

EAST TAMAKI SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number: 1264

Principal: Sarah Mirams

School Address: 196 Preston Road, Otara Auckland

School Postal Address: P O BOX 58035, Botany Manukau 2163

School Phone: 09-274-9246

School Email: office@easttamaki.school.nz

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Miriama Cameron	Chairperson	Elected Aug 22	2025
Sarah Mirams	Principal		2025
Tangi Namulauulu	Board Member	Elected Aug 22	2025
Roshni Sidhwa	Board (Staff) Member	Elected Aug 22	Apr-23
Angela Didier	Board (Staff) Member	Elected June 23	2025

Accountant / Service Provider:

M & M Accounting and Business Consultants Limited

EAST TAMAKI SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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East Tamaki 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.

Miriama Cameron

Full Name of Presiding Member

Sarah Mirams

Full Name of Principal

Signed by:

Miriama Cameron

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Signature of Presiding Member

Signed by:

Sarah Mirams

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Signature of Principal

01 September 2024

Date:

29 August 2024

Date:

East Tamaki School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue				
Government Grants	2	2,033,502	1,799,445	2,147,474
Locally Raised Funds	3	35,376	42,000	26,315
Interest		20,489	5,000	7,423
Total Revenue		2,089,367	1,846,445	2,181,212
Expense				
Locally Raised Funds	3	6,282	16,000	28,211
Learning Resources	4	1,376,214	1,147,300	1,334,055
Administration	5	180,484	172,200	163,607
Interest		3,725	4,000	2,457
Property	6	499,707	653,000	600,946
Loss on Disposal of Property, Plant and Equipment		3,132	-	-
Total Expense		2,069,544	1,992,500	2,129,276
Net Surplus / (Deficit) for the year		19,823	(146,055)	51,936
Total Comprehensive Revenue and Expense for the Year		19,823	(146,055)	51,936

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

East Tamaki School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		911,843	911,838	859,907
Total comprehensive revenue and expense for the year		19,823	(146,055)	51,936
Contributions from / (Distributions to) the Ministry of Education		-	-	-
Contribution - Furniture and Equipment Grant		-	-	-
Equity at 31 December		931,666	765,783	911,843
Accumulated comprehensive revenue and expense		931,666	765,783	911,843
Equity at 31 December		931,666	765,783	911,843

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.

East Tamaki School

Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets				
Cash and Cash Equivalents	7	218,710	124,793	409,690
Accounts Receivable	8	84,578	127,000	127,594
GST Receivable		4,783	-	-
Prepayments		3,652	3,000	3,192
Inventories	9	25,881	15,000	16,693
Investments	10	250,000	250,000	250,000
Funds Receivable for Capital Works Projects	16	2,100	-	-
		<u>589,704</u>	<u>519,793</u>	<u>807,169</u>
Current Liabilities				
GST Payable		-	15,000	17,231
Accounts Payable	12	130,201	138,650	138,574
Revenue Received in Advance	13	25,216	5,000	20,831
Provision for Cyclical Maintenance	14	91,667	31,775	2,863
Finance Lease Liability	15	20,388	14,192	13,617
Funds held for Capital Works Projects	16	-	-	113,129
		<u>267,472</u>	<u>204,617</u>	<u>306,245</u>
Working Capital Surplus/(Deficit)		322,232	315,176	500,924
Non-current Assets				
Property, Plant and Equipment	11	656,668	661,292	638,297
		<u>656,668</u>	<u>661,292</u>	<u>638,297</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	34,094	203,400	212,840
Finance Lease Liability	15	13,145	7,285	14,539
		<u>47,239</u>	<u>210,685</u>	<u>227,379</u>
Net Assets		<u><u>931,666</u></u>	<u><u>765,783</u></u>	<u><u>911,839</u></u>
Equity		<u><u>931,666</u></u>	<u><u>765,783</u></u>	<u><u>911,843</u></u>

