>18 (47%)</td> <td>32 (70%)</td> <td>+23%</td> </tr> <tr> <td>Towards</td> <td>20 (53%)</td> <td>14 (30%)</td> <td>-23%</td> </tr> <tr> <td>Total</td> <td>38</td> <td>46</td> <td></td> </tr> </tbody> </table> <p>The Year 3 cohort have significantly raised their achievement in reading, with 23% more students working at or above school expectations.</p> <p>At the start of term 1 2023, 20 (53%) Year 3 students were identified as underachieving in Reading, working towards school expectations.</p> <ul style="list-style-type: none"> <li>• 12 of these are students are female and 9 are male students</li> <li>• Five students identify and NZ Māori, one student identifies as Chinese (ESOL), two identify as Indian and 14 identify as NZ European/Pākehā</li> <li>• One of these students is an ORS student</li> </ul> <p>9/20 target students have moved off Structured Literacy and are now working at curriculum level 2. The remaining 12 have all progressed, moving 1-6 Structured Literacy Levels.</p>		Reading				End of Year 2 2022	End Year 3 2023	Achievement variation	Working at and above	18 (47%)	32 (70%)	+23%	Towards	20 (53%)	14 (30%)	-23%	Total	38	46		<p>The implementation of Structured Literacy has been highly successful. Teachers are confident and are becoming highly skilled teaching using this approach and students are learning and progressing through the stages at a good pace. Students know the routine, know what is coming and the explicit teaching of grapheme and phoneme knowledge is excellent. By putting in tier 3 support (i.e. extra support with a LA for targeted students), students are having the best opportunity to achieve.</p> <p>Extra support for the students through additional learning with Learning Assistants.</p>	<p>We will continue on our Structured Literacy journey. As this approach to teaching literacy is deeply embedded in the Year 0-2 team, we anticipate that overtime students will come through to Year 3 and 4 with less gaps and more reading skills, which can be built upon.</p> <p>The SL approach to teaching reading will continue as a varied approach through whole class, small group, independent and support from and LA to ensure students are getting exposure to the knowledge and skills required in a variety of ways.</p> <p>Using DIBELS assessment to identify needs early on in the students literacy journey and implement interventions etc where appropriate</p>
	Reading																						
	End of Year 2 2022	End Year 3 2023	Achievement variation																				
Working at and above	18 (47%)	32 (70%)	+23%																				
Towards	20 (53%)	14 (30%)	-23%																				
Total	38	46																					
<b>Planning for next year:</b>																							
<ul style="list-style-type: none"> <li>• To refine our use of DIBELS to identify students early on who are at risk on not meeting school expectations and providing support where needed</li> </ul>																							

# Tātaritanga raraunga





Growing Together For Success

# ASHGROVE SCHOOL

48 Seddon Street  
Rangiora 7400  
Phone: 03 313 8552

Email: [admin@ashgrove.school.nz](mailto:admin@ashgrove.school.nz)  
Website: [www.ashgrove.school.nz](http://www.ashgrove.school.nz)

9<sup>th</sup> May 2024

Re: Kiwisport Funding

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2023, Ashgrove School received \$6,475.32 excluding GST.

The money was used to fund the services of the North Canterbury Sports Academy that provided tutors in teaching the Ashgrove students across the school, sporting skills in various winter and summer sporting codes.

The number of students that participated in organised sport was 459.

A handwritten signature in blue ink, appearing to read "Leon Van't Veen".

Leon Van't Veen  
Principal



RESPECT

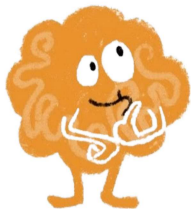
whakaute

# HONOURING TE TIRITI O WAITANGI

‘Every child has a story to tell, experiences to share, values that underpin how they act and react. At Ashgrove School, it is our job to ensure our kete is well stocked and up to date, and that all ākonga are supported and valued’



At Ashgrove...



we see...

