

f r a s e r



c r e s c e n t s c h o o l

Fraser Crescent School

Connecting today's children with tomorrow's learning.

2022 Annual Report

School Number: 2844

Principal's Report – Taken from the final newsletter of 2022

The end of another very busy year is rapidly coming to a close. As I normally do, I have chosen to pick out a few highs and lows from over 2022.

The low points

The start of 2022 had its challenges with the extensive building work causing disruption throughout the school. This included all classes having to move, major roofing work, losing the dental clinic office space, our Hub, the staffroom, and the field as the bike track was completed. With so much work going on, this also created lots of issues with parking. On the bright side, once the work was all finished, we have ended up with a better school, with improved facilities.

Covid. We have all had to deal with the impact of Covid over the last few years, but the first half of 2022 saw our school community with a record number of cases. This meant lots of people being really unwell, missing time off work or school, along with lots of other issues. This also meant a lot of time off school for many of our students. The other negative aspect of Covid early in the year was asking our parents and caregivers to stay off site and out of classrooms where possible. This makes it more challenging to build positive relationships between the home and school.

The Highlights

All the trips, events, sports and extra things on offer. I am a big believer in not having our Fraser Kids miss out on things, especially due to Covid. This year had seen a record number of extra events, clubs, trips and opportunities for our kids. Previous newsletters over the year have endless photos of the extra cool things our kids have been involved in. It was fantastic to see less things cancelled due to Covid and our kids were extra keen to get involved in events like DanceSplash, Tough Guy n Gal, Hutt Fest and the Upper Hutt Cultural Festival. Our annual sleepover which couldn't happen due to Covid restrictions, turned into a super exciting FriYay event, with tonnes of fun activities and a big screen movie. We had a couple of fun PB4L celebrations including the Fraser Carnival and the more recent Stokes Valley Pool trip.

Another highlight of 2022 has been the huge increase in our Active Fraser Kids playing lots more sport. This has been further helped by the school employing Sarah Millar as a part-time sports coordinator. We have had heaps of children playing netball, touch, basketball, badminton and more. Involvement in sport is really important for our kids, as they learn so many skills from getting involved.

We have done really well this year with getting lots of additional funding. This has helped with things like camp costs, getting more bikes, and another shipping container on the way. We have also received funding to get lots of children involved in more activities in the community, and lots of money to support our arts and cultural programmes. A big shout out here to Sarah Adgo, for all her efforts with the grant applications.

Camps and the outdoors. I have written a bit about all of the excursions and activities, but I want to do a special mention about our camps. We had Zoo Trip camps/sleepover for all of our Year 4 and 5 children. These are lots of fun and give our students an exciting look behind the scenes at the Zoo, as well as seeing all the action that occurs at night. Last week our Year 6 Children took part in their 3-day camp to Makahika, just out of Levin. Our Year 6 camp is a really fun event for the kids, as well as teaching them a range of new skills and challenges. I want to thank our staff who organised the camp, as this is a massive additional undertaking. I also want to acknowledge our amazing camp parents, who gave up their time to support our Year 6 kids. Without their help, our Year 6 Camp cannot happen.

This year has seen the development of a number of Māori initiatives throughout the year. This has included the new Kaea leadership group, Te Reo extension, participation in a Matariki festival a new Mātauranga Māori Trophy for Year 6 children. Our Kapa Haka tamariki have been really fortunate to work with Matua Pat from Maidstone Intermediate, and this has led to a couple of stunning performances at both Hutt Fest and the Upper Hutt Cultural Festival. It was great to have held a Whānau Hui earlier this term, which will give the school some direction for the future.

An ongoing highlight of working at Fraser Crescent School is our wonderful school community. 2022 has been a bit different, with a need to keep parents, family and whānau out of the classroom for the first half

of the year. At one point in Term 1 we were almost forced to close the school due a number of staff being impacted with Covid. Instead, we asked our school community to see if they were able to keep some children at home. This support enabled us to keep the school open for families who really needed it. It was great to see lots of parents and caregivers come along to our Halloween Disco, and there was lots of support for our Junior Prize Giving/Quest assembly. Your support though the year has been really appreciated.

Funding

Kiwisport is a government funding initiative to support students' participation in organised sport. In 2022 the school received total Kiwisport funding of \$3,594.00 (GST excl). We spent this funding on the following items (GST incl):

186.53	2 x electric, bike pumps and zip chips
360.00	Total Touch Development Sessions
457.12	Balls, bike tools and helmets
282.94	Bike Parts & tools
78.43	Bike tools
361.62	Purple balls/marker cones/hula hoops/bibs
282.94	Bike parts & tools
61.00	Netball skirts
444.04	Basketballs/Catchtail set/ basketball net
330.45	Basketball Hoop installation
170.30	Tarp/tent pegs for Tuff Guy'n'Gal
90.00	Netballs
20.00	Whistles (Snr sport)
161.00	Shinpads
65.60	Whistles/treats for Basketball tournament
200.00	UHCC – UVPSSA fee
1325.07	Balance buckets/ tennis/pogo/ skipping ropes /kites/stilts/rugby balls etc
391.00	Sports jackets
356.55	Bike repairs
60.00	Outdoor games (seniors)
5684.59	Total Spent

Fraser Crescent School Analysis of Variance – 2022 School Year

Note: When reading the 2022 Analysis of Variance Report, there are a couple of important considerations, both of which had a major effect on the school in 2022.

Firstly, was the impact of Covid-19. In Term One the number of children and staff contracting Covid rapidly increased, to a point where we were almost forced to temporarily close the school. Having high levels of both staff and student sickness over the first half of the year was not ideal. Many students had excessively high rates of absenteeism which often impacted on both their academic progress and social development. There were also a number of challenges for staff including increased sickness and time off, a lack of relievers, and school leadership regularly being required to cover teachers who were off work. A number of our staff meetings and professional learning and development opportunities were interrupted, delayed or cancelled due to the high number of absent staff.

The second significant issue which had a major impact on the school was the extensive building work which caused ongoing disruptions for the first six months of the school year. Every classroom of students was moved, and most of our other facilities were closed or impacted in some way including our hall, hub/library, staff room, admin office area, learning support office, and many outdoor areas.

The time demands of Covid and building related issues was significant. Over 80% of the principal's time in both Terms 1 and 2 was consumed with dealing with these two matters, not to mention the impact these issues had on other members of the leadership team. Requests for support directed to the local Ministry of Education office were ignored. It wasn't until partway through Term 3 before we had the school up and running as expected.

2022 Student Achievement Targets – Academic, Competency Goal and Engagement

The student achievement targets for 2022 comprises of three areas of data. There is a priority on literacy and numeracy. One area of our data focusses on end of year achievement in Reading, Writing and Mathematics, in relation to curriculum levels. In 2022 we set student achievement targets in Mathematics.

We continued our approach in setting, monitoring and assessing competency based goals for every student in 2022. This meant that students were given a Fraser/competency (life-skill/social) based goal, aimed at supporting the children's wider achievement in school (and beyond). We believe that the achievement of the competency based goal, will support academic progress, as well as impacting on other areas of learning. We set a target of at least 60% of students reaching their goal (Green).

Our third area of student target setting was based on children's engagement, attendance and equity (access to opportunities). We began our focus on this area of achievement in 2021. The 2022 targets were based on the information in our Engagement, Attendance and Equity (EAE Register). 53 children throughout the school were targeted for significant improvement from their beginning of the year EAE scores.

