

ANCHORAGE PARK SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number: 1204

Principal: Tracy Leader

School Address: 16 Swan Crescent, Pakuranga, Auckland 2010

School Postal Address: 16 Swan Crescent, Pakuranga, Auckland 2010

School Phone: 09-576-9175

School Email: office@anchoragepark.school.nz

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Rachael Kouka	Presiding Member	Elected	31-May-25
Tracy Leader	Principal	ex Officio	31-May-25
Erin Bennison	Parent Representative	Elected	31-May-25
Gareth Hawkins	Parent Representative	Elected	31-May-25
Jarrold Bayly	Parent Representative	Elected	31-May-25
Joshua Wong	Parent Representative	Elected	31-May-25
Jo McCreanor	Staff Representative	Elected	31-May-25

ANCHORAGE PARK SCHOOL

Annual Report - For the year ended 31 December 2022

Index

Page	Statement
-------------	------------------

Financial Statements

1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 19	Notes to the Financial Statements

Other Information

Analysis of Variance

Kiwisport

Anchorage Park 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.

Rachael Kouka

Full Name of Presiding Member

DocuSigned by:

Rachael Kouka

5C09AE7C436B486...

Signature of Presiding Member

23 May 2023

Date:

Tracy Leader

Full Name of Principal

DocuSigned by:

Tracy Leader

36D80EE651CF490...

Signature of Principal

22 May 2023

Date:

Anchorage Park School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	1,686,229	1,648,426	1,615,044
Locally Raised Funds	3	52,969	47,500	41,359
Interest Income		2,436	1,000	833
Total Revenue		1,741,634	1,696,926	1,657,236
Expenses				
Locally Raised Funds	3	14,422	8,000	8,208
Learning Resources	4	787,403	838,119	786,563
Administration	5	240,222	248,803	264,448
Finance		1,067	1,218	1,436
Property	6	685,247	600,383	632,818
		1,728,361	1,696,523	1,693,473
Net Surplus / (Deficit) for the year		13,273	403	(36,237)
Total Comprehensive Revenue and Expense for the Year		13,273	403	(36,237)

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

Anchorage Park School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		216,976	216,976	253,213
Total comprehensive revenue and expense for the year		13,273	403	(36,237)
Equity at 31 December		230,249	217,379	216,976
Accumulated comprehensive revenue and expense		230,249	217,379	216,976
Equity at 31 December		230,249	217,379	216,976

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.

Anchorage Park School Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	7	233,911	188,517	24,993
Accounts Receivable	8	95,617	79,000	113,419
GST Receivable		13,373	-	-
Prepayments		1,830	2,000	1,737
Inventories	9	11,374	10,000	13,386
Investments	10	-	-	160,073
Funds Receivable for Capital Works Projects	16	54,201	-	-
		410,306	279,517	313,608
Current Liabilities				
GST Payable		-	6,000	5,606
Accounts Payable	12	161,416	80,203	72,605
Revenue Received in Advance	13	31,539	-	-
Provision for Cyclical Maintenance	14	39,105	32,462	32,462
Finance Lease Liability	15	6,307	8,000	8,347
Funds held for Capital Works Projects	16	-	-	74,664
		238,367	126,665	193,684
Working Capital Surplus/(Deficit)		171,939	152,852	119,924
Non-current Assets				
Property, Plant and Equipment	11	122,913	105,323	138,042
		122,913	105,323	138,042
Non-current Liabilities				
Provision for Cyclical Maintenance	14	53,577	35,796	35,796
Finance Lease Liability	15	11,026	5,000	5,194
		64,603	40,796	40,990
Net Assets		230,249	217,379	216,976
Equity		230,249	217,379	216,976

