

BROADLANDS SCHOOL
ANNUAL FINANCIAL STATEMENTS
 FOR THE YEAR ENDED 31 DECEMBER 2023

SCHOOL DIRECTORY

Ministry Number: 1698

Principal Graeme Taylor

School Address: 2986 Broadlands Road, RD 1, Reporoa

School Postal Address 2986 Broadlands Road, RD 1, Reporoa

School Phone: (07) 3338576

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Accountant Kusabs Lasike Limited

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expired/Expires
Ross Shaw	Presiding Member	Elected	Sep-2025
Graeme Taylor	Principal	ex officio	Sep-2025
Andrew Bell	Parent Rep	Elected	Sep-2025
Candice Riddle	Parent Rep	Elected	Sep-2025
Ann Snowdon	Parent Rep	Elected	Sep-2025
Kasey Wills	Parent Rep	Elected	Sep-2025
Traleenah Bentley	Staff Rep	Elected	Sep-2025

BROADLANDS SCHOOL

INDEX TO THE ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

	Page
Financial Statements	
Statement of Responsibility	1
Statement of Comprehensive Revenue and Expenses	2
Statement of Changes in Net Assets/Equity	3
Statement of Financial Position	4
Statement of Cashflow	5
Notes to the Financial Statements	6-19
Independent Auditor's Report	

BROADLANDS SCHOOL

Statement of Responsibility

FOR THE YEAR ENDED 31 DECEMBER 2023

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

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

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

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

Ross James Shaw

Full name of Presiding Member

GRAEME C. TAYLOR

Full name of Principal

[Signature]

Signature of Presiding Member

[Signature]

Signature of Principal

24.05.24

Date

24.05.24

Date

BROADLANDS SCHOOL

STATEMENT OF COMPREHENSIVE REVENUE & EXPENSE

FOR THE YEAR ENDED 31 DECEMBER 2023

	Note	Actual 2023 \$	Budget (Unaudited) 2023 \$	Actual 2022 \$
Income				
Government Grants	2	1,128,465	980,793	884,413
Locally Raised Funds	3	70,237	57,135	90,320
Other Revenue		1,039	-	347
Interest		6,659	500	2,324
Total Revenue		1,206,398	1,038,428	977,404
Expense				
Locally Raised Funds	3	41,119	13,700	53,176
Learning Resources	4	786,214	708,090	655,476
Administration	5	76,168	71,986	78,177
Property	6	290,956	193,931	193,495
Interest		621	300	723
Loss on Disposal of Property, Plant & Equipment		540	-	17
Total Expense		1,195,618	988,007	981,064
Net Surplus/(Deficit)		10,781	50,421	(3,660)
Other Comprehensive Revenue & Expenses		-	-	-
Total Comprehensive Revenue & Expenses for the Year		10,781	50,421	(3,660)

This Statement is to be read in conjunction with the attached Accounting Policies, Notes to the Financial Statements and the Audit report which form part of these financial statements.

BROADLANDS SCHOOL

STATEMENT OF CHANGES IN NET ASSETS/EQUITY

FOR THE YEAR ENDED 31 DECEMBER 2023

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
Note	\$	\$	\$
Equity at start of the year	345,184	355,793	346,969
Total Comprehensive Revenue & Expense for the Year	10,781	50,421	(3,660)
Contribution - Furniture & Equipment Grant	6,999	-	1,875
Equity at end of year	<u>362,963</u>	<u>406,214</u>	<u>345,184</u>
Accumulated Comprehensive Revenue & Expense	362,963	406,214	345,184
Reserves	-	-	-
Equity at end of year	<u>362,963</u>	<u>406,214</u>	<u>345,184</u>

This Statement is to be read in conjunction with the attached Accounting Policies, Notes to the Financial Statements and the Audit report which form part of these financial statements.

BROADLANDS SCHOOL

STATEMENT OF FINANCIAL POSITION

AS AT 31 DECEMBER 2023

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity		362,963	406,214	345,184
TOTAL EQUITY		362,963	406,214	345,184
Represented by				
CURRENT ASSETS				
Cash and Cash Equivalents	7	7,310	67,429	43,342
Investments	8	119,525	61,949	61,949
Accounts Receivable	9	53,331	47,975	54,421
Prepayments		11,598	6,274	6,274
GST Holding Account		1,559	10,487	10,487
Total Current Assets		193,323	194,114	176,473
CURRENT LIABILITIES				
Bank Overdraft	7	2,409	-	-
Accounts Payable	10	70,530	63,325	80,380
Finance Lease Liability	11	3,525	5,052	4,432
Revenue in Advance	12	-	-	132
Funds Held for Capital Works Projects	15	-	-	12,802
Total Current Liabilities		76,463	68,377	97,746
WORKING CAPITAL SURPLUS		116,860	125,737	78,727
NON-CURRENT ASSETS				
Property, Plant & Equipment	14	260,652	289,477	277,477
Total Non-Current Assets		260,652	289,477	277,477
NON-CURRENT LIABILITIES				
Finance Lease Liability	11	4,048	-	2,020
Provision for Cyclical Maintenance	13	10,500	9,000	9,000
Total Non-Current Liabilities		14,548	9,000	11,020
Net Assets		362,963	406,214	345,184

This Statement is to be read in conjunction with the attached Accounting Policies, Notes to the Financial Statements and the Audit report which form part of these financial statements.

BROADLANDS SCHOOL

STATEMENT OF CASHFLOW

FOR THE YEAR ENDED 31 DECEMBER 2023

		2023	2023	2022
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		362,433	199,218	246,246
Locally Raised Funds		68,094	57,840	92,631
Other Revenue		1,039	-	-
Goods and Services Tax (net)		9,294	-	(18,300)
Payments to Employees		(170,271)	(112,980)	(124,438)
Payments to Suppliers		(235,674)	(115,567)	(167,414)
Interest Received		5,859	500	2,017
Interest Paid		(621)	-	(723)
Net cash from / (to) the Operating Activities		40,154	29,011	30,019
Cash flows from Investing Activities				
Proceeds from Investments		-	-	44,598
Purchase of PPE (and Intangibles)		(11,809)	(1,000)	(22,913)
Purchase of Investments		(57,576)	-	(1,711)
Net cash from / (to) the Investing Activities		(69,385)	(1,000)	19,974
Cash flows from Financing Activities				
Furniture and Equipment Grant		6,999	-	1,875
Finance Lease payments		(3,406)	(1,400)	(3,089)
Funds Administered on behalf of Third Parties		(12,802)	(62,045)	(65,363)
Net cash from / (to) Financing Activities		(9,209)	(63,445)	(66,577)
Net increase/(decrease) in cash and cash equivalents		(38,440)	(35,434)	(16,584)
Cash and cash equivalents at the beginning of the year	7	43,341	59,925	59,925
Cash and cash equivalents at the end of the year	7	4,901	24,491	43,341

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.

This Statement is to be read in conjunction with the attached Accounting Policies, Notes to the Financial Statements and the Audit report which form part of these financial statements.

BROADLANDS SCHOOL

STATEMENT OF CASHFLOW

FOR THE YEAR ENDED 31 DECEMBER 2023

		2023	2023	2022
	Note	Actual	Budget	Actual
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BROADLANDS SCHOOL

Notes to the Financial Statements For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

Broadlands 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 the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expenditure 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.

BROADLANDS SCHOOL

Notes to the Financial Statements For the year ended 31 December 2023

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 14.

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 11. Future operating lease commitments are disclosed in Note 20.

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 but are paid directly to teachers by the Ministry of Education.

BROADLANDS SCHOOL

Notes to the Financial Statements For the year ended 31 December 2023

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 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 grant 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 unfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

Donations, Gifts and Bequests

Donations, gifts and bequests are recorded as an asset and revenue when the right to receive the 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 income 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 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, for example 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.

BROADLANDS SCHOOL

Notes to the Financial Statements For the year ended 31 December 2023

The write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

i) Investments

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

j) Property, Plant and Equipment

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

Improvements (funded by the Board) to buildings owned by the Crown 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:

Buildings & Improvements	40 years
Classroom Furniture	5-15 years
Information and communication technology	4-15 years
Office Furniture & Equipment	5 years
Textbooks	3 years
Other Equipment	5-10 years
Leased Assets held under a Finance Lease	4 years
Library Books	12.5% Diminishing value

BROADLANDS SCHOOL

Notes to the Financial Statements For the year ended 31 December 2023

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 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.

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 and annual leave earned, by non teaching staff, but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis. The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information; and the present value of the estimated future cash flows.

Remeasurements are recognised in surplus or deficit in the period in which they arise.

n) Revenue Received in Advance

Revenue received in advance relates to student fees 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.

BROADLANDS SCHOOL

Notes to the Financial Statements For the year ended 31 December 2023

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

q) Financial Instruments

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

The School's financial liabilities comprise accounts payable, painting contract liability 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 Expenses.