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

East Tamaki School

Statement of Cash Flows

For the year ended 31 December 2023

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash flows from Operating Activities				
Government Grants		731,063	605,412	704,969
Locally Raised Funds		39,761	26,169	44,134
Goods and Services Tax (net)		(22,014)	(2,231)	21,118
Payments to Employees		(332,894)	(322,705)	(279,973)
Payments to Suppliers		(339,487)	(289,590)	(279,141)
Interest Paid		(3,725)	(4,000)	(2,457)
Interest Received		18,209	5,855	5,526
Net cash from/(to) Operating Activities		90,913	18,910	214,176
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(145,875)	(177,999)	(96,926)
Net cash from/(to) Investing Activities		(145,875)	(177,999)	(96,926)
Cash flows from Financing Activities				
Finance Lease Payments		(20,787)	(12,679)	(8,196)
Funds Administered on Behalf of Other Parties		(115,229)	(113,129)	124,871
Net cash from/(to) Financing Activities		(136,016)	(125,808)	116,675
Net increase/(decrease) in cash and cash equivalents		(190,978)	(284,897)	233,925
Cash and cash equivalents at the beginning of the year	7	409,690	409,690	175,765
Cash and cash equivalents at the end of the year	7	218,710	124,793	409,690

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.

East Tamaki School

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

East Tamaki 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 14.

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 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.

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.

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) Inventories

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

i) 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.

j) 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	5–33 years
Furniture and equipment	5–10 years
Information and communication technology	3-10 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

k) 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.

l) 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.

m) Revenue Received in Advance

Revenue received in advance relates to fees received from grants received from Trusts 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.

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) 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 13 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.

p) 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.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

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.

q) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

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.

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.

2. Government Grants

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	688,094	607,445	705,719
Teachers' Salaries Grants	960,590	742,000	995,069
Use of Land and Buildings Grants	384,818	450,000	446,686
	2,033,502	1,799,445	2,147,474

The school has opted in to the donations scheme for this year. Total amount received for the 2023 year was \$27,433

3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue			
Donations & Bequests	21,044	30,000	12,017
Trading	8,869	9,700	10,490
Fundraising & Community Grants	884	2,000	801
Other Revenue	4,579	300	3,007
	35,376	42,000	26,315
Expense			
Extra Curricular Activities Costs	3,529	4,000	1,507
Trading	1,618	9,500	23,625
Other Locally Raised Funds Expenditure	1,135	2,500	3,079
	6,282	16,000	28,211
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	29,094	26,000	(1,896)

4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	53,866	47,900	40,277
Library Resources	-	400	577
Employee Benefits - Salaries	1,152,864	927,000	1,122,234
Staff Development	18,952	11,000	10,928
Depreciation	150,532	161,000	160,039
	1,376,214	1,147,300	1,334,055

5. Administration

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fees	6,870	8,650	8,400
Board Fees	1,960	3,000	2,575
Board Expenses	2,046	3,000	3,909
Communication	2,326	2,000	1,867
Consumables	15,406	12,000	11,129
Operating Leases	2,196	-	-
Other	23,538	20,600	21,523
Employee Benefits - Salaries	103,428	96,200	90,965
Insurance	4,307	8,500	5,130
Service Providers, Contractors and Consultancy	18,407	18,250	18,109
	<u>180,484</u>	<u>172,200</u>	<u>163,607</u>

6. Property

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	12,586	9,000	7,589
Consultancy and Contract Services	48,943	42,000	41,840
Cyclical Maintenance	(89,942)	27,500	(17,444)
Grounds	5,290	10,000	7,510
Heat, Light and Water	23,743	19,000	21,110
Repairs and Maintenance	60,185	36,500	43,355
Use of Land and Buildings	384,818	450,000	446,686
Security	16,127	14,000	11,807
Employee Benefits - Salaries	37,957	45,000	38,493
	<u>499,707</u>	<u>653,000</u>	<u>600,946</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	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	218,710	124,793	409,690
Cash and cash equivalents for Statement of Cash Flows	<u>218,710</u>	<u>124,793</u>	<u>409,690</u>

8. Accounts Receivable

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Interest Receivable	5,135	2,000	2,855
Banking Staffing Underuse	-	45,000	42,969
Teacher Salaries Grant Receivable	79,443	80,000	81,770
	<u>84,578</u>	<u>127,000</u>	<u>127,594</u>
Receivables from Exchange Transactions	5,135	2,000	2,855
Receivables from Non-Exchange Transactions	79,443	125,000	124,739
	<u>84,578</u>	<u>127,000</u>	<u>127,594</u>

