

# SWANSON SCHOOL

## ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2023

#### School Directory

**Ministry Number:** 1521

**Principal:** Leandro Piantelli

**School Address:** 703 Swanson Road, Swanson, Auckland 0612

**School Postal Address:** PO Box 95177, Swanson, Auckland 0612

**School Phone:** 09 831 0001

**School Email:** [office@swanson.school.nz](mailto:office@swanson.school.nz)

#### Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Callum Marsh	Presiding Member	Elected	Aug-25
Leandro Piantelli	Principal ex Officio	Appointed	Current
Solomon Puka	Parent Representative	Elected	Aug-25
Charleene Baker	Parent Representative	Elected	Aug-25
Tracey Maule	Parent Representative	Elected	Aug-25
Tia Hita	Parent Representative	Elected	Aug-25
Tom Hooker	Staff Representative	Elected	Aug-25

**Accountant / Service Provider:**  
Canterbury Education Services  
Unit 10, 18 Moselle Ave, Auckland 0610



# SWANSON SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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# Swanson School

## Statement of Responsibility

For the year ended 31 December 2023

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

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

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

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

Callum Marsh

Full Name of Presiding Member

Signature of Presiding Member

Date:

10 December 2024

Leandro Piantelli

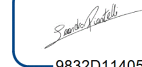
Full Name of Principal

Signature of Principal

06 December 2024

Date:

DocuSigned by:



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# Swanson School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Revenue</b>				
Government Grants	2	5,043,876	4,433,071	4,840,715
Government Grants - Resource Teachers: Learning and Behaviour	4	4,431,665	3,783,978	3,746,108
Locally Raised Funds	3	104,713	147,926	208,834
Interest		95,632	14,771	30,471
<b>Total Revenue</b>		<b>9,675,886</b>	<b>8,379,746</b>	<b>8,826,128</b>
<b>Expense</b>				
Locally Raised Funds	3	51,671	42,666	40,003
Learning Resources	5	3,693,868	3,478,764	3,516,119
Administration	6	313,937	313,308	316,049
Resource Teachers: Learning and Behaviour	4	4,283,414	3,683,978	3,622,595
Interest		6,150	6,400	6,592
Property	7	1,133,259	1,055,378	1,016,055
Loss on Disposal of Property, Plant and Equipment		2,150	-	1,401
<b>Total Expense</b>		<b>9,484,449</b>	<b>8,580,494</b>	<b>8,518,814</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>191,437</b>	<b>(200,748)</b>	<b>307,314</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>191,437</b>	<b>(200,748)</b>	<b>307,314</b>

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

# Swanson School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Equity at 1 January</b>		2,066,867	2,066,867	1,746,051
Total comprehensive revenue and expense for the year		191,437	(200,748)	307,314
Contribution - Furniture and Equipment Grant		22,413	-	13,502
<b>Equity at 31 December</b>		2,280,717	1,866,119	2,066,867
Accumulated comprehensive revenue and expense		2,280,717	1,866,119	2,066,867
<b>Equity at 31 December</b>		2,280,717	1,866,119	2,066,867

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.

# Swanson School

## Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	440,487	201,032	616,129
Accounts Receivable	9	568,845	589,721	589,721
GST Receivable		18,172	1,311	1,311
Prepayments		8,772	-	-
Inventories	10	2,374	2,490	2,490
Investments	11	1,610,233	1,403,592	1,403,592
Funds Receivable for Capital Works Projects	17	82,804	78,958	78,959
		<u>2,731,687</u>	<u>2,277,104</u>	<u>2,692,202</u>
<b>Current Liabilities</b>				
Accounts Payable	13	616,321	618,065	618,065
Revenue Received in Advance	14	306,842	97,369	381,595
Provision for Cyclical Maintenance	15	3,150	55,170	7,500
Finance Lease Liability	16	33,362	33,128	31,901
Funds held for Capital Works Projects	17	46,711	97,461	97,461
		<u>1,006,386</u>	<u>901,193</u>	<u>1,136,522</u>
<b>Working Capital Surplus/(Deficit)</b>		<u>1,725,301</u>	<u>1,375,911</u>	<u>1,555,680</u>
<b>Non-current Assets</b>				
Property, Plant and Equipment	12	756,620	627,488	689,324
		<u>756,620</u>	<u>627,488</u>	<u>689,324</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	15	162,668	100,593	137,035
Finance Lease Liability	16	38,536	36,687	41,102
		<u>201,204</u>	<u>137,280</u>	<u>178,137</u>
<b>Net Assets</b>		<u>2,280,717</u>	<u>1,866,119</u>	<u>2,066,867</u>
<b>Equity</b>		<u>2,280,717</u>	<u>1,866,119</u>	<u>2,066,867</u>