BROADLANDS SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
NOTE 2 Government Grants			
Income			
Government Grants - Ministry of Education	270,260	189,668	206,262
Teachers Salaries Grants	615,609	559,083	506,634
Use of Land & Buildings Grant	153,940	140,000	128,491
Other Government Grants	88,656	92,042	43,026
	<u>1,128,465</u>	<u>980,793</u>	<u>884,413</u>

The School has opted into the Donations Scheme for this year. Total amount received was \$14,795.

NOTE 3 Locally Raised Funds

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

Revenue			
Donations	20,223	23,675	38,814
Fees for Extra Curricular Activities	11,421	4,500	13,929
Trading	17,773	4,200	13,116
Other Revenue	20,820	24,760	24,460
	<u>70,237</u>	<u>57,135</u>	<u>90,319</u>
Expenditure			
Fundraising and Community Grants	-	-	1,176
Extra Curricular Activities, Costs	22,145	6,000	34,836
Trading	11,071	-	7,156
Other Locally Raised Funds Expenditure	7,903	7,700	10,008
	<u>41,119</u>	<u>13,700</u>	<u>53,176</u>
Surplus/(deficit) for the year Locally Raised Funds	<u>29,118</u>	<u>43,435</u>	<u>37,143</u>

NOTE 4 Learning Resources

Curricular	21,744	39,136	14,589
Extra-Curricular Activities	3,677	2,600	2,642
Employee Benefits - Salaries	711,545	624,854	595,583
Staff Development	12,701	9,500	9,496
Depreciation	36,548	32,000	33,167
	<u>786,214</u>	<u>708,090</u>	<u>655,476</u>

BROADLANDS SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023 (continued)

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
NOTE 5 Administration			
Audit Fees	4,218	5,468	7,231
Board Fees	2,815	3,640	3,270
Board Expenses	2,450	1,000	1,703
Communication	757	1,400	1,246
Consumables	7,696	8,800	7,829
Operating Leases	-	-	87
Postage & Freight	52	-	-
Other	5,866	5,700	7,016
Employee Benefits - Salaries	38,302	32,400	39,418
Insurance	5,475	7,578	4,604
Service Providers, Contractors & Consultancy	8,538	6,000	5,774
	<u>76,168</u>	<u>71,986</u>	<u>78,178</u>

NOTE 6 Property

Caretaking & Cleaning Consumables	2,269	1,600	1,597
Cyclical Maintenance Provision	1,500	2,000	1,500
Grounds	40,556	12,900	8,331
Heat, Light & Water	9,306	9,500	8,348
Rates	1,581	1,300	1,505
Repairs & Maintenance	58,658	6,951	28,159
Security	2,347	2,000	5,964
Use of Land & Buildings	153,940	140,000	128,491
Employee Benefits - Salaries	20,798	17,680	9,600
	<u>290,956</u>	<u>193,931</u>	<u>193,495</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.

NOTE 7 Cash and Cash Equivalents

Cash on Hand	5,764	-	-
ASB Education Admin Account	(2,409)	58,099	33,745
ASB 51 Business Saver Account	87	85	85
ASB 52 Business Saver Account	-	9,000	9,269
ASB 53 Savings on Call Account	206	200	201
ASB 50 Business Saver Account	1,253	45	43
Cash & Cash Equivalents for Cashflow Statement	<u>4,901</u>	<u>67,429</u>	<u>43,342</u>

BROADLANDS SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023 (continued)

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$

NOTE 8 Investments

The School's investment activities are classified as follows:

Long-term bank deposits with maturities greater than
3 months and no greater than 1 year

119,526	61,949	61,949
<u>119,526</u>	<u>61,949</u>	<u>61,949</u>

NOTE 9 Accounts Receivable

Interest Receivable	1,289	490	489
Teachers Salaries Grant Receivable	50,320	45,515	45,515
Sundry Debtors	1,722	1,970	1,972
Staff Banking Underuse	-	-	6,445
	<u>53,331</u>	<u>47,975</u>	<u>54,421</u>

Receivables from Exchange Transactions	3,011	2,460	8,906
Receivables from Non-Exchange Transactions	<u>50,320</u>	<u>45,515</u>	<u>45,515</u>
	<u>53,331</u>	<u>47,975</u>	<u>54,421</u>

NOTE 10 Accounts Payable

Accruals	4,868	5,310	5,309
Creditors	13,593	11,343	11,344
Employee Benefits - Salaries	<u>52,069</u>	<u>46,672</u>	<u>63,727</u>
	<u>70,530</u>	<u>63,325</u>	<u>80,380</u>
Payables from Exchange Transactions	70,530	63,325	80,380
Payables from Non-Exchange Transactions	<u>-</u>	<u>-</u>	<u>-</u>
	<u>70,530</u>	<u>63,325</u>	<u>80,380</u>

The carrying value of payables approximates their fair value.

BROADLANDS SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023 (continued)

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
NOTE 11 Finance Lease Liability			
The school has entered into a lease agreement for a photocopier and laptops for teachers. Minimum lease payments payable:			
Not later than one year	3,528	5,052	4,589
Later than 1 year but not more than 5 years	4,049	-	2,025
Less Future Finance Charges	(5)	-	(161)
	<u>7,573</u>	<u>5,052</u>	<u>6,452</u>
Represented by:			
Finance Lease Liability - Current	3,524	5,052	4,432
Finance Lease Liability - Non Current	4,049	-	2,020
	<u>7,573</u>	<u>5,052</u>	<u>6,452</u>

NOTE 12 Revenue Received in Advance

Consolidated Fees in advance	-	-	132
	<u>-</u>	<u>-</u>	<u>132</u>

NOTE 13 Cyclical Maintenance Provision

Provision/(Decrease) at Start of Year	9,000	7,500	7,500
Increase in Provision during the Year	1,500	1,500	1,500
Use of Provision during the year	-	-	-
Provision at the end of the Year	<u>10,500</u>	<u>9,000</u>	<u>9,000</u>
Current Liability	-	-	-
Non Current Liability	<u>10,500</u>	<u>9,000</u>	<u>9,000</u>
	<u>10,500</u>	<u>9,000</u>	<u>9,000</u>

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This provision is based on quotes obtained from local painting contractors.

BROADLANDS SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023 (continued)

NOTE 14 Property, Plant & Equipment

2023	Op/Balance (NBV)	Additions	Disposals	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$
Buildings	129,486	2,996	(540)	(6,030)	125,912
Classroom Furniture	18,775	3,035	-	(4,151)	17,659
Info-Tech Assets	27,717	895	-	(9,617)	18,995
Other Equipment	87,835	4,883	-	(10,309)	82,409
Leased Assets	5,588	6,226	-	(5,153)	6,661
Library Books	8,076	2,229	-	(1,288)	9,018
Balance at 31 December	<u>277,477</u>	<u>20,264</u>	<u>(540)</u>	<u>(36,548)</u>	<u>260,652</u>

The Net carrying value of Equipment held under a finance lease is \$6,661. (2022 \$5,588)

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.

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
	31 Dec 2023		
Buildings & Improvements	255,829	(129,917)	125,912
Classroom Furniture	110,987	(93,328)	17,659
Info-Tech Assets	152,686	(133,691)	18,995
Office Furniture & Fittings	9,139	(9,139)	-
Other Equipment	281,545	(199,137)	82,409
Leased Assets	22,165	(15,504)	6,661
Library Resources	48,522	(39,504)	9,018
	<u>880,872</u>	<u>(620,220)</u>	<u>260,652</u>

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
	31 Dec 2022		
Buildings & Improvements	265,160	(135,674)	129,486
Classroom Furniture	107,952	(89,177)	18,775
Info-Tech Assets	156,651	(128,934)	27,717
Office Furniture & Fittings	9,139	(9,139)	-
Other Equipment	276,663	(188,828)	87,835
Leased Assets	18,891	(13,303)	5,588
Library Resources	46,292	(38,216)	8,076
	<u>880,747</u>	<u>(603,271)</u>	<u>277,477</u>

BROADLANDS SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023 (continued)

NOTE 15 Funds Held for Capital Work 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 projects is included under the Cash and Cash Equivalents in Note 7.

	Opening Balance	Funds Received MOE	Payments	Board Contribution	Closing Balance
2023	\$	\$	\$	\$	\$
LSPN Project 233127	12,802	-	(12,802)	-	-
Heat Pumps Project 1698-24-01	-	8,481	(11,476)	2,995	-
	<u>12,802</u>	<u>8,481</u>	<u>(24,278)</u>	<u>2,995</u>	<u>-</u>
Represented by:					
Funds held on behalf of the M.O.E.					-
					<u>-</u>
2022					
ILE Building Project 211524	68,439	23,456	(101,622)	9,727	-
LSPN Project 233127	-	57,435	(44,633)	-	12,802
	<u>68,439</u>	<u>80,891</u>	<u>(146,255)</u>	<u>9,727</u>	<u>12,802</u>
Represented by:					
Funds held on behalf of the M.O.E.					12,802
					<u>12,802</u>

NOTE 16 Related Party Transactions

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

Related party disclosures have not been made for transactions with related parties that are within 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.