9. Inventories

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	1,281	1,500	2,077
School Uniforms	24,600	13,500	14,616
Canteen	-	-	-
	<u>25,881</u>	<u>15,000</u>	<u>16,693</u>

10. Investments

The School's investment activities are classified as follows:

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	250,000	250,000	250,000
	<u>250,000</u>	<u>250,000</u>	<u>250,000</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Buildings	379,049	90,435	-	-	(53,977)	415,507
Furniture and Equipment	165,552	55,357	(470)	-	(57,625)	162,814
Information and Communication Technology	46,411	-	(2,662)	-	(20,153)	23,596
Leased Assets	28,044	26,164	-	-	(17,041)	37,167
Library Resources	19,241	79	-	-	(1,736)	17,584
Balance at 31 Dec 2023	<u>638,297</u>	<u>172,035</u>	<u>(3,132)</u>	<u>-</u>	<u>(150,532)</u>	<u>656,668</u>

The net carrying value of assets held under a finance lease is 2023: \$ 37,162 (2022: \$28,044).

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	1,247,658	(832,151)	415,507	1,157,223	(778,174)	379,049
Furniture and Equipment	881,217	(718,399)	162,818	832,497	(666,945)	165,552
Information and Communication Technology	410,080	(386,483)	23,597	419,684	(373,273)	46,411
Leased Assets	70,304	(33,142)	37,162	44,145	(16,101)	28,044
Library Resources	77,909	(60,325)	17,584	77,830	(58,589)	19,241
Balance at 31 Dec 2023	2,687,168	(2,030,500)	656,668	2,531,379	(1,893,082)	638,297

12. Accounts Payable

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	10,738	15,000	16,898
Accruals	7,750	8,650	8,400
Banking Staffing Overuse	9,699	-	-
Employee Entitlements - Salaries	97,952	108,000	107,599
Employee Entitlements - Leave Accrual	4,062	7,000	5,676
	130,201	138,650	138,573
Payables for Exchange Transactions	130,201	138,650	138,573
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	130,201	138,650	138,573

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Other revenue in Advance	25,216	5,000	20,831
	25,216	5,000	20,831

14. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	215,703	212,840	233,147
Adjustment to the Provision During the Year	(89,942)	22,335	(17,444)
Provision at the End of the Year	<u>125,761</u>	<u>235,175</u>	<u>215,703</u>
Cyclical Maintenance - Current	91,667	31,775	2,863
Cyclical Maintenance - Non current	34,094	203,400	212,840
	<u>125,761</u>	<u>235,175</u>	<u>215,703</u>

15. Finance Lease Liability

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	22,587	16,000	15,559
Later than One Year and no Later than Five Years	13,830	8,000	15,452
Later than Five Years	(2,884)	(2,523)	(2,855)
Future Finance Charges			
	<u>33,533</u>	<u>21,477</u>	<u>28,156</u>
Represented by			
Finance lease liability - Current	20,388	14,192	13,617
Finance lease liability - Non current	13,145	7,285	14,539
	<u>33,533</u>	<u>21,477</u>	<u>28,156</u>

16. Funds Held for Capital Works Projects

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

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Block 2	113,129	308,365	(506,328)	84,834	-
Asbestos Removal	-	-	(2,100)	-	(2,100)
School Re-key Project	-	26,736	(26,736)	-	-
Totals	<u>113,129</u>	<u>335,101</u>	<u>(535,164)</u>	<u>84,834</u>	<u>(2,100)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(2,100)

	2022	Opening Balances	Receipts from MOE	Payments	Board Contributions	Closing Balances
		\$	\$	\$	\$	\$
SIP Mural	Completed	(627)	-	-	627	-
SIP Landscaping Block 2	Completed	(11,113)			11,113	-
	In Progress		177,800	(64,671)		113,129
Totals		(11,740)	177,800	(64,671)	11,740	113,129

Represented by:

Funds Held on Behalf of the Ministry of Education	113,129
Funds Receivable from the Ministry of Education	-

17. Related Party Transactions

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

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

18. Remuneration

Key management personnel compensation

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

	2023 Actual	2022 Actual
	\$	\$
<i>Board Members</i>		
Remuneration	9	9
	1,960	2,575
<i>Leadership Team</i>		
Remuneration	288,158	280,356
Full-time equivalent members	2	2
Total key management personnel remuneration	290,118	282,931

There are 4 members of the Board excluding the Principal. The Board has held 9 full meetings of the Board in the year.