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

Anchorage Park School Statement of Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash flows from Operating Activities				
Government Grants		429,696	427,850	401,693
Locally Raised Funds		57,939	43,250	38,914
Goods and Services Tax (net)		(18,979)	394	(1,558)
Payments to Employees		(220,902)	(232,144)	(254,000)
Payments to Suppliers		(165,766)	(218,214)	(163,074)
Interest Received		2,561	1,000	811
Net cash from/(to) Operating Activities		84,549	22,136	22,786
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(18,654)	(11,500)	(25,826)
Purchase of Investments		-	-	(35,073)
Proceeds from Sale of Investments		160,073	160,000	
Net cash from/(to) Investing Activities		141,419	148,500	(60,899)
Cash flows from Financing Activities				
Finance Lease Payments		(7,711)	(7,112)	(9,722)
Funds Administered on Behalf of Third Parties		(9,339)	-	8,619
Net cash from/(to) Financing Activities		(17,050)	(7,112)	(1,103)
Net increase/(decrease) in cash and cash equivalents		208,918	163,524	(39,216)
Cash and cash equivalents at the beginning of the year	7	24,993	24,993	64,209
Cash and cash equivalents at the end of the year	7	233,911	188,517	24,993

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.

Anchorage Park School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

Anchorage Park 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 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.

Recognition of grants

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

c) Revenue Recognition**Government Grants**

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

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

k) Impairment of property, plant, and equipment

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

Non cash generating assets

Property, plant, and equipment 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.

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.

l) 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.

m) 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.

n) Revenue Received in Advance

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

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

o) 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 Revenue and Expense.

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

p) Provision for Cyclical Maintenance

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

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

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

q) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, 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, and finance lease liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

r) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

s) Budget Figures

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

t) Services received in-kind

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

2. Government Grants

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	241,855	255,667	258,170
Teachers' Salaries Grants	719,577	750,000	687,554
Use of Land and Buildings Grants	552,099	522,959	522,959
Other Government Grants	172,698	119,800	146,361
	1,686,229	1,648,426	1,615,044

The school has opted in to the donations scheme for this year. Total amount received was \$19,800.

3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Donations & Bequests	5,021	-	675
Other Revenue	36,900	37,500	28,442
Trading	10,908	8,000	7,655
Fundraising & Community Grants	140	2,000	4,587
	52,969	47,500	41,359
Expenses			
Other Locally Raised Funds Expenditure	1,189	-	310
Trading	13,049	7,000	6,694
Fundraising and Community Grant Costs	184	1,000	1,204
	14,422	8,000	8,208
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	38,547	39,500	33,151

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	11,702	19,900	20,198
Library Resources	986	1,000	2,383
Employee Benefits - Salaries	719,260	765,000	689,536
Staff Development	3,217	8,000	20,844
Depreciation	52,238	44,219	53,602
	787,403	838,119	786,563

5. Administration

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	7,660	7,530	7,660
Board Fees	5,120	5,800	4,240
Board Expenses	2,088	4,000	43
Communication	1,063	2,500	2,177
Other	15,970	17,050	20,132
Employee Benefits - Salaries	192,895	196,523	211,653
Insurance	1,737	2,200	2,099
Service Providers, Contractors and Consultancy	13,689	13,200	16,444
	<u>240,222</u>	<u>248,803</u>	<u>264,448</u>

6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	1,733	-	2,337
Consultancy and Contract Services	36,447	33,000	33,329
Cyclical Maintenance Provision	45,435	-	8,559
Grounds	2,021	1,500	2,155
Heat, Light and Water	16,878	12,000	10,983
Repairs and Maintenance	12,626	8,100	13,864
Use of Land and Buildings	552,099	522,959	522,959
Security	1,048	2,200	1,505
Employee Benefits - Salaries	16,960	20,624	37,127
	<u>685,247</u>	<u>600,383</u>	<u>632,818</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

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	233,911	28,517	24,993
Short-term Bank Deposits	-	160,000	-
Cash and cash equivalents for Statement of Cash Flows	<u>233,911</u>	<u>188,517</u>	<u>24,993</u>

8. Accounts Receivable

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	31,882	33,800	69,321
Interest Receivable	59	200	184
Teacher Salaries Grant Receivable	63,676	45,000	43,914
	<u>95,617</u>	<u>79,000</u>	<u>113,419</u>
Receivables from Exchange Transactions	31,941	34,000	5,814
Receivables from Non-Exchange Transactions	63,676	45,000	107,605
	<u>95,617</u>	<u>79,000</u>	<u>113,419</u>