BROADLANDS SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023 (continued)

NOTE 17 Remuneration

Key management personnel compensation.

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

	2023 Actual	2022 Actual
<i>Board Members</i>	\$	\$
Remuneration	2,815	3,270
<i>Leadership Team</i>		
Remuneration	344,972	289,870
Full-time Equivalent Members	<u>3</u>	<u>3</u>
Total key management personnel remuneration	<u><u>347,787</u></u>	<u><u>293,140</u></u>

There are six members of the Board excluding the Principal. The Board had held six full meetings of the Board in the year. The Board also has two Finance members and two Property members that meet at Board meetings for Finance and for Property.

As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including standdowns, suspensions to consider student welfare matters including standdowns, suspensions, and other disciplinary matters.

Principal

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

	2023 Actual \$000	2022 Actual \$000
<i>Salaries and Other Short-term Employee Benefits:</i>		
Salary and other payments	130-140	120-130
Benefits and other emoluments	2 - 3	4 - 5
Termination benefits	-	-

Other Employees

Number of other employee who received remuneration of over \$100,000 was in the following bands:

Remuneration \$000	2023 FTE Number	2022 FTE Number
100 - 110	<u>1</u>	<u>-</u>

The disclosure for "other employees" does not include remuneration of the Principal.

NOTE 18 Compensations 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 as follows:

	2023	2022
Number of persons	Nil	Nil
Total Value	Nil	Nil

BROADLANDS SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023 (continued)

NOTE 19 Contingencies

There are no Contingent Liabilities and no Contingent Assets at balance date.

(Contingent Liabilities and Contingent Assets at 31 December 2022: Nil)

Holidays Act Compliance - schools payroll

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

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

NOTE 20 Commitments

(a) Capital Commitments

At balance date the Board had no Capital Commitments. (2022: Nil)

(b) Operating Commitments

As at balance date, the Board had not entered into any operating leases.

Amounts owing on finance leases are disclosed as a liability in Note 11.

NOTE 21 Financial Instruments

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

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
Financial Assets Measured at Amortised Cost	\$	\$	\$
Cash and Cash Equivalents	(863)	67,429	43,342
Investments	119,526	61,949	61,949
Receivables	53,331	47,975	54,421
Total Financial Assets Measured at Amortised Cost	<u>171,993</u>	<u>177,353</u>	<u>159,712</u>
Financial Liabilities Measured at Amortised Cost			
Payables	70,530	63,325	80,380
Finance Leases	7,573	5,052	6,452
Total Financial Liabilities Measured at Amortised Cost	<u>78,103</u>	<u>68,377</u>	<u>86,832</u>

NOTE 22 Events after Balance Date

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

NOTE 23 Comparatives

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

Independent Auditor's Report

To the Readers of Broadlands School's Financial Statements

For the Year Ended 31 December 2023

The Auditor-General is the auditor of Broadlands School (the School). The Auditor-General has appointed me, Richard Dey, using the staff and resources of William Buck Audit (NZ) Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 19, that comprise the statement of financial position as at 31 December 2023, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 30 May 2024. This is the date at which our opinion is expressed.

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

Basis 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 arises from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included in the annual report being the Charter 2023, Equal Employment Opportunities Statement, Kiwisport Report and Members of the Board of Trustees, 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 the School.



Richard Dey
William Buck Audit (NZ) Limited
On behalf of the Auditor-General
Tauranga, New Zealand



MISSION STATEMENT

“To provide a stimulating and progressive learning environment where students develop the skills and confidence to become passionate life long learners”

‘Land of the Learner’

Achievement Targets 2023

Reading

To demonstrate accelerated progress towards achieving at or above expectation for the 5/13 (38%) Year 3 students achieving below expectation in Reading.

To demonstrate accelerated progress towards achieving at or above expectation for the 3/6 (50%) Year 5 students achieving below expectation.

Writing

To demonstrate accelerated progress towards achieving at or above expectation for the 6/9 (67% Maori male students achieving below expectation,

To demonstrate accelerated progress towards achieving at or above expectation for the 5/9 (56%) Maori female students achieving below expectation.

To demonstrate accelerated progress towards achieving at or above expectation for the 8/19 (42%) Year 4 students achieving below expectation.

To demonstrate accelerated progress towards achieving at or above expectation for the 3/6 (50%) Year 5 students achieving below expectation,

Mathematics

To demonstrate accelerated progress towards achieving at or above expectation for the 13/48 (27%) male students achieving below expectation

To demonstrate accelerated progress towards achieving at or above expectation for the 11/25 (44%) of Māori students achieving below expectation..

To demonstrate accelerated progress towards achieving at or above expectation for the 5/19 (26%) of Year 4 students achieving below expectation

VALUES STATEMENT

Broadlands School actively promotes and models a virtues-based culture

‘Virtues-The Gifts of Character’

The 3R's - Respect, Responsibility, Resilience

VISION STATEMENT

Students will be part of a learning community of creative and critical thinkers who take pride in all areas of their learning. They possess a strong sense of belonging and are valued for the positive contributions they bring to society.

‘Celebrating Excellence at Broadlands’

Charter 2023 National Education & Learning Priorities 1, 2 & 3

1

**Our Community & Partnerships -
Learners at the Centre 1 - Obj. 1**

2

**Our Tamariki - Pathway for Achievement -
Barrier Free Access - Obj 2.**

3

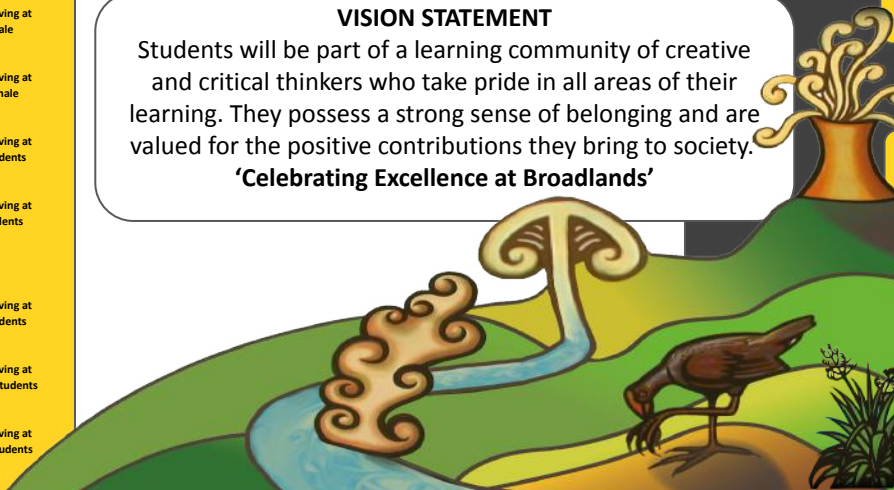
**Our Tamariki / Leadership / Personnel
Quality Teaching & Leadership - Obj 3.**

4

Our Curriculum

5

**Our Personnel - Learning, Leadership &
Review**



1. Our Community & Partnerships - Learners at the Centre - Objective 1.

Historical

The first letter on the Board files was dated 1 July 1934 by Mr E. Earle Vaile, requesting that a building be erected for use as a school on five acres of land on his estate at Broadlands.

This building was in the so-called 'Shearers' Dining Hall' in the homestead enclosure. Mr Vaile was appointed the School Commissioner until the School's first election in May, 1934.

Today, Broadlands School is a Primary Contributing School catering for students from Years 0-6 with a roll of approximately 96 students (as at 20.02.23) although this number varies throughout the year.

Geographical Location

Broadlands School is situated in the heart of the Reporoa Valley 30km north of Taupo and 50 km south of Rotorua.



Governance

The Board of Trustees provides a proficient and responsible level of Governance.

In accordance with NZSTA guidelines, the Governance Manual was re-aligned with current Governance protocol and priorities by the Board of Trustees, including an up-date of the Triennial Plan. The Board meets twice termly. All members of the School community are welcome to attend.

Cultural Responsiveness

Being culturally responsive and understanding Aotearoa New Zealand's cultural heritage is a priority giving prominence to manaakitanga (hospitality, kindness, generosity and respect), whanaungatanga (relationships, kinship, working together, shared experiences and sense of family connection) and mahi tahi (working together, collaborating and cooperating).

Our valued association with Ngāti Tahu - Ngāti Whaea nurtures parent/whānau relationships and provides our tamariki with opportunities to embrace tikanga Māori and Te Reo Māori through Kapa Haka and our Cultural Festival alongside its natural and sensitive integration through karakia, waiata, mihi and pepeha. From Term 4 2019 in to 2020, a Te Reo /Tikanga Māori tutor will be engaged/employed by the Board of Trustees one day per week to teach at all levels.

The Board of Trustees gives effect to Te Tiriti o Waitangi by ensuring its plans, policies and local curriculum reflect tikanga Māori, matauranga Māori and te ao Māori. It is committed to achieving equitable outcomes for Māori.