Year 4 Mathematics Targets

	At 1	Early 2	At 2	Early 3 or above
End of 2021 Results	12	16	1	2
2022 End of Year Targets		9	14	
End of 2022 Results	4	9	11	7

Year 5 Mathematics Targets

	At 1	Early 2	At 2	Early 3	At 3 or above
End of 2021 Results	6	8	8	1	1
2022 End of Year Targets	2	6	12	9	8
End of 2022 Results	2	3	10	7	11

Many of our target students made positive improvement with the mathematics results over the year, with some making accelerated progress of over two year's improvement in one year. It is anticipated that mathematics will continue to be a focus for our student achievement data in 2023, and may be expanded to include targeting students across more year levels.

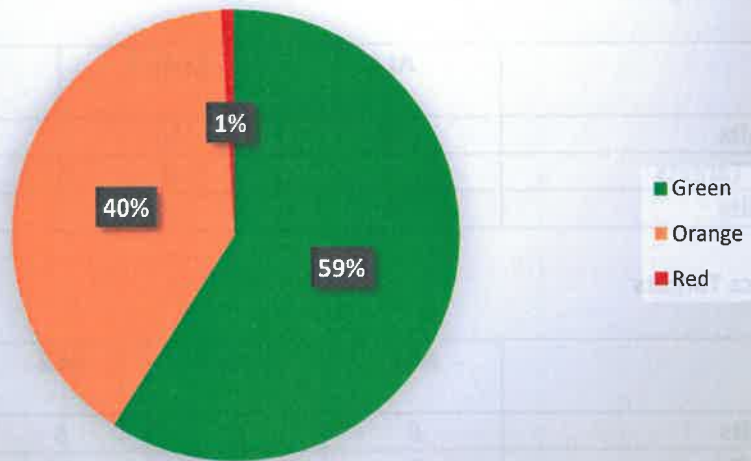
Fraser Competency Goals 2022

In 2022 teachers, students, and whanau identified and selected goals that would help to develop essential skills in individual students at Fraser Crescent School. These individual goals were developed under the umbrella of our Fraser Values - Future Focussed, Respectful, Active Adventurer, Striving for Success, Enthusiastic, and Resourceful. We set a target of at least 60% of students reaching their goal (Green).

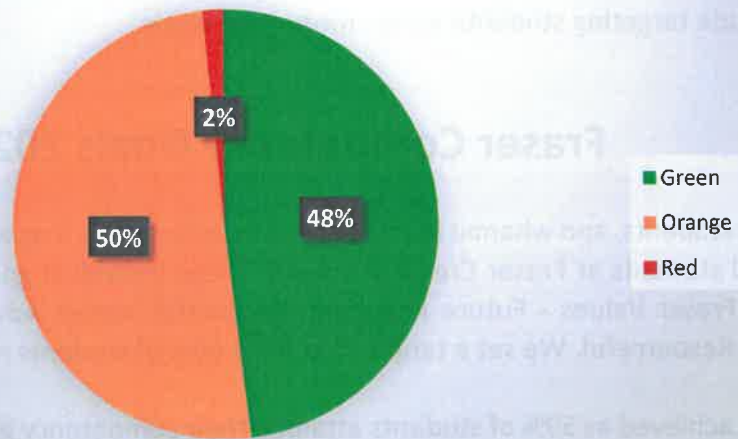
This goal was not achieved as 59% of students attained their competency goal. The impacts of both Covid and the building disruption in the first half of 2022 did have an impact on teachers' ability to get their competency goal setting underway.

For all of the following graphs, **green** represents the percentage of students who **achieved** their end of year competency goal. **Orange** represents students who showed significant progress with their goal, but may not have been consistent. **Red** represents students who **did not achieve** their end of year goal.

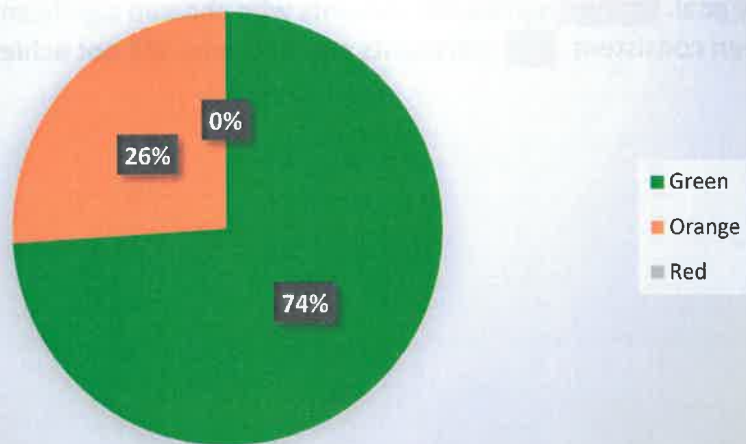
Whole School

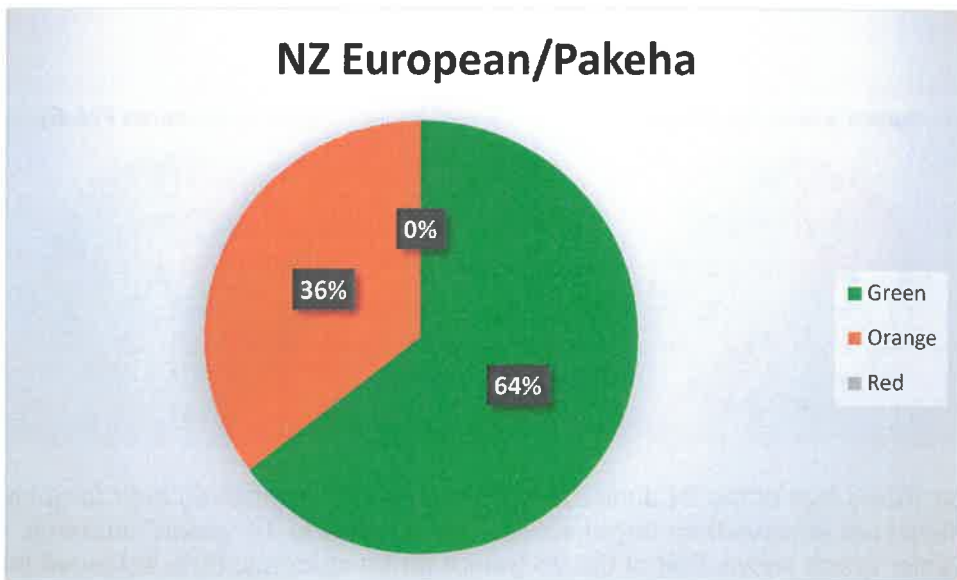
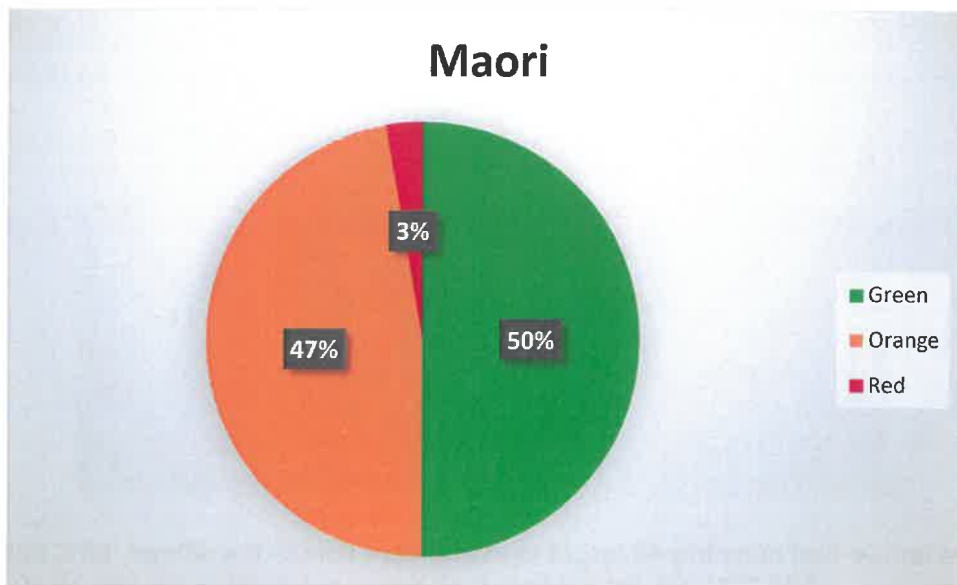