9. Inventories

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
School Uniforms	11,374	10,000	13,386
	<u>11,374</u>	<u>10,000</u>	<u>13,386</u>

10. Investments

The School's investment activities are classified as follows:

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	-	-	160,073
Total Investments	<u>-</u>	<u>-</u>	<u>160,073</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Building Improvements	21,250	-	-	-	(5,733)	15,517
Furniture and Equipment	89,990	18,996			(30,227)	78,759
Information and Communication Technology	4,558	-			(3,321)	1,237
Textbooks	2,778	4,921			(3,696)	4,003
Leased Assets	12,768	13,389	(926)		(8,332)	16,899
Library Resources	6,698	731	(2)		(929)	6,498
Balance at 31 December 2022	138,042	38,037	(928)	-	(52,238)	122,913

	2022	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	277,860	(262,343)	15,517	277,860	(256,610)	21,250
Furniture and Equipment	301,683	(222,924)	78,759	282,686	(192,696)	89,990
Information and Communication Technology	84,899	(83,662)	1,237	84,900	(80,342)	4,558
Textbooks	62,484	(58,481)	4,003	57,563	(54,785)	2,778
Leased Assets	33,640	(16,741)	16,899	29,516	(16,748)	12,768
Library Resources	45,054	(38,556)	6,498	44,354	(37,656)	6,698
Balance at 31 December	805,620	(682,707)	122,913	776,879	(638,837)	138,042

12. Accounts Payable

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	94,813	33,348	25,750
Employee Entitlements - Salaries	63,676	43,914	43,914
Employee Entitlements - Leave Accrual	2,927	2,941	2,941
	161,416	80,203	72,605
Payables for Exchange Transactions	161,416	80,203	72,605
	161,416	80,203	72,605

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Grants in Advance - Ministry of Education	31,539	-	-
	<u>31,539</u>	<u>-</u>	<u>-</u>

14. Provision for Cyclical Maintenance

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Provision at the Start of the Year	68,258	68,258	59,701
Increase to the Provision During the Year	24,424	-	8,557
Use of the Provision During the Year	-	-	-
Provision at the End of the Year	<u>92,682</u>	<u>68,258</u>	<u>68,258</u>
Cyclical Maintenance - Current	39,105	32,462	32,462
Cyclical Maintenance - Non current	53,577	35,796	35,796
	<u>92,682</u>	<u>68,258</u>	<u>68,258</u>

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2023. This plan is based on the schools 10 Year Property plan.

15. Finance Lease Liability

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

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
No Later than One Year	6,307	8,000	8,347
Later than One Year and no Later than Five Years	11,026	5,000	5,194
Later than Five Years	-	-	-
Future Finance Charges	-	-	-
	<u>17,333</u>	<u>13,000</u>	<u>13,541</u>
Represented by			
Finance lease liability - Current	6,307	8,000	8,347
Finance lease liability - Non current	11,026	5,000	5,194
	<u>17,333</u>	<u>13,000</u>	<u>13,541</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.

	Opening Balances	Receipts from & Refunds to MoE	Payments	Board Contributions & Refunds from MoE	Closing Balances
2022	\$	\$	\$	\$	\$
Junior Playground	35,078	12,058	(47,136)		-
Roof Replacement	11,198	(10,697)		(501)	-
Security System	(29)	2,529	(2,500)		-
Electrical Upgrade	28,417	2,559	(32,376)	1,400	-
Pool Fencing	-	1,191		(1,191)	-
Junior Block Upgrade	-	146,605	(200,806)		(54,201)
Totals	74,664	154,245	(282,818)	(292)	(54,201)

Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Receivable from the Ministry of Education

-

(54,201)

	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
2021	\$	\$	\$	\$	\$
Block 1 Carpet Replacement	2,500			(2,500)	-
Junior Playground		108,524	(73,446)		35,078
Roof Replacement		12,198	(1,000)		11,198
Security System		13,768	(13,797)		(29)
Electrical Upgrade	(922)	26,691	(1,000)	3,648	28,417
Pool Fencing	(1,191)			1,191	-
Totals	(2,113)	161,181	(89,243)	4,839	74,664

Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Receivable from the Ministry of Education

74,693

(29)

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.