Communication and Formal Reporting

Informative, personalised and technology-driven communication at all year levels is a priority. A mix of both formal and informal methods of communication are provided. Honest two-way sharing of all student achievement information, including strengths and learning barriers, are regularly discussed, both formally and informally. Broadlands School believes in and strives to achieve educationally powerful connections between all stakeholders. This is most effective when sharing valuable information and responding to the learning needs of all our tamariki. Listening to each other is the key!

Communication and Reporting - Technology-driven: (no hard copies)

- Broadlands School website - <http://www.broadlands.school.nz/>
- Seesaw (an online portfolio for sharing of learning and real-time reporting, accessible 24/7)
- Facebook
- SchoolApp
- Broadlands Bulletin (weekly)

Communication and Reporting - Sharing of Learning face-to-face:

- Learners' Conferences (once yearly)
- Workshops - Seesaw & NZ Curriculum - Mathematics 2023

School Events - Annual:

- Calf and Pet Day
- Swimming, Cross Country, Triathlon/Duathlon and Athletics
- Grandparents' and Friends' Day
- Flower Show
- Awards Assembly and Prize Giving

Consultation:

- Whānau hui (annual)
- Health Curriculum survey - Term 1 2023



2. Our Tamariki - Leadership - Barrier Free Access - Objective 2.

Broadlands School prioritises the leadership of our tamariki, particularly at the Year 5 - 6 levels.

These include:

- Heads of School
- Te kaea o ngā kōtiro/tama as tuakana/teina (4)
- Heads of Houses (8)
- Sports Leaders (2)
- Head Librarian (1)
- Jump Jam - Kidz Aerobix (1)
- Monitors (extensive)



Sport and House competitions foster sportsmanship, fair play, pride, whanaungatanga and mahi tahi (both unity) health and wellbeing, the pursuit of excellence and resilience.

Broadlands School expects that desirable behaviours are role-modelled by all school leaders with positions of responsibility along with teaching and support staff. Although our 20 school virtues provide the framework for expectations, the following three virtues have been identified through community consultation as all-embracing:

The **3 R's of Respect, Responsibility and Resilience.**

Through the Broadlands School Board of Trustee Strategic Planning, Operational and Governance Policy Review and Policy Development, the Board of Trustees has developed the following related policy that supports leadership at all levels expectations school-wide.

[Governance Policy Framework](#)

Refer to **Behaviour Management Policy O12**



3. Our Tamariki - Pathway to Achievement - Quality Teaching & Leadership - Objective 3.

Learning Partnerships

Genuine learning partnerships at all levels of our school community are to be nurtured. These include the honest sharing of information, learning strategies and approaches that have been trialled and successfully implemented, that will raise achievement outcomes and accelerate progress, especially for those underachieving.

Hauora - Well-being

Hauora - a Māori philosophy that includes the dimensions of taha wairua (spiritual), taha hinengaro (mental), taha tinana (physical) and taha whānau (family). All stakeholders have the right to feel a sense of hauora and belonging, free from discrimination (of any type) and physically and emotionally safe within their learning environment.

Through the Broadlands School Board of Trustee Strategic Planning, Policy Review and Policy Development, the Board of Trustees has developed the following two related policies that support the well-being of students and staff.

- [Governance Policy Framework](#)
Refer to *Well-being / Hauora Policy - Students O9*
- [Governance Policy Framework](#)
Refer to *Well-being / Hauora Policy - Staff O10*

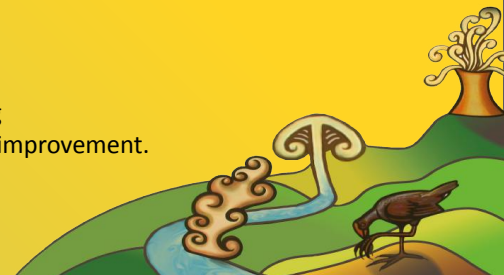


All staff work closely with whānau to ensure that the well-being of all members of our community is prioritised.

Transitioning

It is important that all tamariki are provided with an identifiable and transparent learning pathway which optimises learning opportunities and prioritises achievement outcomes in an environment that provides and supports a culture of continuous improvement.

A key aspect of the learning pathway is our ability to successfully transition our tamariki from Early Childhood to Year 1, to Year 6 to Intermediate/College. Developing close partnerships with ECE's is a priority.



4. Our Curriculum

Broadlands School provides a diverse yet well-balanced teaching and learning programme covering all Learning Areas of the NZ Curriculum; a priority towards Literacy, Numeracy and the innovative integration of the Digital Technologies | Hangarau Matihiko Curriculum.

We value what each learner brings with them. Leaders take responsibility for growing their own and others' confidence in culturally responsive practices and for genuinely involving Māori whānau in determining our cultural and moral purpose anchored in our collective understanding of the principles of Te Tiriti o Waitangi.

STEAM (Science, Technology, Engineering, Arts & Mathematics) specialised approaches in these learning areas are also explored at all year levels. Science, linked to Literacy and Digital Technologies, is an ongoing priority. We are extremely well-resourced with newly purchased robotics technology and coding capabilities. In 2023, other specialised areas of learning will include kapa haka (performing arts), creative dance (performing arts), visual art and a school production (performing arts). The Arts, both visual and performing with movement and dance, nurture creativity and another specialty of Broadlands School.

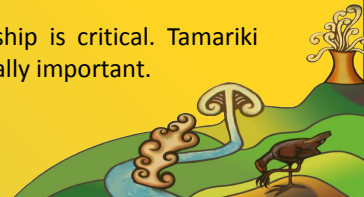
The development of Oral Language is a priority at all levels. Our third-year commitment to storytelling through Storyways Literacy and the development of our own school-wide curriculum from 2020, including our own local stories, will support this tremendously. The RTLB-supported Yolanda Soryl phonics programme and the BRICKS Club (Building Relationships, Independence, Creativity with Kids in Schools) are both Oral Language initiatives from 2021.

Our learning environment, including the complete modernisation of Block A in 2020, is both future-focused and student-centred within a meaningful learning context, at all times, ensuring that learning is differentiated to equitably meet specific learning difficulties, agreed goals, learning styles, interests, maturity and social development of all students/tamariki. The Ruma Whā/NE-Year 1 learning space underwent a full modernisation in 2022.

Our 20 Virtues, including the **3 R's** of **Respect**, **Responsibility** and **Resilience**, provides a sense of moral purpose and well-being which aims to seamlessly blend into our curriculum, all areas of school-life and beyond Broadlands School's gates. Two current and additional priority virtues are **Initiative** and **Appreciation**.

We provide unquestionable support and hauora/well-being at all levels where a positive and nurturing student - teacher relationship is critical. Tamariki 'ownership' of the learning journey (which is called learner agency) and their 'voice' in the journey (which is called student voice) are equally important.

The pursuit of excellence school-wide is strongly encouraged. The NZ Curriculum Key Competencies and Broadlands School's virtues-based culture are strategically, yet naturally, blended at all levels.



5. Inclusiveness, Responsiveness & High Trust

Personnel

Broadlands School is supported by a professional and progressive Board of Trustees which is strongly focused on self-review and improvement in all areas of Governance.

The Broadlands School leadership and highly specialised teaching teams, along with the experienced and effective support staff, are committed to providing excellence in teaching and learning.

Learning

Our culture of learning extends well beyond that of our tamariki.

Through a cycle of self and leadership-driven review, all leadership, teaching and support staff are encouraged to fully engage in, and when opportunities arise, lead and share their ongoing professional learning with their colleagues. Building and sustaining a collective leadership purpose and professional learning community is a priority. Just as the educational landscape evolves, so do professional learning priorities which are very much focussed on the learning needs and achievement of our tamariki. Our inclusion within the Kāhui Ako o Reporoa Community of Learning (CoL) from 2017 provides opportunities for our CoL schools to collaborate and share in the success of our tamariki through our 'Achievement Challenges'.

In 2023, our professional learning, curriculum and priority interventions include:

- StoryWays Literacy storytelling which focuses on literacy, oral language and creativity. (30 hours MOE locally-funded PLD through Liz Swanson - StoryWays Literacy)
- Aotearoa NZ Histories Curriculum (70 hours MOE locally-funded PLD through Ann Barker - University of Waikato)
- Yolanda Soryl phonics programme from NE to Year 3 from 2021.
- BRICKS Club - 'Building Relationships, Independence, Creativity with Kids in Schools' intervention from 2021
- 'Healthy Active Learning' (HAL) initiative 2020-2022 - A Sport BOP, Sport NZ, Ministry of Health & Ministry of Education initiative co-facilitated by HAL Advisor and 'Community Connector' personnel

Responsiveness

The Broadlands School Board of Trustees and professional team are responsive to the physical and emotional needs of all tamariki.