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

# Swanson School

## Statement of Cash Flows

For the year ended 31 December 2023

	2023	2023	2022
Note	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
<b>Cash flows from Operating Activities</b>			
Government Grants	2,054,490	1,598,746	1,871,695
Locally Raised Funds	128,268	97,532	193,275
Goods and Services Tax (net)	(16,861)	37,247	37,247
Payments to Employees	(1,184,903)	(924,514)	(883,230)
Payments to Suppliers	(656,985)	(638,561)	(682,195)
Interest Paid	(6,150)	(6,400)	(6,592)
Interest Received	83,092	7,818	23,518
Net cash from/(to) Operating Activities	400,951	171,868	553,718
<b>Cash flows from Investing Activities</b>			
Purchase of Property Plant & Equipment (and Intangibles)	(217,526)	(75,500)	(114,350)
Purchase of Investments	(206,641)	(402,584)	(402,584)
Net cash from/(to) Investing Activities	(424,167)	(478,084)	(516,934)
<b>Cash flows from Financing Activities</b>			
Furniture and Equipment Grant	22,413	-	13,502
Finance Lease Payments	(34,163)	(31,901)	(33,794)
Funds Administered on Behalf of Other Parties	(140,677)	(85,731)	196
Net cash from/(to) Financing Activities	(152,427)	(117,632)	(20,096)
<b>Net increase/(decrease) in cash and cash equivalents</b>	<b>(175,643)</b>	<b>(423,848)</b>	<b>16,688</b>
Cash and cash equivalents at the beginning of the year	8	616,129	624,880
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>440,487</b>	<b>201,032</b>

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

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

# Swanson School

## Notes to the Financial Statements

### For the year ended 31 December 2023

#### 1. Statement of Accounting Policies

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

###### **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 12.



**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 16. Future operating lease commitments are disclosed in note 21.

**Recognition of grants**

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

**c) Revenue Recognition**

**Government Grants**

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

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

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) 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.

**e) 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.

**f) 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.

**g) Inventories**

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

**h) 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.

**i) 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	40 years
Board Owned Buildings	40 years
Furniture and equipment	10 years
Information and communication technology	4 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

**j) 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.

**k) 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.

**l) Revenue Received in Advance**

Revenue received in advance relates to fees received from Resource Teacher: Learning and Behaviour funding and other grants where there are unfulfilled obligations for the School to provide services in the future. The fees or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are earned.

**m) 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.

**n) 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 9 to 24 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.

**o) 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.

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

**p) 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.

**q) Budget Figures**

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

**r) Services received in-kind**

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

## 2. Government Grants

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Government Grants - Ministry of Education	1,437,151	1,298,500	1,442,621
Teachers' Salaries Grants	2,705,086	2,518,119	2,644,835
Use of Land and Buildings Grants	873,433	616,452	753,259
Other Government Grants	28,206	-	-
	<u>5,043,876</u>	<u>4,433,071</u>	<u>4,840,715</u>

The school has opted in to the donations scheme for this year. Total amount received was \$83,533.