	2022 Actual \$	2021 Actual \$
<i>Board Members</i> Remuneration	5,120	4,240
<i>Leadership Team</i> Remuneration Full-time equivalent members	237,948 2	227,618 2
Total key management personnel remuneration	243,068	231,858

There are 6 members of the Board excluding the Principal. The Board had held 11 full meetings of the Board in the year. The Board also has Finance (3 members) and Property (3 members) that meet monthly and quarterly 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	1 -5	1 -5
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	1.00	0.00
	1.00	0.00

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

19. Compensation and Other Benefits Upon Leaving

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

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

20. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

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 and support staff employed in 2022. The Ministry is in the process of determining the amount of the final wash up calculation for the year ended 31 December 2022 and the impact of the final calculation on the financial statements is unable to be determined at the date of reporting. The School has therefore not recognised this wash up in its financial statements. The wash up is expected to be completed in July 2023.

21. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board has entered into contract agreements for capital works as follows:

A \$216,815 contract for the Junior Block Upgrade as agent for the Ministry of Education. The project is fully funded by the ministry and \$146,605 has been received and \$200,806 has been spent on the project to balance date. The project balance of \$16,008 will be spent in 2023 and a further \$70,210 will be funded by the ministry in 2023.

(Capital commitments at 31 December 2021: \$75,693)

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	233,911	188,517	24,993
Receivables	95,617	79,000	113,419
Investments - Term Deposits	-	-	160,073
Total Financial assets measured at amortised cost	<u>329,528</u>	<u>267,517</u>	<u>298,485</u>

Financial liabilities measured at amortised cost

Payables	161,416	80,203	72,605
Finance Leases	17,333	13,000	13,541
Total Financial Liabilities Measured at Amortised Cost	<u>178,749</u>	<u>93,203</u>	<u>86,146</u>

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.

RSM Hayes Audit

PO Box 9588
Newmarket, Auckland 1149
Level 1, 1 Broadway
Newmarket, Auckland 1023

T +64 (9) 367 1656
www.rsmnz.co.nz

Independent Auditor's Report

To the readers of Anchorage Park School's Financial statements For the year ended 31 December 2022

The Auditor-General is the auditor of Anchorage Park School (the School). The Auditor-General has appointed me, Jason Stinchcombe, 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 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 (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 23 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 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, 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 of Trustees is responsible for the other information. The other information includes the statement of responsibility, board member list, analysis of variance, 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 Anchorage Park School.



Jason Stinchcombe
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand

Statement of Variance Reporting



School Name:	Anchorage Park School	School Number:	1204
Strategic Aim:	"Growing exceptional learners who make a difference"		
Annual Aim:	<p>Goal 1: Quality teaching; implement high quality teaching practices</p> <p>Goal 2: Local curriculum; implement an inclusive and future focused curriculum</p> <p>Goal 3: Partnerships with learning at the centre; engage with our whanau and community</p>		
Target:	<p>Target #1: By the end of 2022 academic year, 80% of all students will be able to articulate what they are learning, why they are learning it and their next steps in reading, writing and maths.</p> <p>Target #2: By the end of the 2022 academic year, our Māori and Pacific learners are experiencing valued student outcomes and accelerated achievement (that is, more than one year's progress over a year) in reading, writing and maths in order to achieve at or above expectation.</p>		
Baseline Data:	<p>Target #1: By the end of the academic year, 83% of students were able to articulate what they are learning, why they are learning it and their next steps in reading, writing and maths (Achieved). This coincided with 3-way learning conferences which is another opportunity for students to articulate what they are learning and why. 100% attendance at 3-way conferences was the target.</p> <ul style="list-style-type: none"> - April 2021 (81.5%) attendance (not achieved) - June 2022 (98%) attendance (not achieved) - September 2022 (94%) attendance (not achieved) <p>Target #2: By the end of the 2022 academic year, our Māori and Pacific learners are experiencing valued student outcomes and accelerated achievement (that is, more than one year's progress over a year) in reading, writing and maths in order to achieve at or above expectation.</p> <p>Reading</p> <ul style="list-style-type: none"> - Māori, 2 out of 22 accelerated progress (9%), 6 out of 22 progress (27%), not achieved - Pacific 1 out of 13 with accelerated progress (8%), 2 out of 13 progress (15%), not achieved <p>Maths</p> <ul style="list-style-type: none"> - Māori, 1 out of 22 accelerated progress (4%), 11 out of 22 progress (50%), not achieved - Pacific, 1 out of 13 with accelerated progress (8%), 5 out of 13 progress (38%), not achieved <p>Writing</p> <ul style="list-style-type: none"> - Māori, 1 out of 22 accelerated progress (4%), 11 out of 22 progress (50%), not achieved - Pacific, 0 out of 13 with accelerated progress (0%), 5 out of 13 progress (38%) not achieved 		