Inclusiveness

Broadlands School is an inclusive school which provides equitable access to all learning opportunities, differing needs and outcomes for students. It welcomes and supports all students/tamariki who present a range of specific learning difficulties. [MOE 'Inclusive Education'](#)

Partnerships

Broadlands School is committed to developing strategies that will build and sustain high trust relationships and genuine learning partnerships with whānau ultimately to improve achievement outcomes for all our tamariki. Reference will be made to MoE's 'Leading Local Curriculum' 2019.

<https://nzcurriculum.tki.org.nz/Strengthening-local-curriculum/Leading-local-curriculum-guide-series/Local-curriculum>

Leadership

Within the leadership structure of Principal, Deputy Principal and Unit holders, leadership capacity and capability are sustainably built and supported.

Key responsibilities include that of a dedicated and highly specialised Special Education Needs' Coordinator (SENCo), Literacy Lead Teacher, Mathematics Lead Teacher and Health & PE Lead Teacher. The Principal will co-lead curriculum development school-wide with the Deputy Principal.

As part of our involvement in the Kāhui Ako o Reporoa Community of Learning, we will have a 'Within School Teacher' (WST) who will support the Community of Learning 'Across School' teacher. Our SENCo liaises with the two Learning Supporting Coordinators (LSC's).

Cycle of Evaluation

As part of our 'Teaching as Inquiry' self-review and professional reflections of teaching practice, we have implemented 'Professional Partners' which facilitates peer observations of teaching practice, in-depth analyses and reflective questioning facilitated by the leadership team. As part of its strategic planning and cycle of review, the Board of Trustees regularly reviews school-wide curriculum.



Strategic Plan - Overview

2023 - 2025

Curriculum - Student Learning & Engagement

- *Seesaw development (including whānau engagement in, NZC coverage, Level reporting, quality of teacher reporting, student voice, learner agency, Key Competencies & 3 R's/Virtues). Revise reporting method/format (more formal) in response to community feedback (Term 1)
- *Proactive and responsive communication including Seesaw, Facebook, SchoolApp, website, weekly e-Newsletter ('Broadlands Bulletin') and student-lead assemblies
 - *Te Reo & Tikanga Māori - Culturally responsive pedagogy & inclusion of local stories (including Ngāti-Tahu-Ngāti Whaoa Runanga Trust/iwi consultation)
 - *Digital Technologies | Hanagrau Matihiko implementation into 2021
 - *StoryWays Literacy - Developing a Broadlands School storytelling curriculum including local stories
- *Evaluation Associates (through Kahui Ako) - PL & D/review of the quality of Seesaw reporting, including real-time and milestone reporting, learner agency/agentive learners, reflective learners driven by explicit teacher learning intentions and success criteria

School Organisation & Structures

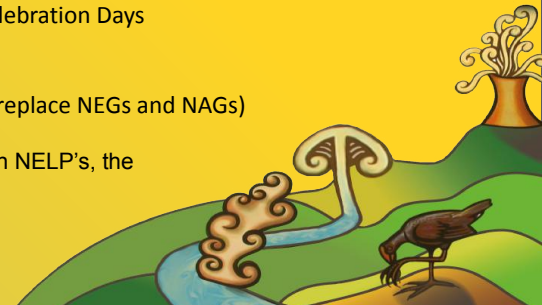
- *Senior Leadership of Principal and Deputy Principal
- *Leadership through MOE Resourcing Unit allocation (5)
- *Kāhui Ako o Reporoa/CoL 'Within School', 'Across School' and Learning Support Coordinator (LSC) roles collaboration

Documentation, Reporting & Self-Review

- *Principal Performance Appraisal 2022/2023 cycle - BOT compliance function
- *Governance Framework (Governance and Operational policies review/Triennial Plan 2023)
- *Professional Learning & Development (Implementing/consolidating/other)
- *Teaching Council of Aotearoa NZ - Our Code, Our Standards/Attestation procedures (under review)
 - *Job Descriptions/Appraisal procedures
 - *Curriculum reporting to the BOT (Triennial Plan 2023)
 - *Teaching as Inquiry - collaborative structure (reviewed for 2023)
- *Structured and responsive reporting procedures including Learner Conferences and Learning Celebration Days
 - *Board of Trustees - community consultation (as determined by the BOT)
 - *ERO Schools Evaluation for Improvement 2021
- *Implementation of the Statement and National Education Learning Priorities (NELP's) in Schools 2023 (To replace NEG's and NAG's) as issued under the Education and Training Act 2020
- *Implementation (over time) of the DRAFT Te Mataiaho - NZ Curriculum refresh in conjunction with NELP's, the Kahui Ako Attendance and Engagement Strategy and Te Tiriti o Waitangi

Employer Responsibilities - Personnel

- *G10 Well-being Policy - Staff (Review/Triennial Plan)



Strategic Plan - Overview

2023 - 2025

Property

*5YA/10YPP 2018-2023. Priorities as determined by MOE - condition assessments / priorities (may include car parks, modernising Rooms 4 & 5 surrounds, air con. Units, drinking fountains & others)

*Nga iti Kahurangi (small or remote schools programme - Term 1, 2023)

*MOE schoolhouse disposal - proceeding

(Proceeds may include solar, covered courtyards, decks (indoor/outdoor flow), Rooms 4 & 5 modernisation)

*Argest BWOFF compliance (monthly/annually)

*Wormald audit (annual)

*Proactive grounds maintenance and enhancement

Health & Safety

*Evacuation procedures - fire, earthquake, Lockdown Levels 1 & 2 (one/term)

*Electrical appliance testing - B-SAFE (annually)

*BOT grounds audit (bi-annual)

*Hazard identification (staff/as and when)

***G10** Well-being/Hauora Policy - Staff (Review/Triennial Plan)

***G9** Well-being/Hauora Policy - Students (Review/Triennial Plan) including physical, emotional, social and spiritual - Te whare Tapa Wha; being the four pillars of hauora

*Healthy Active Learning/ HAL (well-being component) Ministry of Health, Sport NZ & Ministry of Education initiative

*Curriculum initiatives (Life Education, 'Keeping Ourselves Safe', sun safe practices, pubertal change talk etc) & Asthma NZ

*Established internal/external/EOTC risk management protocols

*Established Covid-19 Protection Framework/Lockdown/Traffic Light setting protocol as recommended by MOE/ (on advice from Ministry of Health)

*Board of Trustee survey - Health Curriculum - partial focus on Hauora/well-being

Finance

*MOE Operations Grant & 5YA/10YPP funding

*Fiscally responsible Governance

*Maximising MOE Resourcing Staffing Entitlement

*Proactive grant applications - priority areas as determined annually by the BOT

*The school's ongoing priority to responsibly utilise available funds for the benefit of both current and future generations of students

of Broadlands School





Strategic Plan - Overview

2023 - 2025

Reflecting Aotearoa New Zealand's Cultural Diversity

- * Culturally responsive practices including the moral purpose and principles of Te Tiriti o Waitangi
- * Prioritise manaakitanga (hospitality, kindness, generosity and respect), whanaungatanga (relationships, kinship, working together, shared experiences and sense of family connection) and mahi tahi (working together, collaborating and cooperating)
 - *Nurture Ngāti Tahu - Ngāti Whaea/whānau relationships
- *Embrace Te Reo and Tikanga Māori through Kapa Haka and Cultural Festival
- *Within protocol, naturally integrate karakia, waiata, mihi, pepeha and the development of a shared/common use of te Reo school-wide
 - *Involvement in Kāhui Ako o Reporoa - Community of Learning including:
 - whanau engagement -Wānanga / Whanaungatanga, culturally responsive practices - Manaakitanga and Localised curriculum - Tangata whenuatanga
 - *Participation in Kapa Haka (weekly) and the Cluster Cultural Festival (annual)
 - *Practices reflect 'Tataiako - Cultural Competencies for Teachers of Māori Learners'
 - *Ka Hikitia - Accelerating Success 2013-2017'
- *Effectively implement the Aotearoa NZ Histories Curriculum (with MOE locally-funded PLD)



Partnerships with the Community

- *Consultation - Health Curriculum - H & S - Survey (Term 2)
 - *PTA Meetings (twice termly)
- *Nursery rhymes (NE/Y1), poems (Year 2) and Formal Speeches (Year 3-6) (Term 3)
- *Triathlon/Duathlon (T1), Swimming Sports (T1), Cross Country (T3) and Athletics Sports (T3)
 - *Learner Conferences (Term 1)
 - *Cultural Festival Cluster/Term 2 & Localised story school production/Term 3
- *Participation in Reporoa Valley Cluster sporting and academic events (whole school and 'elite') and local competitions, including EPro8 and MathsMatters
 - *Whānau phone calls/logs (Terms 1-4)
- *Kāhui Ako o Reporoa - Community of Learning - Attendance and Engagement strategy
 - *Grandparents' & Friends' Day
- *Developing the role and profile of Seesaw (learning sharing tool) and Facebook
 - *New whānau hui (Term 1)



