



## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF WELLINGTON SEVENTH DAY ADVENTIST SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

The Auditor-General is the auditor of Wellington Seventh Day Adventist (the School). The Auditor-General has appointed me, Pam Thompson, using the staff and resources of Deloitte Limited, to carry out the audit of the financial statements of the School on her behalf.

#### Opinion

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2022; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 29 May 2023. This is the date at which our opinion is expressed.

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

#### Basis for our opinion

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

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

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

#### Responsibilities of the Board for the financial statements

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

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

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

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

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

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

## Other information

The Board is responsible for the other information. Other information has not been received by the auditor at the date of the report is signed. Other information does not include the financial statements, and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

## Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in the School.



Pam Thompson,  
Deloitte Limited  
On behalf of the Auditor-General  
Wellington, New Zealand

# **WELLINGTON SEVENTH DAY ADVENTIST SCHOOL**

## **ANNUAL REPORT**

### **FOR THE YEAR ENDED 31 DECEMBER 2022**

#### **School Directory**

**Ministry Number:** 4150

**Principal:** Karla Mitchell

**School Address:** 58 Raiha Street

**School Postal Address:** P O Box 51148, Tawa, Wellington, 5249

**School Phone:** 04 237 6282

**School Email:** office@wellingtonsda.school.nz

**Accountant / Service Provider:**

**Education Services.**  
*Dedicated to your school*

# WELLINGTON SEVENTH DAY ADVENTIST SCHOOL

Annual Report - For the year ended 31 December 2022

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# Wellington Seventh Day Adventist School

## Statement of Responsibility

For the year ended 31 December 2022

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2022 fairly reflects the financial position and operations of the school.

The School's 2022 financial statements are authorised for issue by the Board.

AGNES MACOMBEZE

Full Name of Presiding Member

KARLA MITCHELL

Full Name of Principal

Agombeze

Signature of Presiding Member

K Mitchell

Signature of Principal

29 MAY 2023

Date:

29 MAY 2023

Date:

**Wellington Seventh Day Adventist School**  
**Statement of Comprehensive Revenue and Expense**  
For the year ended 31 December 2022

		2022	2022	2021
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Revenue</b>				
Government Grants	2	855,853	723,633	834,085
Locally Raised Funds	3	3,260	5,450	7,800
Use of Proprietor's Land and Buildings		123,800	198,080	123,800
Interest Income		3,154	1,000	1,033
		986,067	928,163	966,718
<b>Expenses</b>				
Locally Raised Funds	3	2,348	1,850	666
Learning Resources	4	699,922	623,649	696,116
Administration	5	62,574	68,650	52,778
Finance		665	2,200	912
Property	6	174,977	265,691	177,924
Loss on Disposal of Property, Plant and Equipment	10	-	-	1,390
		940,486	962,040	929,786
<b>Net Surplus / (Deficit) for the year</b>		45,581	(33,877)	36,932
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		45,581	(33,877)	36,932

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

**Wellington Seventh Day Adventist School**  
**Statement of Changes in Net Assets/Equity**  
For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Equity at 1 January</b>		261,677	215,850	222,068
Total comprehensive revenue and expense for the year		45,581	(33,877)	36,932
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		3,924	(2,500)	2,677
<b>Equity at 31 December</b>		311,182	179,473	261,677
Accumulated comprehensive revenue and expense		311,182	179,473	261,677
<b>Equity at 31 December</b>		311,182	179,473	261,677

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.