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>
<ul style="list-style-type: none"> - Implemented high quality teaching practices that included assessment for learning strategies. - Strengthened whanau relationships by supporting parents to better understand student led learning and teacher practice. - Ongoing teaching and learning feedback and feed-forward on elements of effective teaching practice and high impact teaching strategies. - Modelling and co-teaching sessions on specific strategies in maths. - Professional learning meetings on data analysis for next steps and setting class achievement targets in reading, writing and maths. - PGC included video session's, coaching conversations and observations. 	<ul style="list-style-type: none"> - The majority of classes (90%) had learning intentions and success criteria in reading, writing and maths. - Parents had clear expectations of themselves and what a 3-way conference was through newsletter communication and scaffolded questions provided for them to ask at 3 way conferences. - Teachers had 7 sessions which included modelling, co-teaching and observing in maths with facilitator. - Each class had aspirational targets in reading, writing and maths. - 2 cycles of the PGC were completed including 2x caching sessions, 2x video sessions and 2x follow up coaching conversations 	<ul style="list-style-type: none"> - Teacher capability and which did not get us to the 'business as usual' stage. - Modelling books were used and referred to and were effective in embedding expectations around the use of LI and SC. - PGC was well executed and kept up to date including the ongoing teaching and learning feedback and feed-forward. 	<ul style="list-style-type: none"> - Continue with strategic goal 1: Quality teaching - Implement a future focused curriculum with high quality teaching practices with an emphasis on developing a supportive programme for the PRT's (who are 60% of our 2023 teaching staff) - Release time for Principal and DP to work with PRT's as mentor their teachers.

Planning for next year:

All learners will experience success by.....

- Teachers action next steps and reflect on progress.
- At least 70% of families attend events e.g. hui, 3 way conferences, PTA events, workshops etc.
- Promote our achievement targets for achievement and attendance amongst staff and community throughout the year. Mathematics - 95% at or above; Writing - 90% at or above; Reading - 90% at or above
- Attendance - 90% for all year groups, gender and ethnicities.
- Teachers consistently set goals with students; ensure clarity around what is to be learnt; demonstrate explicit teaching and quality questioning; give students quality feedback and next steps; evaluate and use data.
- Students know their next learning steps through their own reflection and ownership.

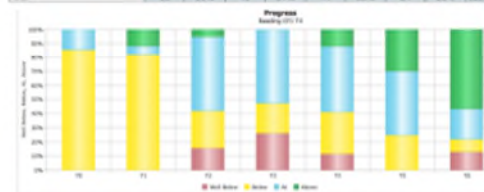
2022 End of year OTJ Data - READING

Overall Teacher Judgement Summary

Reading OTJ	Well Below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	
Asian	3	10%	5	20%	10	33%	11	37%	30
MELAA	2	25%	3	38%	2	25%	1	13%	8
Māori	1	8%	12	92%	1	8%	0	0%	14
NZ/European	2	13%	8	50%	8	50%	5	31%	23
Pasifika	2	7%	14	43%	14	43%	2	7%	32
Total	13	11%	41	34%	44	36%	24	20%	122