Annual Plan 2023

Strategic Objectives	Strategic Priorities	Input/Actions	Output
<p>1.</p> <p>Our Community & Partnerships - Learners with their whānau are at the centre of education (NELP Obj. 1)</p> <p><i>He kaitiaki (the guardian) - ‘Leaders protect & nurture a caring environment where people and ideas are valued, health, safety and well-being are enhanced and relationships are strong’</i></p> <p>(‘Educational Leadership Capabilities Framework’/ELCF, 2018)</p>	<p>1.</p> <p>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>	<p>1.</p> <p>Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours</p> <p>*BOT Health Curriculum survey Term 1 2023. Survey content to be carefully framed as per level/audience. (Refer Kahui Ako Wellbeing Survey 2022).</p> <p>Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying</p> <p>*BOT to review ‘G20 Concerns and Complaints Policy’; ‘Wellbeing Policy-Staff’ and ‘O9 Wellbeing Policy-Students’ as per Triennial Plan 2023-2025.</p> <p>Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong</p> <p>*Adherence to the Charter Values Statement - Virtues-based culture and inclusive culture</p> <p>*Nurture wellbeing / hauora in all areas of school-life</p> <p>*Transitioning into, during and from Broadlands School is a feature. Whanau feel well supported, especially from ECE (as evidenced by Principal’s whānau phone log calls)</p> <p>*A well-being focus for all stakeholders was an absolute highlight for 2022</p> <p>*3 R’s/Virtues/morality</p> <p>*Key Competencies (NZC)</p>	<p>*BOT Health & Well-being - Community Consultation (Google Forms) undertaken Term 4, 2023. Board and teaching staff to review the outcome Term 4, Week 10 (at BOT Meeting and staff meeting)</p> <p>*BOT reviewed ‘G20 Concerns & Complaints Policy’ Term 2, 2023 (Meeting #4); ‘O10 Wellbeing Policy - Staff’ Term 2, 2023 (Meeting #3) and ‘O9 Wellbeing Policy - Students’ Term 4, 2023 (Meeting #7)</p> <p>*Virtues-based, inclusive culture strongly evident, highlighted by our focus on the # R’s</p> <p>*Wellbeing is nurtured with staff and students as is evidenced within the Kahui Ako wellbeing surveys Term 2 / Term 4 2023 and the BOT ‘Health & Well-being Survey’ Term 4, 2023</p> <p>*Transitioning practices from ECE, including Teacher kindergarten visits, and whānau phone log calls, strongly support all future relationships and partnerships.</p>


Annual Plan 2023

Strategic Objectives	Strategic Priorities	Input/Actions	Output
	<p style="text-align: center;">2.</p> <p style="text-align: center;">Have high aspirations for every learner/ākonga and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.</p> <p style="text-align: center;">(NELP Priorities 1 & 2)</p>	<p style="text-align: center;">2.</p> <p style="text-align: center;">Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations</p> <p>*Ensure whānau feel valued and a part of the learning journey of all learners/ ākonga through open three-way communication utilising all means available, including Seesaw (learning focus), email, personalised whānau phone calls, Bulletin, invitations to school/cluster events</p> <p>*Personal invitations to Learner Conferences</p> <p style="text-align: center;">Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau</p> <p>*Discuss/analyse bias through Aotearoa NZ Histories Curriculum facilitator (31.1.23)</p> <p style="text-align: center;">Identify and respond to learner/ ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations</p> <p>*Through sound assessment practices (as per 'Assessment & Reporting Overview 2023', implement sound teaching and learning programmes, including individualised learning support, to meet the needs of all learners/ ākonga</p> <p style="text-align: center;">Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori</p> <p>*Through Kahui Ako, engage with the Strategic Plan and Achievement Challenges 2022+ including the MOE Attendance and Engagement initiative 2023</p> <p style="text-align: center;">Collaborate with Māori communities to invest in, develop and deliver Māorimediu learning</p> <p>*Engage with Ngati Tahu - Ngati Whaea / Education</p> <p>*Include local stories with the localised curriculum/ Aotearoa NZH/StoryWays Literacy</p>	<p style="text-align: center;">*BOT 'Health & Wellbeing - Community Consultation' survey, Term 4 2023, provided a range of valuable feedback and evidence of our whanau being, largely, well-informed and valued.</p> <p style="text-align: center;">*70 hours of PLD on the Aotearoa NZ Histories Curriculum with Ann Barker/University of Waikato completed, focussing, in part, on creating an awareness of, and eliminating bias, in our personal and school lives</p> <p style="text-align: center;">*Personalised, needs-based and prioritised learning support has been provided through the classroom teacher, Teacher Aides. LSC and RTLB service ICS support programmes.</p> <p style="text-align: center;">*Following an advertising process, the Attendance and Engagement initiative (MOE funding of \$30k) appointment did not eventuate.</p> <p style="text-align: center;">*No Ngati Tahu - Ngati Whaea personnel were identified to facilitate the telling of local stories.</p> <p style="text-align: center;">Note: In 2024, the Ngati Tahu - Ngati Whaea Runanga will be directly involved in the above two *</p>

Annual Plan 2023

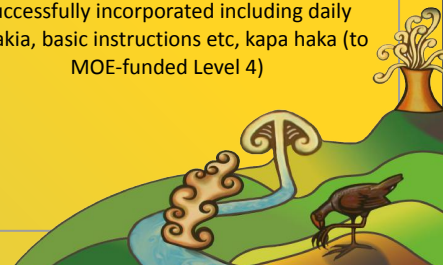
Strategic Objectives	Strategic Priorities	Input/Actions	Output
<p style="text-align: center;">2.</p> <p style="text-align: center;">Our Tamariki - Pathway to Achievement - Barrier Free Access - Great education opportunities and outcomes are within reach of every learner (NELP Obj. 2)</p> <p style="text-align: center;"><i>Kia arotahia ngā hua ākonga uara nui - 'Focus on valued student outcome' (BES, 2012)</i></p>	<p style="text-align: center;">3.</p> <p style="text-align: center;">Reduce barriers to education for all, including Māori, and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p>	<p style="text-align: center;">3.</p> <p style="text-align: center;">Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling, and work to address them</p> <p>*Ensure whānau feel valued and a part of the learning journey of all learners/ ākonga through open three-way communication utilising all means available, including Seesaw (learning focus), email, personalised whanau phone calls, Bulletin, invitations to school/cluster events</p> <p>*Personal invitations to Learner Conferences</p> <p>Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective</p> <p>*Adherence to the Charter Values Statement - Virtues-based culture and inclusive culture</p> <p>*Nurture wellbeing / hauora in all areas of school-life</p> <p>Where possible, reduce non-fee costs, including costs associated with BYOD 2 policies, and take advantage of policies to reduce financial dependence on families and whānau</p> <p>*In accordance with Equity Index 460 entitlement BOT to participate in the MOE Donations Scheme from 2023 (as per BOT Minutes Term 4 2022).</p> <p>*BOT (ICT/Digital Technologies Budget) and PTA to purchase all devices eliminating reliance on BYOD.</p> <p>*PTA to donate \$1500.00 annually for Year 5/6 school camp</p>	<p>*BOT 'Health & Wellbeing - Community Consultation' survey, Term 4 2023, provided a range of valuable feedback and evidence of our whanau being, largely, well-informed and valued.</p> <p>*Through the extensive support network, the full range of learning needs, including neurodiverse and high needs learners</p> <p>*BOT 'Health & Wellbeing - Community Consultation' survey, Term 4 2023, provided a range of valuable feedback and evidence on how safe our students feel from the whanau perspective (95.8% believe their child feels safe).</p> <p>*Equity Index funding eliminated the need to ask for any donations with the exception of \$40,00/head for the Year 5/6 camp 2023.</p> <p>*PTA donation of \$1500.00 school camp proceeded.</p> <p>*There was no requirement for the PTA to donate towards digital technologies in 2023 as we are currently well-resourced.</p> 