Principal 1

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

	2023	2022
	Actual	Actual
	\$000	\$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160-170	160-170
Benefits and Other Emoluments	3-4	3-4
Termination Benefits	-	-

Other Employees

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

Remuneration	2023	2022
\$000	FTE Number	FTE Number
100-110	2.00	-
110-120	-	1.00
	<u>2.00</u>	<u>1.00</u>

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

19. Compensation and Other Benefits Upon Leaving

There is no 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.

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: Same).

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

There are no Capital Commitments for the year 2023. (2022 \$90,000 for board contribution for caretaker shed. (estimated project value of \$514,277).

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	218,710	124,793	409,690
Receivables	84,578	127,000	127,594
Investments - Term Deposits	250,000	250,000	250,000
Total financial assets measured at amortised cost	553,288	501,793	787,284

Financial liabilities measured at amortised cost

Payables	130,201	138,650	138,573
Finance Leases	33,533	21,477	28,156
Total financial liabilities measured at amortised cost	163,734	160,127	166,729

23. Events After Balance Date

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

24. Comparatives

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

Independent Auditor's Report

To the readers of East Tamaki School's Financial statements For the year ended 31 December 2023

RSM Hayes Audit

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

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The Auditor-General is the auditor of East Tamaki 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 19, 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 2 September 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 report, effect to Te Tiriti o Waitangi report and kiwisport report, 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 East Tamaki 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





Analysis of Variance Reporting



School Name:	East Tāmaki School	School Number:	1264
Strategic Aim:	Accelerated achievement in Pāngarau		
Annual Aim:	By the end of 2023 teachers have accelerated student achievement so more ākonga are achieving at and above the curriculum level expectations in Pāngarau.		
Target:	To accelerate the achievement levels in years 3 - 5 so that ākonga are able to reach curriculum level expectations through targeted intervention programmes.		
Baseline Data:	At the end of 2022 69.2% of ākonga were at or above curriculum level expectations. 16.2% of ākonga were below, 17.3% just below, 49.7% at, and 16.8% above curriculum level expectations. 16.8% of male ākonga were below, 14% just below, 51.4% at, and 17.8% above curriculum level expectations. 15.2% of female ākonga were below, 22.7% just below, 47% at, and 15.2% above curriculum level expectations.		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Facilitate staff PLD on the revised Mathematics and Statistics curriculum.</p> <ul style="list-style-type: none"> ■ Meeting all teachers. ■ Working in junior school/senior school. ■ Familiarisation, old curriculum, new curriculum – similarities, differences. ■ Revise planning templates to include understand, know and do. ■ Revise overview to incorporate progress outcomes from Te Mātaiaho – mathematics and statistics. ■ Revise next steps sheets ■ Support staff to understand that the Common Practice Model will outline principles and evidence-informed pedagogical approaches to underpin teaching and learning for maths and statistics within <i>Te Mātaiaho</i>. <p>Use culturally sustaining pedagogies. Oversee the daily teaching of mathematics and statistics for one hour five days a week.</p>	<p>At the end of 2023 59.5% of ākonga were at or above curriculum level expectations.</p> <p>27% of ākonga were below, 13.5% just below, 41.1% at, and 18.4% above curriculum level expectations.</p> <p>31.3% of male ākonga were below, 10.8% just below, 41% at, and 16.9% above curriculum level expectations.</p> <p>20.7% of female ākonga were below, 13.5% just below, 41.1% at, and 18.4% above curriculum level expectations.</p>	<p>Our data for 2023 was based on interim benchmarks – these were reduced levels to allow us to measure ākonga success from where they were post covid lockdowns.</p> <p>Ākonga progress was affected by continued disruptions to learning in previous years. We continue to work with ākonga and their whānau to accelerate learning progress.</p> <p>The end of year outcomes without the interim benchmarks would have been:</p> <p>27% at or above, 13.5% just below, 59.5% below.</p> <p>Recovery post covid is progressing. Our year 1-3 ākonga results for 2023 have 74% achieving at or above curriculum level expectations. The results for our year 4 – 6 ākonga continue to improve each year.</p>	<p>Oversee the daily teaching of mathematics and statistics for one hour five days a week.</p> <p>Ensure planning is evidence informed and it addresses gaps in learning as well as provides new learning.</p> <p>Ensure the programme includes direct and explicit instruction and collaborative inquiry.</p> <p>Use e-asTTle testing for stage 5 and above (replacing GLoSS testing). Testing can be completed whole class once a term and reports can be generated to track next learning steps and gaps.</p> <p>Pāngarau to be included in inquiry planning</p> <ul style="list-style-type: none"> - Inquiry plans to include specific links to pāngarau learning objectives - Link inquiry in pāngarau overview <p>Pāngarau reading books/big books</p> <ul style="list-style-type: none"> - Purchase pāngarau books big books/picture books to provide links in literacy <p>Pāngarau included in language weeks – resources provided to teachers prior</p>