## 3. Locally Raised Funds

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

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
<b>Revenue</b>			
Donations & Bequests	9,896	100,000	137,080
Fees for Extra Curricular Activities	18,083	17,514	10,382
Trading	4,820	4,374	5,112
Fundraising & Community Grants	71,914	26,038	56,260
	<u>104,713</u>	<u>147,926</u>	<u>208,834</u>
<b>Expense</b>			
Extra Curricular Activities Costs	29,517	32,714	22,649
Trading	2,739	2,600	2,760
Fundraising and Community Grant Costs	19,415	7,352	14,594
	<u>51,671</u>	<u>42,666</u>	<u>40,003</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>53,042</u>	<u>105,260</u>	<u>168,831</u>

**4. Resource Teachers: Learning and Behaviour Services Revenue and Expense**

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
<b>Revenue</b>			
Teachers' Salary Grant	3,819,037	3,069,336	3,331,496
Administration Grant	126,524	126,524	123,138
Learning Support Funding	234,041	231,886	225,608
Travel Grant	139,957	139,646	135,937
Other Revenue	112,106	216,586	(70,071)
	<b>4,431,665</b>	<b>3,783,978</b>	<b>3,746,108</b>
Revenue recognised	<b>4,431,665</b>	<b>3,783,978</b>	<b>3,746,108</b>
<b>Expense</b>			
Employee Benefit - Salaries	4,028,388	3,364,336	3,378,787
Administration	137,946	66,642	89,092
Learning Support	56,960	149,000	94,707
Travel	60,120	40,000	36,059
Other Expenses	-	64,000	23,950
<b>Total Expense</b>	<b>4,283,414</b>	<b>3,683,978</b>	<b>3,622,595</b>
<i>Surplus/ (Deficit) for the year - RTLB Service</i>	<b>148,250</b>	<b>100,000</b>	<b>123,513</b>

The School is the lead school funded by the Ministry of Education to provide the services of Resource Teachers for Learning Behaviour to its group of schools.

**5. Learning Resources**

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Curricular	89,160	123,120	106,688
Equipment Repairs	251	1,000	707
Library Resources	715	800	570
Employee Benefits - Salaries	3,402,993	3,145,794	3,198,663
Staff Development	19,062	42,000	33,635
Depreciation	181,687	166,050	175,856
	<b>3,693,868</b>	<b>3,478,764</b>	<b>3,516,119</b>

## 6. Administration

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Audit Fees	8,590	8,360	6,331
Board Fees	2,910	2,800	2,065
Board Expenses	5,738	9,470	13,287
Communication	5,907	9,450	5,929
Consumables	33,249	20,350	29,331
Other	43,827	37,650	40,219
Employee Benefits - Salaries	187,972	200,046	195,701
Insurance	7,472	7,146	5,086
Service Providers, Contractors and Consultancy	18,272	18,036	18,100
	<u>313,937</u>	<u>313,308</u>	<u>316,049</u>

## 7. Property

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Caretaking and Cleaning Consumables	63,724	54,750	60,267
Cyclical Maintenance	21,283	10,000	21,535
Grounds	10,738	182,000	13,476
Heat, Light and Water	28,638	27,000	30,708
Rates	-	125	484
Repairs and Maintenance	44,601	58,500	49,997
Use of Land and Buildings	873,433	616,452	753,259
Security	4,278	3,300	4,596
Employee Benefits - Salaries	86,564	103,251	81,733
	<u>1,133,259</u>	<u>1,055,378</u>	<u>1,016,055</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.

## 8. Cash and Cash Equivalents

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Bank Accounts	440,487	201,032	616,129
Cash and cash equivalents for Statement of Cash Flows	<u>440,487</u>	<u>201,032</u>	<u>616,129</u>

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

Of the \$440,487 Cash and Cash Equivalents, \$46,711 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 2024 on Crown owned school buildings.

Of the \$440,487 Cash and Cash Equivalents, \$295,515 is held by the School on behalf of the RTLB Service. See note 4 for details of how the funding received for the service has been spent in the year.