	Well Below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	
Female	4	7%	18	33%	22	40%	11	20%	55
Male	9	13%	23	34%	22	33%	13	19%	67
Total	13	11%	41	34%	44	36%	24	20%	122

Y0	Well Below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	
Y0	0	0%	1	86%	1	14%	0	0%	2
Y1	2	16%	11	82%	0	0%	2	12%	15
Y2	2	24%	10	53%	1	9%	1	9%	14
Y3	5	26%	4	21%	10	53%	0	0%	19
Y4	2	12%	2	29%	8	47%	2	12%	14
Y5	1	2%	2	21%	9	45%	6	30%	18
Y6	1	13%	2	9%	5	22%	13	57%	21
Total	13	11%	41	34%	44	36%	24	20%	122



ANALYSIS OF VARIANCE

Actions - what did we do?	This year, we implemented structured literacy in Year 1 and 2. Part of the 2022 annual plan strategic goal 1:1 is to ensure teachers are using high impact teaching strategies to ensure all learners experience success.
Outcomes - what happened?	Year 1 - 7% (1 student) at/above in T2 compared to 18% (3 students) at/above in T4. Year 2 - better results with an 18% increase to at/above in T4 (58%). Year 3 - progress from 88% below/well below in T2 to only 47% in T4. Year 4 - increase in well below/below from 25% in T2 to 41% in T4. Year 5 - T2 & T4 75% at/above and 25% below/well below however, 4 students moved from at to above. 1 student moved from well below to below. Year 6 - T2 65% at/above and T4 79% at/above.
Reasons for the variance	Year 1 - variance due to new teaching approach and deviation in teaching of the programme. Year 4 - new students into APS have come in below expectation, except for 1 and growth occurred in at/above however, not enough for accelerated learning to occur. Year 5 - same as year 4, some growth, however not enough for accelerated learning to occur.
Evaluation - where to next?	Continue with structured literacy in 2023; implement strategies to strengthen home/school partnerships in literacy learning, literacy workshops etc.

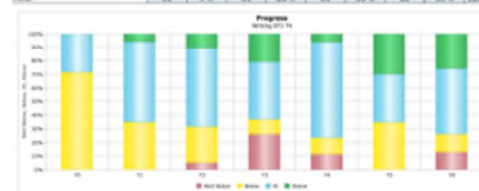
2022 End of year OTJ Data - WRITING

Overall Teacher Judgement Summary

Writing OTJ	Well Below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	
Asian	1	10%	4	33%	12	40%	14	37%	31
MELAA	1	13%	2	28%	3	38%	1	13%	7
Māori	2	6%	15	42%	15	42%	3	9%	35
NZ/European	2	13%	2	9%	13	65%	3	13%	20
Pasifika	2	7%	7	23%	17	51%	1	3%	27
Total	11	9%	30	25%	61	50%	20	16%	122

	Well Below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	
Female	1	5%	14	20%	20	28%	14	20%	55
Male	10	12%	16	18%	41	49%	7	8%	67
Total	11	9%	30	25%	61	50%	20	16%	122

Y0	Well Below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	
Y0	0	0%	1	71%	1	29%	0	0%	2
Y1	2	17%	10	59%	5	34%	1	6%	18
Y2	1	5%	3	26%	14	58%	2	11%	20
Y3	2	26%	2	11%	8	52%	3	21%	15
Y4	2	12%	2	12%	12	71%	1	6%	17
Y5	1	13%	2	25%	7	35%	6	30%	16
Y6	1	13%	2	13%	11	48%	6	26%	20
Total	11	9%	30	25%	61	50%	20	16%	122