<p>Ensure planning is evidence informed and it addresses gaps in learning as well as provides new learning.</p> <p>Ensure the programme includes direct and explicit instruction and collaborative inquiry.</p> <p>Pāngarau to be included in inquiry planning</p> <ul style="list-style-type: none"> - Inquiry plans to include specific links to pāngarau learning objectives - Link inquiry in pāngarau overview <p>Pāngarau reading books/big books</p> <ul style="list-style-type: none"> - Purchase pāngarau books big books/picture books to provide links in literacy <p>Pāngarau included in language weeks – resources provided to teachers prior to language weeks to include in their programmes.</p> <p>OTJ reports each term</p> <p>JAM and e-asTTle results each term</p> <p>Share results with teachers to help inform their planning</p>			<p>to language weeks to include in their programmes.</p> <p>OTJ reports each term</p> <p>JAM and e-asTTle results each term</p> <p>Share results with teachers to help inform their planning</p> <p>Use data to report to the boards and identify any disparities (twice a year)</p> <ul style="list-style-type: none"> - Analyse data each term to track progress - Reflect with teachers each term on data - Report to board in terms 2 and 4 on progress - Identify disparities and reflect with teachers on why these are and what we can do to address them. <p>Use data to identify disparities across school</p>
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Use data to report to the boards and identify any disparities (twice a year)

- Analyse data each term to track progress
- Reflect with teachers each term on data
- Report to board in terms 2 and 4 on progress
- Identify disparities and reflect with teachers on why these are and what we can do to address them.

-

Use data to identify disparities across school

Check all teachers are using next step sheets with students to make clear and achievable learning goals

Next step sheets to be used in students books/group modelling books

- *Pāngarau book and planning check terms 1 and 3*
- *Work with teachers to make sure school wide expectations are being met*

Use of digital technology in pāngarau lessons and for home learning

- Prodigy
- Study Ladder

- Google Classroom
- SplashLearn
- Coolmath.com
- Mathcats.com
- Funbrain.com
- Iknowit.com

Planning for next year:

2024 Focus:

To accelerate the achievement levels in years 4 - 6 so that ākonga are able to reach curriculum level expectations through targeted intervention programmes.

EAST TĀMAKI SCHOOL

Te Kura O Tāmaki Ki Rāwhiti



*Kia Kotahi Tātou
Let us come together as one*

Kiwisport Funding Report

2023

The Kiwisport funding for the 2022 and 2023 financial years was used to buy sports equipment and to service all the bikes as well as upgrade the bike track.

A handwritten signature in blue ink, appearing to read 'Sarah Mirams', is positioned above the printed name.