Annual Plan 2023

Strategic Objectives	Strategic Priorities	Input/Actions	Output
	<p style="text-align: center;">4.</p> <p style="text-align: center;">Ensure every learner/ākongā gains sound foundation skills, including language, literacy & numeracy</p> <p style="text-align: center;">(NELP Priorities 3 & 4)</p>	<p>*Providing school-wide, barrier-free access to extra-curricular activities such as visual art, kapa haka tutoring, creative dance and school production (performing arts/movement and dance), piano tutoring, 'Water Skills for Life' and 'Making the Difference Swim Programme', some of which are Board-funded (under a designated activity budget)</p> <p style="text-align: center;">4.</p> <p style="text-align: center;">Ensure all learners/ākongā have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills</p> <p>*Ensure curriculum diversity in teaching and learning programme delivery embodies equity and wellbeing at its core</p> <p style="text-align: center;">Identify learners/ākongā who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists</p> <p>*Implement 'Assessment and Reporting Overview 2023</p> <p>*Implement Reading, Writing and Mathematic Curriculum and Achievement Plans (CaAP) 2023</p> <p>*Engage with RTLB, BLENNZ, MOE support staff and teacher aides to plan for and regularly review teaching approaches/strategies for effectiveness</p> <p style="text-align: center;">Value the heritage languages spoken by Pacific learners/ ākongā, and provide opportunities to use and to build on them</p>	<p>*Broadlands School provides extensive opportunities for extra-curricular and specialised activities (as part of our curriculum) including creative dance, kapa haka, digital technologies/STEAM, piano, Storytelling Showcase (class-based 'production'), mini-ball, hockey, touch and EOTC opportunities in every class</p> <p>*The 'Water Skills for Life' and 'Making the Difference Swim Programme', some of which are Board-funded (under a designated activity budget), proceeded as planned</p> <p>*Wellbeing is at the core of all teaching and learning programmes</p> <p style="text-align: center;">*CAaP Plans were implemented</p> <p>*Engaged successfully with the full support network including Teacher Aides, RTLB, MOE and BLENNZ</p> <p>*There were no specific Pacific learner at Broadlands School in 2023</p> 

Annual Plan 2023

Strategic Objectives	Strategic Priorities	Input/Actions	Output
<p style="text-align: center;">3.</p> <p style="text-align: center;">Our Tamariki - Leadership & Personnel - Quality Teaching & Leadership - Quality teaching and leadership make the difference for learners and their whānau (NELP Obj. 3)</p> <p style="text-align: center;"><i>He kaimahi (the worker) - 'Leaders lead by doing!'</i> (ELCF, 2018)</p>	<p style="text-align: center;">5.</p> <p style="text-align: center;">Meaningfully incorporate te reo Māori and tikanga Māori into everyday life of the place of learning</p>	<p style="text-align: center;">5.</p> <p style="text-align: center;">Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture</p> <p style="text-align: center;">Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori</p> <p style="text-align: center;">*Allocate/re-establish staff leadership responsibilities including Units (DP/Health & PE/Literacy/Mathematics/SENCo)</p> <p style="text-align: center;">*Allocate/establish tamariki leadership responsibilities including Heads of School, Kaea, Heads of Houses, Head Librarian, Sports Leaders and Monitors</p> <p style="text-align: center;">*Engage in Aotearoa NZ Histories Curriculum facilitation 2022/2023 (MOE 70 hours)</p> <p style="text-align: center;">Engage in StoryWays Literacy/storytelling facilitation, particularly around local stories 2023 (MOE 30 hours)</p> <p style="text-align: center;">Talk with learners/ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement</p> <p style="text-align: center;">*Incorporate daily te reo Māori and tikanga Māori including daily karakia, basic instructions etc, kapa haka (to MOE-funded Level 4)</p>	<p style="text-align: center;">*Leadership responsibilities including Units (DP/Health & PE/Literacy/Mathematics/SENCo/Digital Tech.) were successfully established</p> <p style="text-align: center;">*amariki leadership responsibilities (including Heads of School, Kaea, Heads of Houses, Head Librarian, Sports Leaders and Monitors) were successfully established</p> <p style="text-align: center;">*Engage in Aotearoa NZ Histories Curriculum facilitation 2022/2023 (MOE 70 hours)</p> <p style="text-align: center;">Engage in StoryWays Literacy/storytelling facilitation, particularly around local stories 2023 (MOE 30 hours)</p> <p style="text-align: center;">*Capacity and competency with te reo and tikanga Maori is being driven/built from within through own in-school staff initiatives</p> <p style="text-align: center;">*Daily te reo Māori and tikanga Māori successfully incorporated including daily karakia, basic instructions etc, kapa haka (to MOE-funded Level 4)</p>



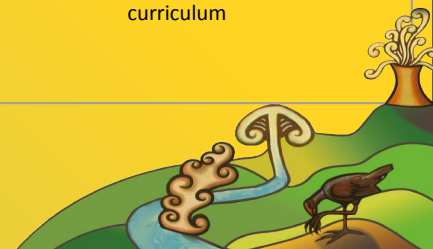
Annual Plan 2023

Strategic Objectives	Strategic Priorities	Input/Actions	Output
	<p style="text-align: center;">6.</p> <p style="text-align: center;">Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p> <p style="text-align: center;">(NELP Priorities 5 & 6)</p>	<p style="text-align: center;">6.</p> <p>Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support</p> <p>*BOT to provide budgetary opportunities to support all personnel PL & D as per priorities</p> <p>*Board priority/focus to empower senior leadership and teachers to continually identify and evaluate future trends in education (for professional growth and benefit to our students)</p> <p>Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches</p> <p>*Provide personnel opportunities to engage in PL & D opportunities that support their professional growth, capabilities and confidence</p> <p>*Through sound assessment practices (as per 'Assessment & Reporting Overview 2023', implement appropriate teaching and learning programmes, including personalised learning support, to meet the learning needs of all learners/ ākonga</p> <p>Expect and support teachers/ kaiako to build their understanding of learners'/ ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching</p> <p>* Engage in and implement the full intent of the Aotearoa NZ Histories Curriculum, Te Tiriti o Waitangi and Vision for Education</p>	<p>*Within the BOT PLD budget 2023, opportunities were provided, both internally and externally facilitated, for staff to strengthen teaching and learning practices, including ULearn Conference for two teachers (three days), 'Supporting Learners with Reading' for three online workshops for T/A's (3), '7 Habits of Highly Effective People' workshop for Principal (two days), Aotearoa NZ Histories Curriculum, DirectionWorx leadership (DP) and Structured Literacy-Coding workshop for Lead in Literacy (two days)</p> <p style="text-align: center;">*As above</p> <p>*The Aotearoa NZ Histories Curriculum PLD utilised the full 100 hours through University of Waikato (70 hours-Ann Barker) and StoryWays Literacy (30 hours Liz Swanson) Note: Overall, insufficient hours for all that was expected to be covered under the new Aotearoa NZH Curriculum</p>



Annual Plan 2023

Strategic Objectives	Strategic Priorities	Input/Actions	Output
<p style="text-align: center;">4. Our Curriculum</p> <p>To provide a creative, innovative yet well-balanced learning environment which is responsive to the learning needs of all tamariki. The achievement of excellence through our Virtues-based culture is strongly encouraged.</p> <p style="text-align: center;"><i>Me aro ki te hā o te ākonga - Be responsive to all students' learning, identities and well-being'</i> (BES, 2012)</p>	<ul style="list-style-type: none"> *Well-being school-wide discussed in staff meetings weekly *3 R's/Virtues/morality *Key Competencies (NZC) *Seesaw *Digital Technologies Curriculum (through STEAM) *StoryWays Literacy school curriculum from 2020 *Build student voice and learner agency capability through real-time reporting *Collegial in-class support in Mathematics and Literacy *Curriculum review (ongoing) *Use 'rich' and analysed assessment data to determine learning needs and inform teaching practice *EOTC - Year 5/6 Camp *Extensive H & PE/HAL programme (well-being focus) 	<ul style="list-style-type: none"> *Foster a sense of well-being school-wide with a strong focus on the 3 R's, Virtues and the Key Competencies *Promote the above by all staff personnel *Through the SLT, provide the opportunity to engage in PL & D (Refer to 5.) *Through SLT, develop a shared understanding of both student voice and learner agency with students in order to increase the level of reflection and ownership of one's learning *All formative and summative assessment that informs teaching and learning strategies, practice and accelerated outcomes for students *Engage Ngāti Tahu-Ngāti Whaoa with the inclusion and design of local stories for our storytelling curriculum *Year 5/6 camp *Provide specialisation opportunities in Digital Technologies (weekly/CRT), Te Reo and Tikanga Maori/Kapa Haka (Matua Grant), Visual Arts, Performing Arts/movement & dance & Performing Arts (school production) 	<ul style="list-style-type: none"> *Wellbeing is nurtured with staff and students as is evidenced within the Kahui Ako wellbeing surveys Term 2 / Term 4 2023 and the BOT 'Health & Well-being Survey' Term 4, 2023 *Transitioning practices from ECE, including Teacher kindergarten visits, and whānau phone log calls, strongly support all future relationships and partnerships *Evaluation Associates further developed the quality of student and teacher voice on Seesaw *The quality of informative reporting was reviewed, with revised reporting graphics being used for Reading and Mathematics *Specialisation opportunities through 2023 continue to enhance the Broadlands School curriculum