ANALYSIS OF VARIANCE

Actions - what did we do?	Part of the 2022 annual plan strategic goal 1:1 is to ensure teachers are using high impact teaching strategies to ensure all learners experience success.
Outcomes - what happened?	Year 1 - good growth, T2 86% below expectation compared to 35% in T4. Year 2 - very little movement, 33% well below/below in T2, 31% in T4, 67% at/above in T2, 69% in T4. Year 3 - good progress, 69% well below/below in T2, 37% in T4. Big shift from below to at. Year 4 - T2 50% below/well below compared to 24% in T4. Year 5 - very static, sitting at 65% at/above in T4. Year 6 - good growth from 48% at/above T2 to 66% in T4.
Reasons for the variance	Lack of evaluative capability in teachers and the ability to use data to inform next steps. Year 2's need to be extended as Year 3 cohort and Year 3's need to be extended as Year 4 cohort in 2023.
Evaluation - where to next?	Continue to embed robust assessment for learning strategies; ensure they are evident in all classes; set goals with students; ensure clarity about what is being learnt; demonstrate explicit teaching and quality questioning; provide students with quality feedback and next steps; introduce a-STI's writing rubric in student voice.

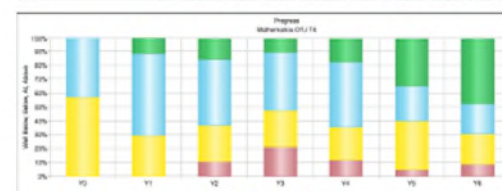
2022 End of year OTJ Data - MATHEMATICS

Overall Teacher Judgement Summary

Mathematics OTJ	Well Below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	
Asian	3	12%	9	24%	5	17%	16	53%	33
MELAA	1	13%	3	38%	3	38%	1	13%	8
Māori	3	9%	9	27%	14	42%	7	21%	33
NZ/European	2	9%	6	26%	11	48%	4	17%	23
Pasifika	2	7%	14	39%	14	34%	4	14%	34
Total	11	9%	35	29%	48	39%	28	23%	122

	Well Below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	
Female	4	7%	14	25%	27	49%	19	34%	64
Male	7	10%	21	31%	21	31%	19	27%	67
Total	11	9%	35	29%	48	39%	28	23%	122

Y0	Well Below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	
Y0	0	0%	5	57%	3	43%	0	0%	8
Y1	2	17%	5	29%	10	59%	2	12%	19
Y2	2	11%	2	26%	3	42%	3	38%	10
Y3	4	23%	4	26%	8	42%	4	21%	20
Y4	2	12%	5	24%	8	47%	3	18%	18
Y5	1	5%	7	35%	5	25%	7	35%	20
Y6	2	9%	5	22%	5	22%	11	48%	23
Total	11	9%	35	29%	48	39%	28	23%	122



ANALYSIS OF VARIANCE

Actions - what did we do?	We have been focusing on collaborative problem solving with a Maths facilitator. Teachers strengthened their pedagogical content knowledge through targeted and personalised PD.
Outcomes - what happened?	Year 2 - 86% at or above in T2 compared with 63% at or above in T4. Year 3 - a slight increase from 40% at or above in T2 to 53% at or above in T4. Year 4 - 84% at or above in T2 compared with 65% in T4. Year 5 - fairly static, only 1 student has moved to at or above in T4 (50%) compared to T2 (55%). Year 6 - good growth from 52% at or above in T2 to 70% in T4.
Reasons for the variance	Year 2 - variance due to inaccurate OTJ's in T2. Year 4 - new students into APS have come in below expectation.
Evaluation - where to next?	Teachers need to have a sense of urgency; consistently reinforce the school's expectations; proactively implement new teaching strategies and assessment for learning strategies to ensure there is clarity about what is being learnt; continue with Maths PD contrast in 2023.



Anchorage Park School Kiwisport- 2022

For the year ended 31 December 2022, Kiwisport is a Government funding initiative to support students' participation in organised sport.

In 2022, the school received total Kiwisport funding of \$1,910.96

This Ministry funding enabled our school to purchase P.E. & sports equipment for a variety of sporting codes allowing our students to try sports they may not have been previously exposed to.

Kiwisport funding also supports our school to participate in more inter-school sports activities and field days with release for teachers to coach teams and transport to the competitions.

The number of students participating in organised sport remained at 100% of the school roll.

Tracy Leader

A handwritten signature in black ink, appearing to read 'Tracy Leader', written in a cursive style.

Principal-Tumuaki