## 9. Accounts Receivable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	5,094	29,198	29,198
Interest Receivable	22,104	9,564	9,564
Teacher Salaries Grant Receivable	541,647	550,959	550,959
	<u>568,845</u>	<u>589,721</u>	<u>589,721</u>
Receivables from Exchange Transactions	27,198	38,762	38,762
Receivables from Non-Exchange Transactions	541,647	550,959	550,959
	<u>568,845</u>	<u>589,721</u>	<u>589,721</u>

## 10. Inventories

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Stationery	365	491	491
School Uniforms	2,009	1,999	1,999
	<u>2,374</u>	<u>2,490</u>	<u>2,490</u>

## 11. Investments

The School's investment activities are classified as follows:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Asset			
Short-term Bank Deposits	1,610,233	1,403,592	1,403,592
Total Investments	<u>1,610,233</u>	<u>1,403,592</u>	<u>1,403,592</u>

## 12. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2023</b>						
Building Improvements	65,476	-	-	-	(3,826)	<b>61,650</b>
Furniture and Equipment	405,965	213,767	(1,286)	-	(87,991)	<b>530,456</b>
Information and Communication Technology	104,662	-	-	-	(43,668)	<b>60,993</b>
Motor Vehicles	21,421	-	-	-	(5,246)	<b>16,175</b>
Leased Assets	69,664	35,003	(1,249)	-	(37,845)	<b>65,573</b>
Library Resources	22,136	4,308	(1,560)	-	(3,111)	<b>21,773</b>
<b>Balance at 31 December 2023</b>	<u>689,324</u>	<u>253,078</u>	<u>(4,095)</u>	<u>-</u>	<u>(181,687)</u>	<u><b>756,620</b></u>

The net carrying value of ICT equipment held under a finance lease is \$65,573 (2022: \$69,664)

### Restrictions

With the exception of the contractual restrictions related to the above noted finance leases, 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.

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	153,036	(91,386)	<b>61,650</b>	153,036	(87,560)	<b>65,476</b>
Furniture and Equipment	1,179,082	(648,626)	<b>530,456</b>	967,482	(561,517)	<b>405,965</b>
Information and Communication Technology	417,761	(356,768)	<b>60,993</b>	424,204	(319,542)	<b>104,662</b>
Motor Vehicles	26,230	(10,055)	<b>16,175</b>	26,230	(4,809)	<b>21,421</b>
Leased Assets	140,495	(74,922)	<b>65,573</b>	134,057	(64,393)	<b>69,664</b>
Library Resources	56,912	(35,139)	<b>21,773</b>	56,593	(34,457)	<b>22,136</b>
<b>Balance at 31 December 2023</b>	<b>1,973,516</b>	<b>(1,216,896)</b>	<b>756,620</b>	<b>1,761,602</b>	<b>(1,072,278)</b>	<b>689,324</b>

### 13. Accounts Payable

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	47,673	27,135	27,135
Accruals	9,760	7,530	7,530
Banking Staffing Overuse	-	12,910	12,910
Employee Entitlements - Salaries	541,647	550,959	550,959
Employee Entitlements - Leave Accrual	17,241	19,531	19,531
	<b>616,321</b>	<b>618,065</b>	<b>618,065</b>
Payables for Exchange Transactions	616,321	618,065	618,065
	<b>616,321</b>	<b>618,065</b>	<b>618,065</b>

The carrying value of payables approximates their fair value.

### 14. Revenue Received in Advance

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	11,327	-	-
Grants in Advance - RTLB Funds	295,515	97,369	381,595
	<b>306,842</b>	<b>97,369</b>	<b>381,595</b>

### 15. Provision for Cyclical Maintenance

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	144,535	144,535	132,175
Increase to the Provision During the Year	21,283	10,000	21,527
Use of the Provision During the Year	-	-	(9,167)
Other Adjustments	-	1,228	-
Provision at the End of the Year	<b>165,818</b>	<b>155,763</b>	<b>144,535</b>



Cyclical Maintenance - Current	3,150	55,170	7,500
Cyclical Maintenance - Non current	162,668	100,593	137,035
	<u>165,818</u>	<u>155,763</u>	<u>144,535</u>

The schools cyclical maintenance schedule details annual painting to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the schools 10 Year Property plan.