Boys



Girls



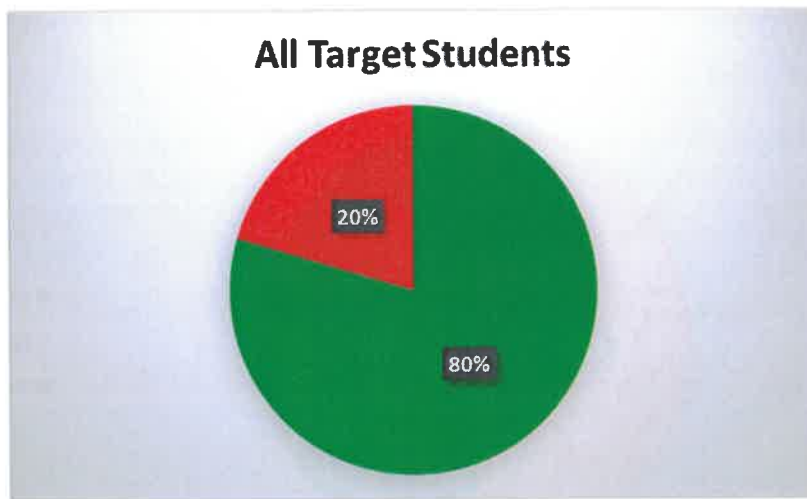


Equity and Engagement Report 2022

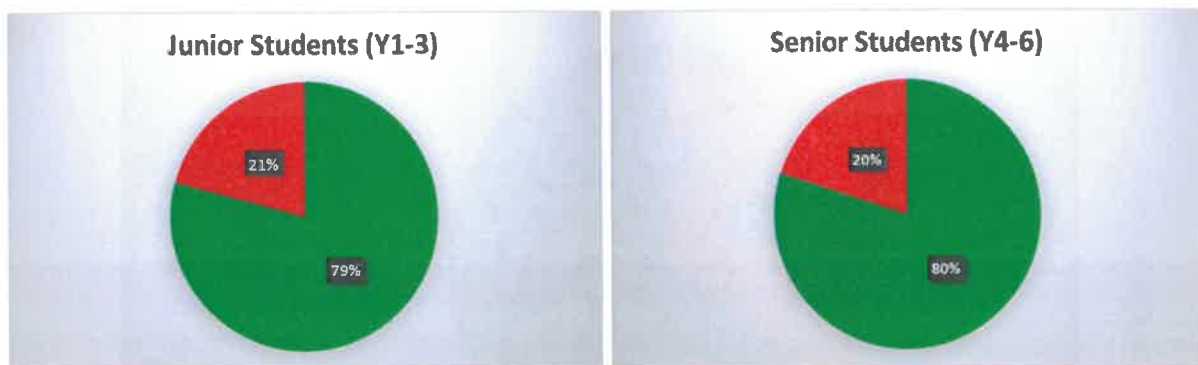
At the beginning of 2022, 53 target students were identified from across the school, based on their engagement in school life, and teacher judgements around who might be at risk for low attendance. These students were scored on a range of factors including lateness, engagement in class, out of school interests, participation in school clubs and groups, and so on.

Throughout the year, 4 selected students moved away to a different school, bringing the total to 49. Of the 49 students, 36 were male and 13 were female. There were 19 Māori students, 21 New Zealand European/Pakeha students, and 9 students classed as Other ethnicity. There was no set number of students selected from each class, as staff recognised that some classes and cohorts had a higher number of students at risk of low engagement. 24 Junior school students were selected, ranging from Year 1 to Year 3, while 25 Senior school students were selected, ranging from Year 4 to Year 6.

For all of the following graphs, **green** represents the percentage of students who **achieved** their end of year target score (as set by their teacher at the beginning of the year). **Red** represents students who **did not achieve** their end of year target score.



The graph above shows that of all the 49 target students from across the school, 80% achieved their target end of year score, while 20% did not achieve their target score. This equates to 39 “green” students, and 10 “red” students.

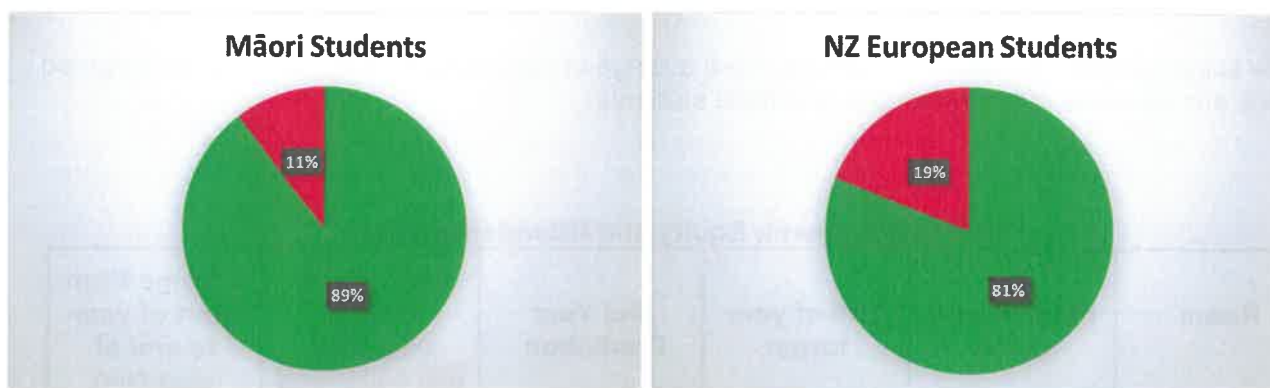


The Junior graph shows that of the 24 Junior target students, 79% achieved their target end of year score, while 21% did not achieve their target score. This equates to 19 “green” students, and 5 “red” students. The Senior graph shows that of the 25 Senior target students, 80% achieved their target end of year score, while 20% did not achieve their target score. This equates to 20 “green” students, and 5 “red” students.

This difference in percentages is not significant enough to suggest that it may have been easier to engage Senior students in Years 4-6, compared to Junior students in Years 1-3. In 2021 on the other hand, the data suggested that it was easier to engage Senior students. We hypothesised that this was due to a number of programmes aimed exclusively at students in Years 4 and above.