Annual Plan 2023

Strategic Objectives	Strategic Priorities	Input/Actions	Output
<p>5. Our Personnel - Learning, Leadership & Review</p> <p>To provide a supportive and collaborative culture of professional learning and well-being that strongly supports a cycle of self and leadership-driven review.</p> <p><i>He kaiako (the teacher and the learner)- ‘Leaders use reciprocal learning and exemplary modelling of innovation that leads to the effective creation, development and delivery of high-quality authentic learning contexts and practice’</i> (ELCF, 2018)</p>	<p>*Principal Appraisal - Leading Learning 2022/2023</p> <p>*Strengthen collaborative inquiry/‘Teaching as Inquiry’</p> <p>*Our Code, Our Standards</p> <p>*Relevant PL & D including:</p> <ul style="list-style-type: none"> -StoryWays Literacy -Curriculum Coherence (Leading Learning) -Te Reo Māori -Digital Technologies Curriculum (specialist) -MOE ‘Creatives in Schools’ Visual Arts project (specialist) <p>*Promote teacher agency that fosters within each staff member the power to act; for teachers to feel like they are in control and autonomous (not overly prescribed to)</p> <p>*‘ERO Schools Evaluation for Improvement’ 4.10.21 - Evaluation Question:</p> <p><i>How effectively are we targeting student learning needs through deliberate teaching processes and practices in writing?</i></p>	<p>*BOT to re-engage Leading Learning consultant 2022/2023 to facilitate Principal Appraisal</p> <p>*Maintain task-oriented Job Descriptions for all key personnel including DP, Unit holders (DP/SENCo/H & PE/Maths/Literacy), Teacher Aides (2) and administration (1)</p> <p>*Allocate/maintain Kāhui Ako o Reporoa ‘Within School Teacher’/ WST leadership role 2023</p> <p>*Consolidate collaborative re-designed ‘Teaching as Inquiry’ model focus from 2021. Staff build and share their knowledge about teaching practices and their positive impacts on student learning</p> <p>*Use knowledge to review and refine strategic priorities</p> <p>*Review school documentation/engage staff (internal)</p> <ul style="list-style-type: none"> *SLT to engage staff in appraisal and attestation protocol/structure discussions *SLT to Support staff with portfolio development *Engage teaching staff in developing a shared understanding and actions in the use of Seesaw for quality real-time reporting, NZC Learning Area coverage, student voice, teacher voice, learner agency, 3 R’s/Virtues and Key Competencies (internal) <p>*As a BOT, be proactive in the maintenance and nurturing of well-being at all levels of the Broadlands School community</p> <p>*‘ERO Schools Evaluation for Improvement’ 4.10.21 - (Refer to document for specific details including: Summary (Question, Rationale & Purpose), Participation & Collaboration, Evaluation Questions & Indicators and Evaluation Activities)</p>	<p>*Leading Learning completed contract. Professional Growth Cycle continued through Ngaire Harris including on-site visits, phone conversations and provision of documentation</p> <p>*Job Description reviewed for 2023</p> <p>*Kahui Ako WST role maintained very successfully</p> <p>*Through Kahui Ako, Evaluation Associates (Amy) spent time focussed on the quality of Seesaw real-time reporting, incl. student and teacher voice, and assessment for learning approaches</p>

Annual Plan - Baseline Data
(From Term 4 2022 informing Term 1 2023)

Cohorts	Reading	Writing	Mathematics
Whole School	Schoolwide Baseline Data		
Gender			27% (13/48) of male students are achieving Below expectations in Mathematics.
Māori Students			44% (11/25) of Māori students are achieving Below expectations in Mathematics.
Māori Boys		67% (6/9) Maori boys are achieving Below or Well Below expectations in Writing.	
Māori Girls		56% (5/9) Maori girls are achieving Below or Well Below expectations in Writing	

Annual Plan - Baseline Data
(From Term 4 2022 informing Term 1 2023)

Cohorts	Reading	Writing	Mathematics
Whole School	Schoolwide Baseline Data		
Year 5	50% (3/6) Year 5 students are achieving Below expectations in Reading.	50% (3/6) Year 5 students are achieving Below expectations in Writing.	
Year 4		42% (8/19) Year 4 students are achieving Below expectations in Writing.	
Year 3	38% (5/13) Year 3 students are operating At or Above expectations in Reading.		26% (5/19) Year 3 students are achieving Below expectations in Mathematics.
Year 2			

**Annual Plan - Achievement Targets & Analysis of Variance
(From Term 4 2022 to Term 4 2023)**

Cohorts	Reading	Writing	Mathematics
Males			<p>To demonstrate accelerated progress towards achieving at or above expectation for the 13/48 (27%) male students achieving below expectation in Mathematics.</p> <p><u>Outcome:</u></p> <p>13/53 (25%) male students are achieving below or well below expectation in Mathematics at the end of 2023.</p> <p><i>Target Achieved.</i></p>
Māori Boys & Girls		<p>To demonstrate accelerated progress towards achieving at or above expectation for the 6/9 (67%) Maori male students achieving below expectation in Writing at the end of 2023.</p> <p><u>Outcome:</u></p> <p>6/13 (46%) are achieving Below or Well Below expectations for Reading.</p> <p><i>Target Achieved</i></p> <p>To demonstrate accelerated progress towards achieving at or above expectation for the 5/9 (56%) Maori female students achieving below expectation in Writing at the end of 2023.</p> <p><u>Outcome:</u></p> <p>9/11 (81%) are achieving Below or Well Below expectations for Reading.</p> <p><i>Target Not Achieved.</i></p>	<p>To demonstrate accelerated progress towards achieving at or above expectation for the 11/25 (44%) of Māori students achieving below expectation in Mathematics.</p> <p><u>Outcome:</u></p> <p>15/31 (48%) of Māori students, are achieving below or well below expectation in Mathematics at the end of 2023.</p> <p><i>Target not achieved.</i></p>

Annual Plan - Achievement Targets & Analysis of Variance
(From Term 4 2022 to Term 4 2023)

Cohorts	Reading	Writing	Mathematics
Year 3 Cohort	<p>To demonstrate accelerated progress towards achieving at or above expectation for the 5/13 (38%) Year 3 students achieving below expectation in Reading.</p> <p><u>Outcome:</u></p> <p>3/16 (17%) of Year 3 students are operating Below or Well Below expectation for Reading at the end of 2023.</p> <p><i>Target Achieved.</i></p>		
Year 4 Cohort		<p>To demonstrate accelerated progress towards achieving at or above expectation for the 8/19 (42%) Year 4 students achieving below expectation in Writing.</p> <p><u>Outcome:</u></p> <p>29% (5/17) of Year 4 students are operating Below or Well Below expectations in Writing at the end of 2023.</p> <p><i>Target Achieved.</i></p>	<p>To demonstrate accelerated progress towards achieving at or above expectation for the 5/19 (26%) of Year 4 students achieving below expectation in Mathematics.</p> <p><u>Outcome:</u></p> <p>4/17 (24%) Year 4 students are achieving below or well below expectation in Mathematics at the end of 2023</p> <p><i>Target Achieved.</i></p>
Year 5 Cohort	<p>To demonstrate accelerated progress towards achieving at or above expectation for the 3/6 (50%) Year 5 students achieving below expectation in Reading at the end of 2023.</p> <p><u>Outcome:</u></p> <p>3/7 (42%) Year 5 students are operating Below or Well Below expectation in Reading.</p> <p><i>Target Achieved</i></p>	<p>To demonstrate accelerated progress towards achieving at or above expectation for the 3/6 (50%) Year 5 students achieving below expectation in Writing.</p> <p><u>Outcome:</u></p> <p>5/7 (71%) of Year 5 students are operating Below or Well Below expectation in Writing at the end of 2023.</p> <p><i>Target Not Achieved</i></p>	

02.1. Equal Employment Opportunities Policy

Purpose:

The School and Board of Trustees recognises:

1. The need for all school, policies and procedures to incorporate EEO principles and reflect a commitment to the Treaty of Waitangi
2. The need to identify and address discriminatory practices and policies
3. The need to provide opportunities that enhance the value and career opportunities of individual staff members, particularly those of the target groups (ie women, people from ethnic minorities and persons with disabilities)

Guidelines:

1. The principal (with appropriate assistance from BOT member(s) as necessary) is responsible for coordinating the development and implementation of the School's EEO programme and procedures
2. The School's staff appointment policies and procedures will ensure that there will be no discrimination in the area of recruiting and selection, or in promotion and career development.
3. The School will implement ongoing staff appraisals in a positive and supportive way that leads to the development of the abilities of individual staff members.
4. Equal Opportunities Reports will be written by the Principal after each staff appointment (or by the BOT Appointment's committee after the Principal's appointment) and be submitted to the Board of trustees at their next meeting.
5. The Principal will report annually to the Board of Trustees on the Professional Learning and Development Programme.
6. The school's Annual EEO Report will provide:
 - A summary of the Equal Employment Opportunity Programme for the year
 - An account of the extent to which the Board of Trustees was successful in its
 - continuing efforts to become/remain an EEO employer.

Review Schedule: Triennial / BOT approved 5.3.20 / BOT reviewed 26.5.22

20. KiwiSport

Kiwi Sport is a Government funded initiative to support students' participation in organised sport. In 2023, the School received \$1552.92 through the Operations Grant.

The funding was spent on the Sport BOP activities, participation in team sports and sporting equipment to increase the level of engagement in team sports.

All students benefited from this.