# Wellington Seventh Day Adventist School

## Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	101,791	51,206	71,243
Accounts Receivable	8	45,724	36,111	39,022
GST Receivable		3,553	1,757	5,818
Prepayments		2,798	1,006	646
Investments	9	116,588	50,000	114,455
		270,454	140,080	231,184
<b>Current Liabilities</b>				
Accounts Payable	11	60,982	44,411	53,908
Revenue Received in Advance	12	-	3,000	-
Provision for Cyclical Maintenance	13	-	15,439	14,144
Finance Lease Liability	14	3,037	3,422	3,153
		64,019	66,272	71,205
<b>Working Capital Surplus/(Deficit)</b>		206,435	73,808	159,979
<b>Non-current Assets</b>				
Property, Plant and Equipment	10	116,976	108,286	112,275
		116,976	108,286	112,275
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	13	7,505	-	4,150
Finance Lease Liability	14	4,724	2,621	6,427
		12,229	2,621	10,577
<b>Net Assets</b>		311,182	179,473	261,677
<b>Equity</b>		311,182	179,473	261,677

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

## Wellington Seventh Day Adventist School

### Statement of Cash Flows

For the year ended 31 December 2022

		2022	2022	2021
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		318,272	267,439	308,206
Locally Raised Funds		3,260	5,450	4,800
Goods and Services Tax (net)		2,265	-	(4,061)
Payments to Employees		(141,435)	(131,000)	(133,102)
Payments to Suppliers		(127,276)	(118,842)	(117,586)
Interest Paid		(665)	(2,200)	(912)
Interest Received		2,877	1,000	977
Net cash from/(to) Operating Activities		57,298	21,847	58,322
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(26,509)	(27,000)	(46,427)
Purchase of Investments		(2,133)	-	(911)
Net cash from/(to) Investing Activities		(28,642)	(27,000)	(47,338)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		3,924	(2,500)	2,677
Finance Lease Payments		(2,032)	(1,657)	(2,934)
Net cash from/(to) Financing Activities		1,892	(4,157)	(257)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>30,548</b>	<b>(9,310)</b>	<b>10,727</b>
Cash and cash equivalents at the beginning of the year	7	71,243	60,516	60,516
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>101,791</b>	<b>51,206</b>	<b>71,243</b>

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

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

# Wellington Seventh Day Adventist School

## Notes to the Financial Statements

### For the year ended 31 December 2022

#### 1. Statement of Accounting Policies

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*Useful lives of property, plant and equipment*

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

**Critical Judgements in applying accounting policies**

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

*Classification of leases*

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 19b.

*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 Proprietor. Grants for the use of land and buildings are also not received in cash by the school however they equate to the deemed expense for using the land and buildings. This expense is based on an assumed market rental yield on the 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 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 not trivial.

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

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

Improvements to buildings owned by the Proprietor 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:

Furniture and Equipment	10 years
Information and Communication Technology	5 years
Library Resources	8 years
Leased assets held under a Finance Lease	Term of Lease

### **k) Intangible Assets**

#### *Software costs*

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance and research expenditure are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

### **l) 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 a comparison to recent market transactions.

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

The reversal of an impairment loss is recognised in the 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.

### **m) 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.

**n) Employee Entitlements**

*Short-term employee entitlements*

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

*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.

**o) Revenue Received in Advance**

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

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

**p) Funds Held in Trust**

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

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

**q) 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.

**r) Shared Funds**

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

**s) Provision for Cyclical Maintenance**

The property from which the school operates is owned by the Proprietor. 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.

**t) 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.

**u) 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.

**v) 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.

**w) 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

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Government Grants - Ministry of Education	323,024	267,439	309,360
Teachers' Salaries Grants	532,829	456,194	523,312
Other Government Grants	-	-	1,413
	<u>855,853</u>	<u>723,633</u>	<u>834,085</u>

The school has opted in to the donations scheme for this year. Total amount received was \$14,250.

## 3. Locally Raised Funds

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

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Revenue</b>			
Donations & Bequests	2,065	1,000	690
Fees for Extra Curricular Activities	633	200	1,724
Fundraising & Community Grants	562	4,250	5,386
	<u>3,260</u>	<u>5,450</u>	<u>7,800</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	2,348	1,850	402
Fundraising & Community Grant Costs	-	-	264
	<u>2,348</u>	<u>1,850</u>	<u>666</u>
<i>Surplus for the year Locally raised funds</i>	<u>912</u>	<u>3,600</u>	<u>7,134</u>