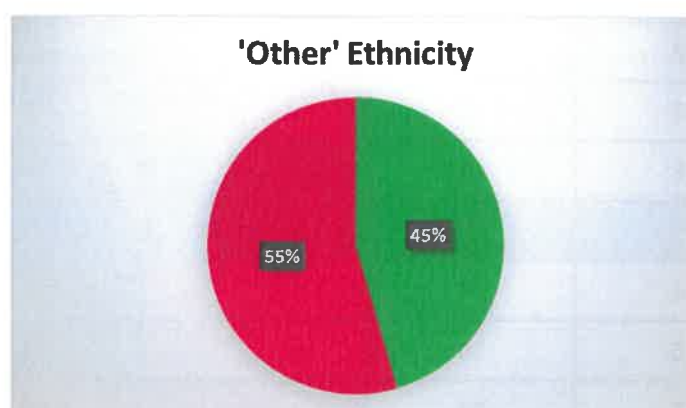
The change observed from 2021 to 2022 could be due to targeting more of our programmes and support towards Junior students this year, a loss of programmes aimed at Senior students (e.g. He Māori Ahau, He Toa, Coding Club,) or a combination of these two factors.

This data suggests that in 2023, we should continue to consider the targeted age group of any new programmes or initiatives, to ensure equitable opportunities across the school.

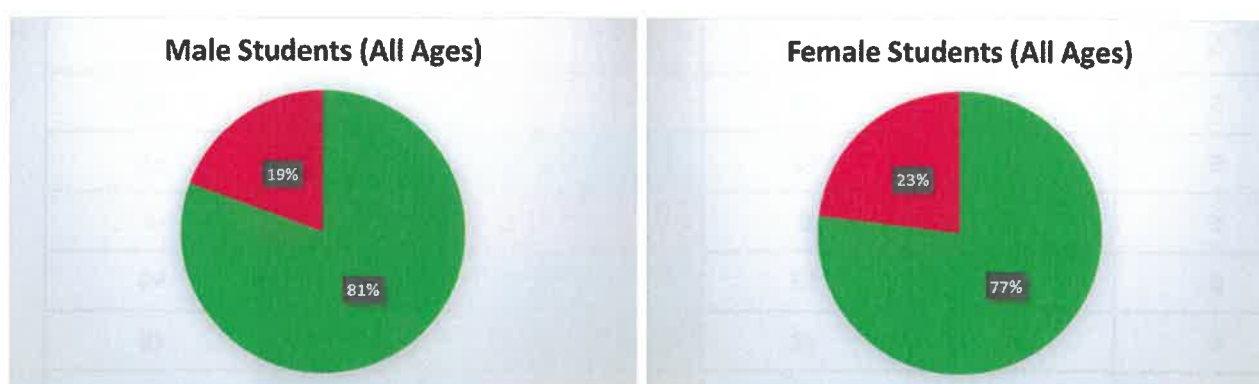


The Māori Students graph shows that of the 19 Māori target students, 89% achieved their target end of year score, while 11% did not achieve their target score. This equates to 17 “green” students, and 2 “red” students.

The NZ European Students graph shows that of the 21 NZ European target students, 81% achieved their target end of year score, while 19% did not achieve their target score. This equates to 17 “green” students, and 4 “red” students.



The graph above shows that of the 11 students who were classed as an ethnicity other than Māori or NZ European (i.e. Indian, African, Chinese, Filipino, Latin American, and Samoan), 45% achieved their target end of year score, while 55% did not achieve their target score. This equates to 5 “green” students, and 6 “red” students.



The Male Students graph shows that of the 29 Male target students, 81% achieved their target end of year score, while 19% did not achieve their target score. This equates to 24 “green” students, and 5 “red” students.

The Female Students graph shows that of the 13 Female target students, 77% achieved their target end of year score, while 23% did not achieve their target score. This equates to 10 “green” students, and 3 “red” students.

These findings contrast to that of 2021, where a higher percentage of female students achieved their end of year score (95%) when compared to males (82%).

The data suggests that this year, we have provided a range of opportunities that more equally targeted the needs and interests of both Females and Male students.

2022 Engagement, Equity and Attendance Data

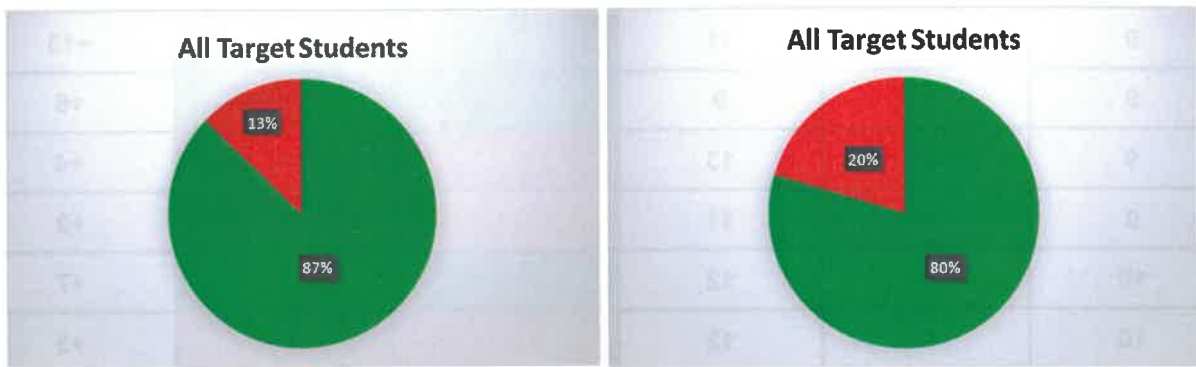
Room	Start of year score	End of year target	Mid Year Prediction	End of year Score: Achieved Not Achieved	Change from start of year to end of year (+/-)
4	10	15		18	+8
4	7	12		8	+1
4	5	10		6	+1
1	7	9		13	+6
1	9	11		17	+8
1	7	9		9	+2
1	8	10		12	+4
1	8	10		15	+7
8	5	10	Child left Fraser Crescent School		
8	4	9		11	+7
8	5	10		11	+6
8	7	12		10	+3
8	5	10		10	+5
5	4	8		10	+6
5	3	7		11	+8
5	7	11		9	+2
5	9	13		13	+4
5	8	12		14	+6
5	6	8		5	-1
6	9	13		18	+9
6	8	12		16	+8
6	8	12		12	+4
6	7	11		11	+4
6	4	7		12	+8
6	6	11		11	+5
9	7	11		18	+11
9	6	9		9	+3

9	6	11		19	+13
9	7	9		13	+6
9	8	13		12	+4
9	6	11		8	+2
10	8	12		15	+7
10	8	12		11	+3
10	7	11		11	+4
10	9	14		18	+9
10	6		Child left Fraser Crescent School		
10	9	13		11	+2
10	8	12		14	+6
10	6	11		14	+8
10	8	12		14	+6
11	9	12		14	+5
11	8	11		13	+5
11	15	19		23	+8
11	5	8	Child left Fraser Crescent School		
11	10	14		20	+10
11	8	11		21	+13
11	7	11		13	+6
12	7	10		15	+8
12	10	13		15	+5
12	10	13		17	+7
12	6	10		10	+4
12	5	8	Child left Fraser Crescent School		
12	6	11		8	+2

Conclusion:

It was interesting to see that most graphs show a trend of around 80% green, 20% red, regardless of age or gender. The exception to this trend was ethnicity, for which the data suggests that as a school, we may need to find new ways to engage our students from diverse backgrounds, as well as connect with their whānau in 2023.

Overall, the results suggest that we were more consistent in our approach to engaging 2022's target students in comparison to last year, where the data suggested that male students and junior students were less likely to achieve their end of year targets when compared to their peers.