Sarah Mirams
Principal

EAST TĀMAKI SCHOOL



Te Kura O Tāmaki Ki Rāwhiti

Kia Kotahi Tātou
Let us come together as one

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

Reporting on the principles of being a Good Employer	
<p>How have you met your obligations to provide good and safe working conditions?</p>	<ul style="list-style-type: none"> • <i>Conducting regular risk assessments to identify hazards and potential hazards and taking steps to mitigate them</i> • <i>Reminding staff to report any hazards or safety concerns</i> • <i>Providing appropriate training and supervision of staff to ensure they can perform their role safely</i> • <i>Providing appropriate personal protective equipment (PPE) when necessary</i> • <i>Maintaining equipment and machinery to ensure they are safe to use</i> • <i>Ensuring that the school is very clean and very well maintained</i>
<p>What is in your equal employment opportunities programme? How have you been fulfilling this programme?</p>	<ul style="list-style-type: none"> • <i>The programme is designed to ensure that all staff and job applicants are treated fairly and without discrimination</i> • <i>Through School Docs we have an EEO policy which includes our commitment to fairness and equal opportunities</i> • <i>Employees are aware that they can report discrimination and we would take complaints seriously and investigate them promptly</i> • <i>We try to ensure diversity in recruitment while selecting the best person for the role</i> • <i>Recruitment processes are fair and inclusive without bias and discrimination</i>
<p>How do you practise impartial selection of suitably qualified persons for appointment?</p>	<ul style="list-style-type: none"> • <i>Before beginning recruiting we ensure that the job description and selection criteria are clearly defined and communicated to all candidates. This ensures that all candidates are assessed against the same criteria</i> • <i>The exact same process is used for all candidates including structured interviews to evaluate candidate</i>

	<p><i>suitability</i></p> <ul style="list-style-type: none"> • <i>Factors that are not taken into account include a candidate's gender, ethnicity, age or other personal factors</i> • <i>We try to ensure a diverse appointments panel</i> • <i>We keep detailed records of the selection process</i> • <i>If requested we provide feedback to unsuccessful candidates to help them in future applications</i>
<p>How are you recognising,</p> <ul style="list-style-type: none"> - The aims and aspirations of Maori, - The employment requirements of Maori, and - Greater involvement of Maori in the Education service? 	<ul style="list-style-type: none"> • <i>Due to the low numbers of quality applicants it is difficult to ensure that the staff reflect the student population</i> • <i>We work with a Māori kaupapa facilitator to support us with our knowledge of te ao Māori</i> • <i>We have policies and programmes that reflect Māori aspirations and needs such as increasing the amount of te reo and tikanga Māori in the learning programmes. This helps ensure that Māori students have access to culturally appropriate learning and support</i> • <i>We have regular hui with whānau</i>
<p>How have you enhanced the abilities of individual employees?</p>	<ul style="list-style-type: none"> • <i>We provide regular professional learning opportunities for all staff so they can develop new skills and knowledge. This has included PLD, workshops, courses and conferences</i> • <i>Teachers use a GROWTH mindset coaching model and work in pairs to enhance their knowledge and skills</i> • <i>Staff are mentored on a needs basis</i> • <i>We provide regular feedback to staff for their mahi. This includes areas they have excelled in and areas for further development. We have a year long professional growth cycle programme</i> • <i>We encourage teamwork among staff so they can learn from each other and work effectively together</i> • <i>There are many opportunities for staff to take on leadership roles. This includes professional learning</i>

<p>How are you recognising the employment requirements of women?</p>	<ul style="list-style-type: none"> • <i>At times we are able to offer job share roles to accommodate the needs of staff who are caregivers</i> • <i>We have policies which promote gender equality</i> • <i>We foster a culture of inclusivity by promoting diversity and inclusion</i>
<p>How are you recognising the employment requirements of persons with disabilities?</p>	<ul style="list-style-type: none"> • We currently do not have any staff with disabilities

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?	•	

EAST TĀMAKI SCHOOL

Te Kura O Tāmaki Ki Rāwhiti



Kia Kotahi Tātou
Let us come together as one

Honouring te Tiriti o Waitangi

At East Tāmaki School we honour te Tiriti o Waitangi in many ways. The principles of te Tiriti are participation, partnership and protection and these are embedded in our strategic plan, curriculum, policies, environment and practices.

One of our goals in our strategic plan relates to whanaungatanga – partnering with the whānau to support an enhance learning and wellbeing. In regard to teaching we ensure that we are culturally capable including fostering meaningful relationships with local iwi (Ngāti Tamaoho). We integrate te ao Māori across the school. For all members of the East Tāmaki School community we promote equity, inclusion and respect through our well embedded values/ngā uara of whanaungatanga, piripono, kaitiakitanga and manaakitanga.