## 4. Learning Resources

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	22,134	38,100	37,644
Library Resources	875	300	355
Employee Benefits - Salaries	645,201	559,194	627,886
Staff Development	4,319	10,000	6,198
Depreciation	27,393	16,055	24,033
	<u>699,922</u>	<u>623,649</u>	<u>696,116</u>

## 5. Administration

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	6,278	5,800	4,035
Board Fees	2,925	3,700	3,220
Board Expenses	2,279	2,400	680
Communication	1,671	2,200	1,729
Consumables	3,787	7,500	5,360
Other	9,534	14,550	9,127
Employee Benefits - Salaries	28,809	26,000	21,672
Insurance	931	-	895
Service Providers, Contractors and Consultancy	6,360	6,500	6,060
	<u>62,574</u>	<u>68,650</u>	<u>52,778</u>

## 6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	3,638	4,800	3,596
Cyclical Maintenance Provision	1,337	4,711	(1,515)
Grounds	97	1,000	65
Heat, Light and Water	3,879	4,500	3,917
Rates	2,681	2,000	2,069
Repairs and Maintenance	15,255	14,100	20,830
Use of Land and Buildings	123,800	198,080	123,800
Security	686	2,500	1,512
Employee Benefits - Salaries	437	2,000	6,578
Consultancy And Contract Services	23,167	32,000	17,072
	<u>174,977</u>	<u>265,691</u>	<u>177,924</u>

The use of land and buildings figure represents 5% of the school's total property value. This is used as a 'proxy' for the market rental of the property.

## 7. Cash and Cash Equivalents

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	101,791	51,206	71,243
Cash and cash equivalents for Statement of Cash Flows	<u>101,791</u>	<u>51,206</u>	<u>71,243</u>

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

## 8. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Interest Receivable	405	72	128
Teacher Salaries Grant Receivable	45,319	36,039	38,894
	<u>45,724</u>	<u>36,111</u>	<u>39,022</u>
Receivables from Exchange Transactions	405	72	128
Receivables from Non-Exchange Transactions	45,319	36,039	38,894
	<u>45,724</u>	<u>36,111</u>	<u>39,022</u>

## 9. Investments

The School's investment activities are classified as follows:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Asset			
Short-term Bank Deposits	116,588	50,000	114,455
Total Investments	<u>116,588</u>	<u>50,000</u>	<u>114,455</u>

## 10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Building Improvements	1,134	-	-	-	(61)	1,073
Furniture and Equipment	51,149	18,488	-	-	(9,239)	60,398
Information and Communication Technology	47,067	10,968	-	-	(14,170)	43,864
Leased Assets	9,640	1,440	-	-	(3,366)	7,715
Library Resources	3,285	1,199	-	-	(557)	3,926
<b>Balance at 31 December 2022</b>	<b>112,275</b>	<b>32,095</b>	<b>-</b>	<b>-</b>	<b>(27,393)</b>	<b>116,976</b>

The net carrying value of equipment held under a finance lease is \$7,715 (2021: \$9,640)

### Restrictions

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.

	2022	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	1,212	(139)	1,073	1,212	(78)	1,134
Furniture and Equipment	135,802	(75,404)	60,398	123,225	(72,076)	51,149
Information and Communication Technology	91,859	(47,995)	43,864	81,387	(34,320)	47,067
Leased Assets	12,458	(4,743)	7,715	23,705	(14,065)	9,640
Library Resources	25,638	(21,712)	3,926	24,439	(21,154)	3,285
<b>Balance at 31 December</b>	<b>266,969</b>	<b>(149,993)</b>	<b>116,976</b>	<b>253,968</b>	<b>(141,693)</b>	<b>112,275</b>

## 11. Accounts Payable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Creditors	8,398	2,063	8,190
Accruals	6,278	5,300	6,095
Employee Entitlements - Salaries	45,319	36,039	38,894
Employee Entitlements - Leave Accrual	987	1,009	729
	<u>60,982</u>	<u>44,411</u>	<u>53,908</u>
Payables for Exchange Transactions	60,982	44,411	53,908
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>60,982</u>	<u>44,411</u>	<u>53,908</u>

The carrying value of payables approximates their fair value.