Above is a side-by-side comparison of 2021 and 2022 data for all Target Students. This shows that in 2021, a slightly higher percentage of target students reached their end of year score and were classed as “green”, compared to 2022. There are a few factors that may have contributed to this.

Firstly, significant staff turnover at the beginning of 2022 meant that a number of our popular clubs and programmes did not go ahead (e.g. Gardening Club, Coding Club, Hobbies Club). The external provider who ran He Toa and He Māori Ahau in 2021 also took up job opportunities elsewhere so these programmes were no longer available. Secondly, the direct effects of Covid (e.g. isolation periods), as well as the indirect effects (e.g. the nationwide message to “stay home if you are unwell”) have had a huge negative impact on attendance across the school this year.

In 2021, many of our Target Students gained points towards their score from an increase in their attendance throughout the year. However, in 2022, not one Target student had a notable increase in their attendance. In fact, 9 Target Students decreased in their attendance by 10%-15%, and 8 Target students decreased by 20% or more.

In 2023, it is more important than ever for Fraser to develop some new systems and procedures for increasing student attendance. If children are not attending school consistently, it becomes more and more challenging for them to be engaged and succeeding.

It was great to get some additional funding from grants and trusts, which allowed us to provide a number of extra programmes for children including the music bus, sports, Tough Guy and Gal etc.

The creation of a sports coordinator position at Fraser Crescent School resulted in more students than ever taking part in a range of sporting opportunities, students who may have otherwise missed out.

The school’s student support group have continued to provide a range of interventions to students and whānau. This includes referrals, health and hygiene support, counselling etc.

Finally, one of the most significant factors in 2022 was the impact of both Covid-19 and the large-scale building work for the first half of the year. This created a number of challenges including limited space in which to run some programmes, as well as outside providers not coming onsite, or the cancellation of some events. More significantly, the workload requirements of Covid-19 and the building project, demanded about 80% of the principal’s time, and led to delays in getting the engagement and attendance work underway. Many of the additional programmes didn’t get underway until the middle of 2022. It was very disappointing that there was no staffing or release support from the Ministry of Education in terms of the building project, as this was requested. In fact, our request was ignored.

Student Summaries:

Here is a summary of the 2 “green” students who made the most progress on the Equity and Engagement Register throughout 2022:

Student A

- Year 6, male, Māori ethnicity
- Increased by 13 points
- Examples of achievements:
 - More often arrives at school on time when present
 - Increase in classroom engagement

- Started basketball for a Fraser team
- Started touch rugby for a Fraser team
- Was supported to attend camp
- Completed the Fraser Quest programme
- Attended Kapa Haka and Taiaha

Student B

- Year 5, male, Māori ethnicity
- Increased by 13 points
- Examples of achievements:
 - Started basketball for a Fraser team
 - Attended all trips and camp
 - Joined Hoops Club
 - Helped to lead a Fraser Time
 - Attended Breakfast Club
 - Participated in a Brick Therapy group
 - Attended the 'Tough Guy & Gal' event
 - Participated in the StepsWeb programme for students with dyslexia

Here is a summary of the 2 "red" students who made the **least progress** on the Equity and Engagement Register throughout 2021:

Student C

- Year 3, male student, Māori ethnicity
- Decreased by 1 point
- Examples of barriers:
 - Significant decrease in attendance
 - Consistently low classroom engagement
- Examples of achievements:
 - Attended one school trip
 - Some communication between school and whānau

Student D

- Year 1, male student, 'Other' ethnicity
- Increased by 1 point
- Examples of barriers:
 - Decrease in attendance
 - Consistently low classroom engagement
- Examples of achievements:
 - Attended school trips
 - Joined after-school Cooking Club

Recommendations for 2023

- Start the register earlier in the year, so that programmes and interventions can start earlier.
- Use the parent teacher interviews to co-develop a plan for engagement and attendance.
- Front load the delivery of programmes, allowing for additional support to be added later in the year.
- Work more with whānau and family. This was a challenge in 2022, as for a lot of the year we didn't want parents onsite.
- Develop an attendance strategy. If we can get the kids here, we can engage them.
- Replace our Well-Being Coordinator.
- Use the Hub in more creative ways to support our children at risk of not engaging.
- Continue having a sports coordinator.
- Explore further opportunities for additional funding.

Goals in 2022 Annual Plan

<p>Goal One: Create a collaborative, supportive, innovative and risk taking culture with all learners (students and staff). Initiative 1: Develop a positive and connected staff culture that promotes well-being</p>
<p>- The above actions will result in: Our people positively collaborate to engage all learners.</p>
<p>Key Actions:</p> <ul style="list-style-type: none">- Share initiatives and plans for 2022 at January Teacher Only Days. Revisit this throughout the year.- Establish ways of working guidelines. Emails, messenger, meetings (Jan TOD)- Consolidate Pop-in teacher observations, ensuring these are occurring once a term.- Run staff meetings and implement actions based on key findings from NZCER Teacher Workplace Survey. This includes involvement in decision making, school expectations, consolidating initiatives, professional learning and leadership opportunities and feedback.- Re-engage with Chris Rowan to follow up on 2021 Culture review.- Establish regular Puzzle of Practice meetings- Complete NZCER Teacher Workplace Survey and compare with 2021 results
<p>Analysis – reasons for variance:</p> <ul style="list-style-type: none">- All of the actions identified above did occur in 2022.
<p>Evaluation – further development:</p> <ul style="list-style-type: none">- There is a continued need to ensure that all major actions and initiatives are clearly linked back to our Annual Plan, and that this is done on a regular basis for teachers. Both Pop-in visits and Puzzle of Practice meetings did occur in 2022, however, time permitting, both of these should occur on a more regular basis.
<p>Goal One: Create a collaborative, supportive, innovative and risk taking culture with all learners (students and staff). Initiative 2: Staff have a rich, future-focussed tool kit to empower them to activate our curriculum of Tomorrow's Learning.</p>
<p>The above actions will result in:</p> <ul style="list-style-type: none">- Our people positively collaborate to engage all learners.
<p>Key Actions:</p> <ul style="list-style-type: none">- Update Fraser token system to a more sustainable option in line with our school's Resourceful value. (PB4L)- Participate in PB4L tier 2 training. Share new learning, upskill staff throughout the year.- Review existing and develop new PB4L Lesson Plans- Undertake analysis of Pastoral Data throughout the year. Share data with staff, Board of Trustees. (PB4L).- Begin Mathematics PLD programme with facilitator (Julie Roberts). More details to come if PLD application is successful.- Complete NPDL Project PLD
<p>Analysis – reasons for variance:</p> <ul style="list-style-type: none">- Almost all of the actions above occurred in 2022. A new token system was introduced at the start of the year, through purchasing reusable plastic tokens and a 3-part token tower allowing the children to vote for their PB4L school-wide celebration of choice.- PB4L data was analysed, but may not have been shared with the Board.- Julie Roberts made a positive start with the mathematics PLD running a number of staff meetings, working with teachers in class, and supporting school leadership.- The school withdrew from the NPDL Project at the beginning of 2022.
<p>Evaluation – further development:</p> <ul style="list-style-type: none">- The school will continue with its involvement in PB4L Tier 2 in 2023. We need to ensure that the pastoral analysis is completed more regularly. Julie Roberts will continue working within the school and supporting teachers and the leadership team. The PLD hours for mathematics are due to run out in mid-2023, and we will need to decide whether or not there is a need to apply for more.- The decision to withdraw from the NPDL project was based on two factors. Firstly, Michelle Picard our lead teacher of the NPDL project resigned from the school in order to take on a principal position. Secondly, the timing of Covid had a huge impact on the PLD delivery of the NPDL project. A number of days were cancelled or moved to online events, which were not as successful and engaging for teachers. This was disappointing as previous NPDL conferences were both highly informative and motivational for attendees.