Equitable integration of Mātauranga Māori (Māori knowledge) into learning content

Te Reo Māori in content on the website, Facebook and in newsletters

Signs are both in English and Te Reo Māori around our kura

Equitable representation of things Māori and non-Māori in our physical environment

Greetings in Te Reo Māori and Pepeha/mihi when welcoming others

Te Reo Māori being naturally integrated into learning and conversations between teachers and students

NZ History being taught in our kura from both Māori and a non-Māori perspective

Integration of tikanga Māori appropriate to local contexts – karakia, waiata, whakatauki, mihi whakatau

Communication between the community, whānau and students is meaningful, ongoing, reciprocal and transparent

we hear...



A shared decision making process with whānau, our community and iwi is embedded.

Māori students are empowered to have their gifts nurtured and grown

Māori students learning through and about their own culture and being empowered to be successful as Māori

Te Reo Māori has status and mana by being valued and actively revitalized

Our STAR values being lived – ratonga (Service), whakapono (Trust), wairua (Keep Learning), whakaute (respect), takohanga (responsibility)



we feel...

**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>	
<p>How have you met your obligations to provide good and safe working conditions?</p>	<p>Policies and procedures followed</p> <p>Strategic goal is Hauora (Wellbeing for staff and students)</p> <p>Warm family feeling at the school which is commented regularly by visitors and staff</p> <p>Hauora is at the heart of Ashgrove School.</p> <p>We actively recognise and build ākonga character strengths and seek to improve our tamariki wellbeing through the 5 ways of wellbeing; <b>Connect, Be Active, Take Notice, Keep Learning</b> and <b>Give</b> - our Ashgrove Whētu Hauora model.</p> <p>We teach skills to support the development of emotional and mental wellbeing and help our ākonga to navigate through life's challenges.</p> <p>Our goal - for our ākonga and kaimahi to feel good and function well to ultimately be engaged in their ako.</p>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p>We have a policy but not a programme</p>
<p>How do you practise impartial selection of suitably qualified persons for appointment?</p>	<p>We follow our school policies and procedures around appointments</p>
<p>How are you recognising,</p> <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>	<p>At Ashgrove School we realise and understand that cultural diversity is a celebration, and we are committed to recognising, embracing and encouraging this within classes, teams, throughout our kura and within our wider kura hapori.</p> <p><b>We will be guided by the following national education priorities:</b></p> <ul style="list-style-type: none"> <li>• Increased participation and success by Māori through the advancement of Māori education initiatives, including in Te Reo Māori consistent with the articles of Te Tiriti o Waitangi and Ka Hikitia Ka-Hapaitia</li> <li>• Respect for the diverse and cultural heritage of NZ people, with acknowledgment of the unique place Māori, and New Zealand's role in the Pacific and as a member of the international community of nations.</li> </ul>

	<p>We acknowledge we have a commitment to Te Tiriti O Waitangi - as outlined in <a href="#">Code of Professional Responsibility and Standards</a>.</p> <p>The school curriculum will encourage ākonga to understand and respect the different cultures which make up New Zealand society.</p> <p>It will ensure that the experiences, cultural traditions, histories, and languages of all New Zealanders are recognised and valued. At Ashgrove we will do this by utilising a specialist Aotearoa New Zealand Histories / Te Reo Teacher to give this mahi the mana it deserves. Our plans and policies will be implemented in ways that are sensitive to the cultural backgrounds and values of individual tamariki and their whānau.</p> <p><b>We will cater for cultural diversity by:</b></p> <ul style="list-style-type: none"> <li>• Being aware of and empathetic toward the range of different cultures and groups within the kura</li> <li>• Ensuring kura programmes recognise and respect the cultural diversity of the kura hapori.</li> <li>• Developing a localised curriculum and cultural narrative that connects us with our local hapori and iwi and reflects our expectations and aspirations.</li> </ul>
How have you enhanced the abilities of individual employees?	<p>Ongoing PLD within and outside school</p> <p>Kahui Ako groups and strategic teams</p>
How are you recognising the employment requirements of women?	<p>We recognise diversity in our school</p> <p>We look after our people regardless of gender or sexual orientation</p>
How are you recognising the employment requirements of persons with disabilities?	<p>We recognise diversity in our school</p> <p>EAP provided if needed</p> <p>Through our Hauora strategic goal mental wellbeing and resilience are at the heart of what we focus on</p>

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	✓	
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?		✓