### 16. Finance Lease Liability

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	38,406	38,000	37,079
Later than One Year and no Later than Five Years	41,392	39,000	45,012
Future Finance Charges	(7,900)	(7,185)	(9,088)
	<u>71,898</u>	<u>69,815</u>	<u>73,003</u>
<b>Represented by</b>			
Finance lease liability - Current	33,362	33,128	31,901
Finance lease liability - Non current	38,536	36,687	41,102
	<u>71,898</u>	<u>69,815</u>	<u>73,003</u>

### 17. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 8.

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Hall Refurbishment	(78,959)	-	(3,845)	-	(82,804)
Communication System	34,929	-	(27,146)	-	7,783
1, 12 & 15: Roof Works	62,532	-	(51,331)	-	11,201
AMS 1:DQLS + Joinery & Toilet	-	60,050	(32,323)	-	27,727
Totals	<u>18,502</u>	<u>60,050</u>	<u>(114,645)</u>	<u>-</u>	<u>(36,093)</u>

#### Represented by:

Funds Held on Behalf of the Ministry of Education	46,711
Funds Receivable from the Ministry of Education	(82,804)

2022	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Hall Roofing	2,067	-	(2,067)	-	-
Hall Refurbishment	102,167	26,152	(207,277)	-	(78,959)
Communication System	-	46,139	(11,210)	-	34,929
1, 12 & 15: Roof Works	-	62,532	-	-	62,532
Totals	<u>104,234</u>	<u>134,823</u>	<u>(220,554)</u>	<u>-</u>	<u>18,502</u>

#### Represented by:

Funds Held on Behalf of the Ministry of Education	97,461
Funds Receivable from the Ministry of Education	(78,959)

## 18. Related Party Transactions

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

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

## 19. Remuneration

### Key management personnel compensation

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

	<b>2023 Actual \$</b>	<b>2022 Actual \$</b>
<i>Board Members</i>		
Remuneration	2,910	2,065
 <i>Leadership Team</i>		
Remuneration	672,569	638,160
Full-time equivalent members	5	5
 Total key management personnel remuneration	675,479	640,225

There are 6 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. 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

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

	<b>2023 Actual \$000</b>	<b>2022 Actual \$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	190-200	180-190
Benefits and Other Emoluments	5-6	5-6
Termination Benefits	-	-

### Other Employees

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

<b>Remuneration \$000</b>	<b>2023 FTE Number</b>	<b>2022 FTE Number</b>
100 - 110	29.00	8.00
110 - 120	4.00	0.00
120 - 130	1.00	1.00
	34.00	9.00

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

## 20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: nil).

Holidays Act Compliance – schools payroll

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

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

## 21. Commitments

### (a) Capital Commitments

At 31 December 2023, the Board had capital commitments of \$nil (2022:\$nil).

### (b) Operating Commitments

As at 31 December 2023, the Board has entered into no contracts.

The total lease payments incurred during the period were \$nil (2022: \$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

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Cash and Cash Equivalents	440,487	201,032	616,129
Receivables	568,845	589,721	589,721
Investments - Term Deposits	1,610,233	1,403,592	1,403,592
Total financial assets measured at amortised cost	<u>2,619,565</u>	<u>2,194,345</u>	<u>2,609,442</u>

### Financial liabilities measured at amortised cost

Payables	616,321	618,065	618,065
Finance Leases	71,898	69,815	73,003
Total financial liabilities measured at amortised cost	<u>688,219</u>	<u>687,880</u>	<u>691,068</u>

## 23. Events After Balance Date

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

## 24. Comparatives

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

## Independent Auditor's Report

# To the readers of Swanson School's Financial statements For the year ended 31 December 2023

RSM Hayes Audit

Level 13, 125 Queen Street,  
Auckland CBD, Auckland 1010

T +64 (9) 367 1656

[www.rsmnz.co.nz](http://www.rsmnz.co.nz)

The Auditor-General is the auditor of Swanson School (the School). The Auditor-General has appointed me, Wayne Tukiri, using the staff and resources of RSM Hayes Audit, to carry out the audit of the financial statements of the School on his behalf.