<p>Goal Two: Enhance our environments to maximise opportunities for all. Initiative 1: Classrooms are modernised, and learning spaces support and enable our curriculum principles.</p>
<p>The above actions will result in:</p> <ul style="list-style-type: none"> - Our learners experience rich learning opportunities across a range of settings, reflective of the unique bi-cultural nature of Aotearoa.
<p>Actions Taken:</p> <ul style="list-style-type: none"> - Be actively involved in the management of the classroom upgrade and related building work. - Staffroom remodel project is completed. - Learning Support Coordinator space is completed.
<p>Analysis – reasons for variance:</p> <ul style="list-style-type: none"> - The building work has happened, commencing in November 2021, and finishing early into term 3, 2022.
<p>Evaluation – further development:</p> <ul style="list-style-type: none"> - As mentioned at the very beginning of this Analysis of Variance Report, it was disappointing that more support from the Ministry of Education wasn't provided throughout the building project. There were concerns about Health and Safety, which also required a lot of the school principal's time to support. Due to cost increases, many of which were Covid related, not all work was completed to a satisfactory standard. Originally, all classrooms were going to have their windows replaced, however, this only happen in Room 1 - 4. Also the funding to 'modernise' the classrooms (Rooms 8 – 12) was insufficient, and very little actual modernisation occurred. The peeling and deteriorating hessian fabric on the classroom walls were painted over.

<p>Goal Three: Engage and empower our staff to embrace and activate our Fraser Curriculum. Initiative 1: Review, rewrite and activate our Fraser Curriculum.</p>
<p>The above actions will result in:</p> <ul style="list-style-type: none"> - Our children know themselves as learners, using their strengths and competencies purposefully to make a difference in their lives.
<p>Actions Taken:</p> <ul style="list-style-type: none"> - Compile all current curriculum components into a single document. - Identify areas within the curriculum which require reviewing. - Rewrite all identified areas of the curriculum document - Check for pathways through various key programmes.
<p>Analysis – reasons for variance:</p> <ul style="list-style-type: none"> - Many of the areas within this section of the Annual Plan were not achieved.
<p>Evaluation – further development:</p> <ul style="list-style-type: none"> - There were a few factors which resulted in making limited progress in this particular area of curriculum development in 2022. Firstly, was the impact of the previously mentioned building work and Covid. It wasn't until part way through the Third Term before the school was back to its usual capacity, and a number of the actions from the first two Terms were not yet completed at this stage. The time spent on curriculum development in 2022 had a focus on the overarching focus areas and topics, as well as starting to redevelop the curriculum in line with the upcoming refresh. Work will continue in 2023 with the development of our Fraser Curriculum.

<p>Goal Three: Engage and empower our staff to embrace and activate our Fraser Curriculum. Initiative 2: Bring our 5 curriculum principles to life in all that we do.</p>
<p>The above actions will result in:</p> <ul style="list-style-type: none"> - Our children know themselves as learners, using their strengths and competencies purposefully to make a difference in their lives.
<p>Actions Taken:</p> <p>Gather baseline data on the following:</p> <ul style="list-style-type: none"> - Percentage of children who are able articulate their own learning goals and are taking actions to achieve these. - Children's attitude to school. Me and My School questions 'I enjoy learning at school' and 'I often feel bored at school'. - Unit and lesson planning scans for cultural competency/opportunities, Deep Learning 6C's and the outcomes and differences of units.

- Other information pertaining to our Curriculum Principles.

Complete and review the Curriculum 1 Page documents

Analysis – reasons for variance:

- There was limited progress made with some of the actions in this area. Once again, time was a significant factor here, due to the disruption in the first two terms. We made the decision in 2022 to withdraw from the NPDL project, therefore we will not be reviewing units in terms of the Deep Learning 6C's.

Evaluation – further development:

- Some of the goals in this area will be added into our 2023 Annual Plan.

FRASER CRESCENT SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number: 2844

Principal: John Channer

School Address: 16 Redwood Street, Elderslea

School Postal Address: 16 Redwood Street, Elderslea, Upper Hutt, 5018

School Phone: 04 528 5412

School Email: office@frasercres.school.nz

Accountant / Service Provider:

Education Services.
Dedicated to your school

FRASER CRESCENT SCHOOL

Annual Report - For the year ended 31 December 2022

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Fraser Crescent School

Statement of Responsibility

For the year ended 31 December 2022

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

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

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

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

Anne-Marie Wilson

Full Name of Presiding Member



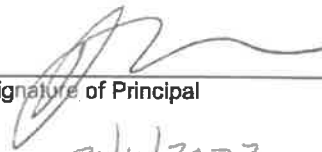
Signature of Presiding Member

21. 11. 2023

Date:

John Kevin Channer

Full Name of Principal



Signature of Principal

21/11/2023

Date:

Fraser Crescent School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2022

		2022	2022	2021
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	2,158,576	1,891,056	2,029,024
Locally Raised Funds	3	114,581	50,800	96,468
Interest Income		9,294	1,000	4,704
Other Revenue		3,909	-	-
		<u>2,286,360</u>	<u>1,942,856</u>	<u>2,130,196</u>
Expenses				
Locally Raised Funds	3	20,781	17,100	13,532
Learning Resources	4	1,711,221	1,519,358	1,670,664
Administration	5	129,135	119,737	112,017
Finance		1,259	1,130	1,660
Property	6	320,172	339,184	315,155
		<u>2,182,568</u>	<u>1,996,509</u>	<u>2,113,028</u>
Net Surplus / (Deficit) for the year		103,792	(53,653)	17,168
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>103,792</u>	<u>(53,653)</u>	<u>17,168</u>

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

Fraser Crescent School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		520,099	468,901	501,056
Total comprehensive revenue and expense for the year		103,792	(53,653)	17,168
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		11,457	-	1,875
Equity at 31 December		635,348	415,248	520,099
Accumulated comprehensive revenue and expense		635,348	415,248	520,099
Equity at 31 December		635,348	415,248	520,099

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

Fraser Crescent School
Statement of Financial Position
As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	7	132,959	101,721	641,533
Accounts Receivable	8	105,366	101,781	103,497
GST Receivable		-	13,443	12,514
Prepayments		467	1,007	9,461
Inventories	9	2,656	1,502	1,478
Investments	10	347,995	323,763	453,536
Funds Receivable for Capital Works Projects	16	58,086	-	6,500
		647,529	543,217	1,228,521
Current Liabilities				
GST Payable		1,932	-	-
Accounts Payable	12	153,780	132,669	293,630
Revenue Received in Advance	13	18,601	68,170	44,037
Provision for Cyclical Maintenance	14	5,455	-	5,400
Finance Lease Liability	15	7,065	7,516	7,635
Funds held for Capital Works Projects	16	14,400	-	500,545
		201,233	208,355	851,247
Working Capital Surplus/(Deficit)		446,296	334,862	377,274
Non-current Assets				
Property, Plant and Equipment	11	218,536	145,075	161,881
		218,536	145,075	161,881
Non-current Liabilities				
Provision for Cyclical Maintenance	14	23,185	51,792	11,435
Finance Lease Liability	15	6,299	12,897	7,621
		29,484	64,689	19,056
Net Assets		635,348	415,248	520,099
Equity		635,348	415,248	520,099