## 12. Revenue Received in Advance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Income in Advance	-	3,000	-
	<u>-</u>	<u>3,000</u>	<u>-</u>

## 13. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	18,294	10,728	21,289
Increase to the Provision During the Year	4,711	4,711	4,711
Use of the Provision During the Year	(12,126)	-	(1,480)
Other Adjustments	(3,374)	-	(6,226)
Provision at the End of the Year	<u>7,505</u>	<u>15,439</u>	<u>18,294</u>
Cyclical Maintenance - Current	-	15,439	14,144
Cyclical Maintenance - Non current	7,505	-	4,150
	<u>7,505</u>	<u>15,439</u>	<u>18,294</u>

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2026. This plan is based on the schools 10 Year Property plan / painting quotes.

#### 14. Finance Lease Liability

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	3,522	3,422	3,787
Later than One Year and no Later than Five Years	5,140	2,621	7,152
Future Finance Charges	(901)	-	(1,359)
	<u>7,761</u>	<u>6,043</u>	<u>9,580</u>
<b>Represented by</b>			
Finance lease liability - Current	3,037	3,422	3,153
Finance lease liability - Non current	4,724	2,621	6,427
	<u>7,761</u>	<u>6,043</u>	<u>9,580</u>

#### 15. 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 conditions 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.

The Proprietor of the School (Australasian Conference Association (ACA )) is a related party of the School Board because the proprietor appoints representatives to the School Board, giving the proprietor significant influence over the School Board. Any services or contributions between the School Board and Proprietor have been disclosed appropriately, if the proprietor collects fund on behalf of the school (or vice versa) the amounts are disclosed.

The Proprietor provides land and buildings free of charge for use by the School Board as noted in Note 1(c). The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as "Use of Land and Buildings".

Under an agency agreement, the School collects funds on behalf of the Proprietor. These include attendance dues, building levy and special character donations payable to the Proprietor. The amounts collected in total were \$0 (2021: \$0). These do not represent revenue in the financial statements of the school. Any balance not transferred at the year end is treated as a liability. The total funds held by the school on behalf of the proprietor are \$0 (2021: \$0).

## 16. Remuneration

### Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	2,925	3,220
<i>Leadership Team</i>		
Remuneration	304,563	310,010
Full-time equivalent members	3.22	4.07
Total key management personnel remuneration	307,488	313,230

There are 6 members of the Board excluding the Principal. The Board had held 7 full meetings of the Board in the year. The Board also has Finance (2 members) and Property (2 members) that met 1 and 0 times respectively. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### Principal 1

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	120 - 130	120 - 130
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 \$000	2022 FTE Number	2021 FTE Number
100 - 110	-	-
	0.00	0.00

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

## 17. Compensation and Other Benefits Upon Leaving

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

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

## 18. Contingencies

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

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The school is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2022.

The Ministry is in the Process of determining the amount of the final wash up payment for the year ended 31 December 2022. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The school has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2023.

### Holidays Act Compliance – schools payroll

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

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

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

## 19. Commitments

### (a) Capital Commitments

There are no capital commitments as at 31 December 2022 (Capital commitments at 31 December 2021: nil).

### (b) Operating Commitments

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

## 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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	101,791	51,206	71,243
Receivables	45,724	36,111	39,022
Investments - Term Deposits	116,588	50,000	114,455

Total Financial assets measured at amortised cost

264,103	137,317	224,720
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### Financial liabilities measured at amortised cost

Payables	60,982	44,411	53,908
Finance Leases	7,761	6,043	9,580
Total Financial Liabilities Measured at Amortised Cost	68,743	50,454	63,488



## **21. Events After Balance Date**

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

## **22. Comparatives**

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

## Wellington Seventh Day Adventist School

### Members of the Board

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Agnes Magomobedze	Presiding Member	Elected	Sep 2025
Karla Mitchell	Principal	ex Officio	
Courtney Stanbridge	Parent Representative	Elected	Sep 2025
David Ang	Parent Representative	Elected	Sep 2025
Uaina Leuluai	Staff Representative	Elected	Sep 2025
Menga Kuresa	Proprietors Representative	Appointed	Sep 2025
Tolo Pereira	Proprietors Representative	Appointed	Sep 2025

## **Wellington Seventh Day Adventist School**

### **Kiwisport**

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received total Kiwisport funding of \$1,455 (excluding GST). The funding was spent on sporting endeavours.