### Opinion

We have audited the financial statements of the School on pages 2 to 17, that comprise the statement of financial position as at 31 December 2023, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 10 December 2024. This is the date at which our opinion is expressed.

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

### Basis of opinion

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

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

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

## Responsibilities of the Board for the financial statements

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

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

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

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020.

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

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

## Other information

The Board of Trustees is responsible for the other information. The other information includes the statement of responsibility, board member list, analysis of variance, compliance with good employer requirements and Kiwisport report, but does not include the financial statements, and our auditor's report thereon.

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

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

## Independence

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

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

A handwritten signature in blue ink, appearing to read 'Wayne Tukiri'.

**Wayne Tukiri**  
RSM Hayes Audit  
On behalf of the Auditor-General  
Auckland, New Zealand



<b>School Name:</b>	Swanson School	<b>School Number:</b>	1521
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<b>Strategic Goals:</b>	<ol style="list-style-type: none"> <li>1. <b>Excel</b> by providing meaningful learning experiences</li> <li>2. <b>Engage</b> with our students, our whānau and our community</li> <li>3. <b>Empower</b> our people to believe in themselves and others</li> </ol>
<b>Key initiatives for achieving strategic goals:</b>	<ol style="list-style-type: none"> <li>1. Remove cultural barriers to learning</li> <li>2. Engagement improved</li> <li>3. Te Reo and Tikanga is normalised across the school</li> <li>4. Reciprocal relationships with whānau</li> <li>5. Tamariki have ownership of their own learning</li> <li>6. We have a clear and robust system to gather learning information and share it with tamariki and whānau</li> <li>7. Te Manawa is well used to identify children’s needs and identify support</li> <li>8. Embed our Vision, Values and Skills</li> <li>9. Children’s learning is connected to their local heroes, local whenua and individual roots</li> <li>10. Our Local Curriculum is flexible to deliver the NZC</li> </ol>

Analysis of Variance 2023						
Goal	Initiatives	Actions	Intended Outcomes	Actual outcomes	Variance	Where to next?
Excel Engage Empower	1. Remove cultural barriers to learning	<ul style="list-style-type: none"> <li>All staff currently signed up to a TWOA course</li> <li>Discussed with TLs 25/7 to talk to their teachers about allocated staff meetings - times need to be spent working together on TWOA</li> <li>Staff meeting TOD 02/06</li> <li>Feedback from staff was very positive. It was a very emotional time for our staff and thought provoking.</li> <li>some comments about continuing with this ‘theme’ to keep developing knowledge and understanding</li> <li>Aligning with the histories curriculum was a good tact to take as it hit the same notes.</li> </ul>	<ul style="list-style-type: none"> <li>Staff develop their knowledge of Te Reo and Tikanga</li> <li>Increased understanding of cultural bias</li> <li>Highlight the importance of knowing children</li> </ul>	<ul style="list-style-type: none"> <li>Across the teams there is an increased understanding of cultural bias</li> <li>Teams are developing ways to ensure planning is Tiriti centric and gaps are identified in a holistic nature.</li> <li>Knowledge of the students is at the forefront to all teams</li> <li>Students around the school are more confident about expressing their</li> </ul>	<ul style="list-style-type: none"> <li>Progress against this initiative was as expected, and we are very impressed with how our kaiako took on this challenge and adapted their teaching accordingly</li> </ul>	<ul style="list-style-type: none"> <li>Partner with TWoA to deliver PD</li> <li>Continue PD on cultural bias, what does it mean practically to deliver a tiriti centric classroom programme?</li> <li>Mahi Tahi presence in teams/classes - Walkthroughs?</li> </ul>