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

Fraser Crescent School
Statement of Cash Flows
For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash flows from Operating Activities				
Government Grants		663,387	552,232	674,846
Locally Raised Funds		92,943	45,700	75,678
Goods and Services Tax (net)		14,446	-	929
Payments to Employees		(344,674)	(282,721)	(428,252)
Payments to Suppliers		(273,411)	(292,855)	(307,096)
Interest Paid		(1,259)	(1,130)	(1,660)
Interest Received		8,234	1,000	4,691
Net cash from/(to) Operating Activities		159,666	22,226	19,136
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(90,614)	(17,860)	(29,927)
Purchase of Investments		(5,215)	-	(63,727)
Proceeds from Sale of Investments		110,757	-	83,952
Net cash from/(to) Investing Activities		14,928	(17,860)	(9,702)
Cash flows from Financing Activities				
Furniture and Equipment Grant		11,457	-	1,875
Finance Lease Payments		(4,486)	(7,861)	(4,306)
Funds Administered on Behalf of Third Parties		(690,139)	6,000	535,314
Net cash from/(to) Financing Activities		(683,168)	(1,861)	532,883
Net increase/(decrease) in cash and cash equivalents		(508,574)	2,505	542,317
Cash and cash equivalents at the beginning of the year	7	641,533	99,216	99,216
Cash and cash equivalents at the end of the year	7	132,959	101,721	641,533

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

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

Fraser Crescent School Notes to the Financial Statements For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 21b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	20 years
Furniture and Equipment	10 years
Information and Communication Technology	5 years
Library Resources	8 years
Leased assets held under a Finance Lease	Term of Lease

k) Intangible Assets

Software costs

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

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

l) Impairment of property, plant, and equipment and intangible assets

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

Non cash generating assets

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

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

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information. The valuation is based on a comparison to recent market transactions.

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

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

m) Accounts Payable

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

n) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

o) Revenue Received in Advance

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

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

p) Funds Held in Trust

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

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

q) Funds held for Capital works

The school directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose as such these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

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

r) Shared Funds

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

s) Provision for Cyclical Maintenance

The property from which the School operates is owned by the 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.

t) Financial Instruments

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

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

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

u) Borrowings

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

v) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

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

x) Services received in-kind

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

2. Government Grants

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	665,008	552,232	702,462
Teachers' Salaries Grants	1,307,678	1,125,960	1,171,045
Use of Land and Buildings Grants	178,292	212,864	155,517
Other Government Grants	7,598	-	-
	2,158,576	1,891,056	2,029,024

The school has opted in to the donations scheme for this year. Total amount received was \$35,700.

3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Donations & Bequests	23,126	25,000	45,095
Fees for Extra Curricular Activities	17,328	3,700	13,507
Trading	4,939	5,100	4,922
Fundraising & Community Grants	69,188	17,000	32,944
	114,581	50,800	96,468
Expenses			
Extra Curricular Activities Costs	17,535	2,000	8,478
Trading	3,246	5,100	5,054
Fundraising & Community Grant Costs	-	10,000	-
	20,781	17,100	13,532
<i>Surplus for the year Locally raised funds</i>	93,800	33,700	82,936

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	66,014	63,119	91,875
Library Resources	331	327	350
Employee Benefits - Salaries	1,508,164	1,301,581	1,442,395
Staff Development	15,115	20,340	15,257
Depreciation	42,114	34,707	39,708
Learning Support, School Response	67,120	86,454	67,124
New Curriculum Development	12,363	12,830	13,955
	1,711,221	1,519,358	1,670,664

5. Administration

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	6,594	6,402	6,402
Board Fees	2,635	3,850	3,795
Board Expenses	809	2,060	-
Communication	3,529	3,565	3,746
Consumables	17,384	20,900	18,140
Other	17,064	19,530	15,767
Employee Benefits - Salaries	69,172	53,600	52,506
Insurance	2,228	-	2,301
Service Providers, Contractors and Consultancy	9,720	9,830	9,360
	129,135	119,737	112,017

6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	10,480	9,200	9,677
Cyclical Maintenance Provision	11,805	12,350	29,209
Grounds	3,576	5,790	6,611
Heat, Light and Water	28,306	23,285	25,514
Repairs and Maintenance	16,740	15,215	17,569
Use of Land and Buildings	178,292	212,864	155,517
Security	3,724	3,650	3,380
Employee Benefits - Salaries	63,535	53,500	63,786
Contractor And Consultancy	3,714	3,330	3,892
	320,172	339,184	315,155

The use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Cash and Cash Equivalents

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	78,649	101,721	587,907
Short-term Bank Deposits	54,310	-	53,626
Cash and cash equivalents for Statement of Cash Flows	132,959	101,721	641,533

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

Of the \$132,959 Cash and Cash Equivalents \$14,400 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2023 on Crown owned school buildings.

8. Accounts Receivable

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Receivables	111	4,335	-
Interest Receivable	2,135	1,062	1,075
Teacher Salaries Grant Receivable	103,120	96,384	102,422
	<u>105,366</u>	<u>101,781</u>	<u>103,497</u>

Receivables from Exchange Transactions	2,246	5,397	1,075
Receivables from Non-Exchange Transactions	103,120	96,384	102,422
	<u>105,366</u>	<u>101,781</u>	<u>103,497</u>

9. Inventories

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Stationery	2,500	1,502	1,478
Fraser Clothing	156	-	-
	<u>2,656</u>	<u>1,502</u>	<u>1,478</u>

10. Investments

The School's investment activities are classified as follows:

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	347,995	323,763	453,538
	<u>347,995</u>	<u>323,763</u>	<u>453,538</u>
Total Investments			

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Building Improvements	22,378	55,484	-	-	(1,747)	76,115
Furniture and Equipment	84,833	27,400	-	-	(19,133)	93,101
Information and Communication Technology	34,853	8,000	-	-	(12,324)	30,529
Leased Assets	13,447	6,303	-	-	(7,919)	11,831
Library Resources	6,370	1,581	-	-	(991)	6,960
Balance at 31 December 2022	161,881	98,768	-	-	(42,114)	218,536

The net carrying value of equipment held under a finance lease is \$11,831 (2021: \$13,447)

Restrictions

There are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2022	2022	2022	2021	2021	2021
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	101,019	(24,904)	76,115	45,535	(23,157)	22,378
Furniture and Equipment	352,559	(259,458)	93,101	325,159	(240,326)	84,833
Information and Communication Technology	275,032	(244,503)	30,529	267,827	(232,974)	34,853
Leased Assets	28,562	(16,731)	11,831	27,777	(14,330)	13,447
Library Resources	41,417	(34,457)	6,960	39,836	(33,466)	6,370
Balance at 31 December	798,589	(580,053)	218,536	708,134	(544,253)	161,881

12. Accounts Payable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Creditors	9,459	14,927	165,373
Accruals	8,514	3,340	6,402
Banking Staffing Overuse	10,823	-	-
Employee Entitlements - Salaries	103,120	96,384	102,422
Employee Entitlements - Leave Accrual	21,864	18,018	19,433
	<u>153,780</u>	<u>132,669</u>	<u>293,630</u>
Payables for Exchange Transactions	153,780	132,669	293,630
	<u>153,780</u>	<u>132,669</u>	<u>293,630</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Income in Advance	346	190	380
Local Grants in Advance	18,255	64,500	43,657
MOE Grants in Advance	-	3,480	-
	<u>18,601</u>	<u>68,170</u>	<u>44,037</u>

14. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	16,835	39,442	33,374
Increase to the Provision During the Year	12,295	12,350	12,350
Use of the Provision During the Year	-	-	(45,748)
Other Adjustments	(490)	-	16,859
	<u>28,640</u>	<u>51,792</u>	<u>16,835</u>
Cyclical Maintenance - Current	5,455	-	5,400
Cyclical Maintenance - Non current	23,185	51,792	11,435
	<u>28,640</u>	<u>51,792</u>	<u>16,835</u>

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

15. Finance Lease Liability

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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
No Later than One Year	\$ 7,982	\$ 7,516	\$ 8,736
Later than One Year and no Later than Five Years	6,734	12,897	8,227
Future Finance Charges	(1,352)	-	(1,707)
	<u>13,364</u>	<u>20,413</u>	<u>15,256</u>
Represented by			
Finance lease liability - Current	7,065	7,516	7,635
Finance lease liability - Non current	6,299	12,897	7,621
	<u>13,364</u>	<u>20,413</u>	<u>15,256</u>

16. Funds Held (Owed) for Capital Works Projects

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

	2022	Project No.	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
			\$	\$	\$		\$
Re-Asphalt Driveway & Rectify Stormwater In		completed	21,682	-	(21,682)	-	-
Roofing/Spouting/Refurbish Classrooms		216582	352,485	687,500	(1,081,368)	-	(41,383)
Replace Boilers & Underfloor Feed Pipes		217015	9,000	-	-	-	9,000
Refurbish Staffroom		221788	46,483	-	(53,661)	-	(7,178)
Bike Track Income		completed	(6,500)	8,000	(1,500)	-	-
Replacing of Driveway Fence		221790	5,400	-	-	-	5,400
LSC Refurbishment		220470	65,495	-	(75,020)	-	(9,525)
Totals			494,045	695,500	(1,233,231)	-	(43,686)

Represented by:

Funds Held on Behalf of the Ministry of Education	14,400
Funds Receivable from the Ministry of Education	(58,086)

	2021	Project No.	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
			\$	\$	\$		\$
Special Needs Site Access/Bathroom		completed	(4,067)	(21,939)	26,006	-	-
Re-Asphalt Driveway & Rectify Stormwater In		in progress	25,886	11,200	(15,404)	-	21,682
Roofing/Spouting/Refurbish Classrooms		216582	60,380	800,000	(507,895)	-	352,485
Learning Support Modifications-Site Access		completed	15,180	378	(15,558)	-	-
Replace Carpet Hub,Admin&Stafrn		completed	(882)	2,128	(1,246)	-	-
Replace Boilers & Underfloor Feed Pipes		217015	9,000	-	-	-	9,000
Refurbish Staffroom		221788	(2,355)	52,259	(3,421)	-	46,483
Provide Storage/Shelving Income		completed	201	669	(870)	-	-
Bike Track Income		in progress	-	22,000	(28,500)	-	(6,500)
Replacing of Driveway Fence		221790	-	5,400	-	-	5,400
Replace Heat Pumps -Bik D Income		completed	-	8,250	(8,250)	-	-
LSC Refurbishment		220470	-	73,300	(7,805)	-	65,495
Totals			103,343	953,645	(562,943)	-	494,045

Represented by:

Funds Held on Behalf of the Ministry of Education	500,545
Funds Receivable from the Ministry of Education	(6,500)

17. Related Party Transactions

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

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

18. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i> Remuneration	2,635	3,795
<i>Leadership Team</i> Remuneration Full-time equivalent members	384,902 3.30	353,696 3.00
Total key management personnel remuneration	387,537	357,491

There are 4 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has Finance (0 members) and Property (0 members) that met 0 and 0 times respectively. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140 - 150	140 - 150
Benefits and Other Emoluments	-	-
Termination Benefits	-	-

Other Employees

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

	2022	2021
Remuneration \$000	FTE Number	FTE Number
100 - 110	2.00	2.00
	2.00	2.00

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

19. Compensation and Other Benefits Upon Leaving

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

	2022 Actual	2021 Actual
Total Number of People	-	-

20. Contingencies

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

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

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

Holidays Act Compliance – schools payroll

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

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

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

21. Commitments

(a) Capital Commitments

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

\$1,762,490 contract for the Roofing/Spouting/Refurbish Classrooms as agent for the Ministry of Education. This project is fully funded by the Ministry and \$1,630,500 has been received of which \$1,671,883 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$215,000 contract for the Replace Boilers & Underfloor Feed Pipes as agent for the Ministry of Education. This project is fully funded by the Ministry and \$9,000 has been received of which \$0 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$64,310 contract for the Refurbish Staffroom as agent for the Ministry of Education. This project is fully funded by the Ministry and \$52,259 has been received of which \$59,437 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$6,012 contract for the Replacing of Driveway Fence as agent for the Ministry of Education. This project is fully funded by the Ministry and \$5,400 has been received of which \$0 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$85,652 contract for the LSC Refurbishment as agent for the Ministry of Education. This project is fully funded by the Ministry and \$73,300 has been received of which \$82,825 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments as at 31 December 2021:

\$1,457,337 contract for the Roofing/Spouting/Refurbish Classrooms as agent for the Ministry of Education. This project is fully funded by the Ministry and \$943,000 has been received of which \$590,515 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$215,000 contract for the Replace Boilers & Underfloor Feed Pipes as agent for the Ministry of Education. This project is fully funded by the Ministry and \$9,000 has been received of which \$0 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$53,165 contract for the Refurbish Staffroom as agent for the Ministry of Education. This project is fully funded by the Ministry and \$52,259 has been received of which \$5,776 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$6,012 contract for the Replacing of Driveway Fence as agent for the Ministry of Education. This project is fully funded by the Ministry and \$5,400 has been received of which \$0 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$85,475 contract for the LSC Refurbishment as agent for the Ministry of Education. This project is fully funded by the Ministry and \$73,300 has been received of which \$7,805 has been spent on the project to balance date. This project has been approved by the Ministry.)

(b) Operating Commitments

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

22. Financial Instruments

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

Financial assets measured at amortised cost

	2022	2022 Budget	2021
	Actual	(Unaudited)	Actual
	\$	\$	\$
Cash and Cash Equivalents	132,959	101,721	641,533
Receivables	105,366	101,781	103,497
Investments - Term Deposits	347,995	323,763	453,538
Total Financial assets measured at amortised cost	586,320	527,265	1,198,568

Financial liabilities measured at amortised cost

Payables	153,780	132,669	293,630
Finance Leases	13,364	20,413	15,256
Total Financial Liabilities Measured at Amortised Cost	167,144	153,082	308,886

23. Events After Balance Date

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

24. Comparatives

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

Fraser Crescent School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Anne-Marie Wilson	Presiding Member	Elected	Sep 2025
John Channer	Principal	ex Officio	
Craig Wylie	Parent Representative	Elected	Sep 2022
Rachel Burrell	Parent Representative	Elected	Sep 2022
Lorna Cowell	Parent Representative	Elected	Sep 2025
Mark Wylie	Parent Representative	Elected	Sep 2025
Benzi Rodrigues	Staff Representative	Elected	Sep 2025

Fraser Crescent School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received total Kiwisport funding of \$3,480 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2022 the Fraser Crescent School Board:

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