## **Statement of Compliance with Employment Policy**

For the year ended 31st December 2022 the Wellington Seventh Day Adventist School Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.

## Analysis of Variance Reporting for 2022

<b>School Name:</b>	Wellington SDA School	<b>School Number:</b>	4150
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<b>Strategic Aims:</b>	<ul style="list-style-type: none"> <li>Support students as they learn by designing and implementing a responsive curriculum within our SDA special character framework.</li> </ul>	<b>Annual Aims:</b>	<ul style="list-style-type: none"> <li>Consolidate use of PaCT across Reading, Writing, and Maths</li> <li>Consolidate PR1ME Maths Programme</li> <li>Commence 'The Learning Landscape PLD'</li> </ul>
	<ul style="list-style-type: none"> <li>Create a sense of belonging and success through school, church and community involvement.</li> </ul>		<ul style="list-style-type: none"> <li>Create and sustain an inclusive school culture</li> <li>Explore and embed school vision and values</li> <li>Support staff and student wellbeing</li> </ul>
	<ul style="list-style-type: none"> <li>Enable students to explore by providing a range of experiences in our local and wider geographical areas and contexts.</li> </ul>		<ul style="list-style-type: none"> <li>Explore and strengthen our understanding of local history and community (ANZ Histories, te reo Māori, tikanga Māori)</li> <li>Improve the school environment and continue to develop the Garden to Table programme</li> </ul>



### Our Vision & Values

### Our Vision

Growing lifelong learners who are spiritually connected, emotionally strong and socially skilled.



### Our Values



GODLINESS



RELATIONSHIPS



OWNERSHIP



WISDOM

### G.R.O.W.





**GOAL 1: Support students as they learn by designing and implementing a responsive curriculum within our SDA special character framework.**

Action: What did we do?	Indicators of success	Review: Analysis of Variance
PaCT - teachers used the PaCT tool to inform their teaching and learning programme and as an assessment tool	Teachers are able to better articulate the learning progressions and use these to plan for student learning. Learning Objectives are clearer and better communicated to students.	PaCT is a useful tool that supports planning for student achievement and articulating next steps. Teachers still find it can be time-consuming to enter all judgments for all students and are having conversations around how this can be done more efficiently. The language in the classroom is more explicit and supports students to understand what it is they are learning.
Consolidate PR1ME Maths Programme Just-in-Maths PLD MST (Maths Support Teacher)	Clear planning documentation Students working through the scope and sequence in an ordered way Supplementary lessons and activities that support the PR1ME learning objectives including problem solving and basic facts Raised student achievement	Two senior teachers also participated in Just-in-Time Maths PLD as well as leadership attending a NZPF Maths Roadshow. The learning from these PLD sessions supported the use of PR1ME Maths along with the Maths Proficiencies and elaborations. Teachers are now using NZ Maths and rich problem solving tasks to support their PR1ME Maths programme. Most target students made accelerated progress in Maths. Overall data over the past few years has shown improvement for students that have done PR1ME since the beginning of our journey.
Commence the Learning Landscape PLD	Student agency Goal-setting Visible learning	While this was planned with the best of intentions, the year did not go as hoped and so we have shelved this for the time being.