Analysis of Variance 2023

Goal	Initiatives	Actions	Intended Outcomes	Actual outcomes	Variance	Where to next?
				culture in a positive way. <ul style="list-style-type: none"> <li>Looking at the child holistically is a really strong part of our Swanson kura, driven by the focus on Hauora and initiatives such as Te Manawa and the breakfast club.</li> <li>Matauranga as a Tiriti-centric focus for learning in Term 3.</li> </ul>		
	2. Engagement improved	<ul style="list-style-type: none"> <li>New tutor employed - Matua Garry</li> <li>initially some problems around attendance caused through an accident and hospitalisation.</li> <li>Time seems to be an issue so we have adjusted his invoice to suit the hours he was here. Looking forward to travel times improving and adjusting to Auckland traffic</li> <li>He has amazing skills and the students respond well to him.</li> <li>Ash (to work alongside) in case he doesn't work out.</li> <li>Kids are returning to class buzzing. Obviously enjoying Garry's style</li> <li>There is some discrepancy about correct kaupapa for this.</li> <li>DPs met and decided it is a good idea to have a staff meeting about school appropriate kaupapa including sitting on table etc. Then we have a document to base our practices on. This includes karanga.</li> </ul>	<ul style="list-style-type: none"> <li>Strengthen school/whānau relationships</li> <li>Programmes are culturally inclusive</li> </ul>	<ul style="list-style-type: none"> <li>All teams value strong whanau relationships, positive learning environments and supportive pastoral care</li> <li>Programmes are put in place to support diverse needs</li> <li>Barriers to learning such as lack of food or uniform has been broken down and students feel comfortable to express their needs</li> <li>There seems to be a high level of trust between teacher and</li> </ul>	<ul style="list-style-type: none"> <li>Engagement across the school is high</li> <li>Te Manawa supports teachers knowing children and supporting them to be ready to learn</li> <li>Focus on relationships and hauora y strong across the whole school</li> <li>Teaching programmes include lots of hands on, interesting learning</li> </ul>	<ul style="list-style-type: none"> <li>Broaden carving programme (including bone carving)</li> <li>Kapa haka</li> <li>Community Performance Night</li> <li>Visit local schools that have bi-lingual units</li> <li>Organise several whānau hui per year</li> <li>Organise a Fono group</li> <li>Establish an advisory group with representatives from different cultural groups</li> </ul>



Analysis of Variance 2023

Goal	Initiatives	Actions	Intended Outcomes	Actual outcomes	Variance	Where to next?
		<ul style="list-style-type: none"> <li>• can use knowledge gained from external workshops and hui to guide us with inviting students to lead this</li> <li>• Group has been selected based on recommendations from Kauri team. Management and Culture voted.</li> <li>• Jason will work with the students and Tom will be released to support.</li> <li>• Still deciding on a legend that can correlate.</li> </ul>		<p>student across the school</p> <ul style="list-style-type: none"> <li>• More community haukainga hui may be needed</li> <li>• A further shift perhaps in ensuring that assessment includes 'intelligences' other than those of academic importance</li> <li>• Teachers and leaders generally seem to form excellent relationships with children.</li> </ul>		
	<p>3. Te Reo and Tikanga is normalised across the school</p>	<ul style="list-style-type: none"> <li>• Staff meeting 22/02</li> <li>• Phil confirmed to present (unconscious bias) 15/03</li> <li>• Set wero/challenge, by Wk 10 to have shared pepeha within teams - need to gauge this.</li> <li>• All staff have their boxes now and are working through these.</li> <li>• Due to the number of students they had to be staggered through TWOA or logistical purposes.</li> <li>• White spaces audit</li> <li>• resources have been sourced and shared with staff members relating to Te Reo and Matariki</li> <li>• some classrooms clearly show a commitment to the use of Te Reo</li> <li>• Phil to run a staff meeting on Te Tiriti centric 16/8 - whole MT released</li> </ul>	<ul style="list-style-type: none"> <li>• Everybody at school can say their pepeha</li> <li>• Tiriti o Waitangi</li> <li>• acknowledged in classroom programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Pepeha is still not where we should be. All teams make an attempt to incorporate it into their beginning of the year</li> <li>• Whakawhanaungatanga: More work to make it an ongoing area for learning throughout the year.</li> <li>• Te Reo: we are still at a beginning stage.</li> </ul>	<ul style="list-style-type: none"> <li>• We have substantial evidence of increased Tikanga and Te Reo Māori in teaching programmes</li> <li>• Histories curriculum is being implemented successfully</li> </ul>	<ul style="list-style-type: none"> <li>• Reintroduce paepae, increase repertoire of karakia and waiata through the Māori resource site.</li> <li>• Continue TWA courses</li> <li>• Powhiri every term, using TKM tikanga</li> <li>• Compile/formalise Swanson tikanga and add to website</li> <li>• Audit time spent on Te Reo in classrooms, aiming at 36 min per day</li> </ul>