**GOAL 2: Create a sense of belonging and success through school, church and community involvement.**

Action: What did we do?	Indicators of success	Review: Analysis of Variance
Create and sustain an inclusive school culture Cultural competency PLD Incorporate te reo Māori	Positive student interactions and behaviour. Students who are connected to one another. Hearing and seeing te reo throughout the school	Student, teacher and community feedback has been affirming. Reports of negative behaviour have been far fewer. There is a positive climate in each classroom and on the playground. Teachers are becoming more competent and confident in the use of te reo Māori.
Explore and embed school vision and values Keep our vision and values front and centre in assemblies, publications and classroom discussions. Explore with students what these look like and how they are lived.	Staff and students exhibiting these values in their interactions with one another. Students are able to articulate the school vision and values and demonstrate these in their interactions and school learning. Visitors being welcomed.	Each term there was a focus on a different aspect of the school vision. This was displayed and referred to regularly. In Term 1, the school presented a programme for our local church Regional Day which focused on part of our vision - Spiritually Connected. While our students demonstrate social skills well, we feel that this is an area where we should continue to focus.
Support staff and student wellbeing Ensure working hours are realistic and workloads are reasonable. Find time for fun! Making workloads for students flexible during home-learning as well as in class. Supporting students as needed using outside agencies where we could - eg. SWiS, RTLit and RTLB.	Positive feedback from staff, students and whanau. Improved results from School Wellbeing Survey. Fewer referrals required for outside agencies.	Teachers have set their own working hours outside of regular school hours. They are able to work from home for CRT and after school planning times. Meetings have been minimised with admin items being covered each morning. Student and whanau feedback has been overwhelmingly positive. Student relationships are stable and demonstrate our school values. The use of digital technologies to connect home and school learning, while difficult for some parents to reconcile, has supported student and teacher workloads, particularly in the senior school. Fewer referrals have been made to outside agencies.

**GOAL 3: Enable students to explore by providing a range of experiences in our local and wider geographical areas and contexts.**

Action: What did we do?	Indicators of success	Review: Analysis of Variance
<p>Explore and strengthen our understanding of local history and community (ANZ Histories, te reo Māori, tikanga Māori) Participate in webinars and online PLD. Participate in Kahui Ako 'Big Day In' teacher only day which focused on ANZ Histories.</p>	<p>Staff are able to share and discuss their understanding and learning of ANZ Histories. Teacher planning shows evidence of the new ANZ Histories framework, including 'Understand, Know, Do.' Student work and displays demonstrate critical thinking and a deeper understanding of ANZ Histories and how the past affects the present.</p>	<p>Teachers have all participated in ANZ Histories PLD and have used their learning to inform planning and teaching. Student work and feedback indicates a greater depth of understanding of ANZ's histories and the issues that face us today. The KA PLD was particularly relevant to our special character and enabled teachers to include this perspective in their planning and teaching.</p>
<p>Improve the school environment and continue to develop the Garden to Table programme</p> 	<p>A thriving garden. Students participating enthusiastically in the learning experiences provided by GtT. Students develop a greater understanding of the science that underpins successful gardening and food production as evidenced through conversations and student work. Students gain a deeper understanding of God through creation.</p> 	<p>The garden part of the programme is doing well, but the table part is not as successful. This is due to not having a dedicated person to lead this part of the programme. We did have a volunteer chef, but Covid changed her work patterns and she is now unable to help. We are thankful for the Garden to Table staff who came in to support the teachers cooking with students a couple of times each term, but really need a dedicated person to lead this part of the programme. Students' questions and discussions demonstrate a greater awareness of God as Creator.</p>

## Planning for 2023

Raise student achievement and engagement through quality staffing and professional development, including te reo, tikanga and te ao Māori; Digital Technologies and ANZ Histories.

- Cultural Responsiveness and te reo Māori PLD
- Digital Technologies PLD
- Teacher Only Days focused on the refreshed curriculum.

Create a sense of belonging and inclusiveness where all people are valued and respected, focusing on student wellbeing, engagement and attendance.

- Attendance support and targets
- Develop a Special Character Framework
- Incorporate language and culture opportunities that reflect the cultural diversity of the school

Explore a wide range of experiences and opportunities within our wider and local geographical areas and contexts.

- Bush play
- Careers
- Local histories

These initiatives will support the ongoing development of the Wellington SDA School's local curriculum.