Analysis of Variance 2023						
Goal	Initiatives	Actions	Intended Outcomes	Actual outcomes	Variance	Where to next?
	4. Reciprocal relationships with whānau	<ul style="list-style-type: none"> <li>• 21/7 Excellent turnout despite the weather.</li> <li>• Large menu that catered for all dietary requirements. Catered for 300 people.</li> <li>• Mahitahi and other staff worked well together to pull it together.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase whānau participation and collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Across the school there is a strong sense of whanau involvement and this is evident kanohi ki te kanohi.</li> <li>• Goal setting is undertaken at the beginning of the year and reviewed mid year</li> <li>• Whānau involvement in sports</li> <li>• Hui should be more focused on real collaboration, building whanau voice groups and hui for Maori parents.</li> <li>• Aim to connecting more staff, students and learning with Te Kawerau a Maki would also show meaningful intent.</li> </ul>	<ul style="list-style-type: none"> <li>• Relationship between school and whānau are very strong across the whole school.</li> <li>• We didn't offer as many hui as we would have wanted due to time constrains and events of the school's control</li> </ul>	<ul style="list-style-type: none"> <li>• Scheduled hui with clear goals to reach outcomes</li> <li>• Have two formal whānau hui in the year</li> <li>• Whānau advisory group with reps from all cultures</li> </ul>
	5. Tamariki have ownership of their own learning	<ul style="list-style-type: none"> <li>• Formative Practice data gathered, guiding upcoming meeting.</li> <li>• Week 8 plan moved to Week 2, term 2 due to staff unavailability.</li> <li>• Resources purchased, presentation prepared.</li> <li>• Drafted Week 7, term 2 meeting plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Children know what they are learning and can say when they've learned it</li> <li>• Children's interests are experiences</li> </ul>	<ul style="list-style-type: none"> <li>• PD sessions have triggered more discussions and it's more present in classrooms</li> <li>• Tamariki know their LIs and NS more than at</li> </ul>	<ul style="list-style-type: none"> <li>• Some good progress in this area</li> <li>• Still some way to go to increase ownership of learning, both with</li> </ul>	<ul style="list-style-type: none"> <li>• Ins and outs of having high expectations.</li> <li>• Decide on a shared language across the school - LI/WALT</li> <li>• Have an outline of what Formative Practice at SS looks</li> </ul>

Analysis of Variance 2023

Goal	Initiatives	Actions	Intended Outcomes	Actual outcomes	Variance	Where to next?
		<ul style="list-style-type: none"> <li>• Compiled term two outcomes, Swanson School's Formative Practice usage, and key thoughts.</li> <li>• Explored various learning strategies and tools, including "Padlet" and "Zones of Regulation."</li> <li>• Shared practical tools/methods; established a resource bank for staff.</li> <li>• Aligned PD sessions with classroom practices, incorporating key anchor questions.</li> <li>• Received positive staff feedback in term 2 meetings: shared classroom examples.</li> <li>• Teams regularly discuss as part of inquiry; syndicates deeply engage in formative practice.</li> <li>• Identified individuals to share strengths from PD sessions; conduct one-on-one discussions</li> </ul>	<p>drive their learning</p>	<p>the beginning of the year.</p> <ul style="list-style-type: none"> <li>• Pedagogical practice vary between teachers, and that's ok, but it's more aligned to FP.</li> <li>• Teams are having robust discussions about how to support children with learning</li> <li>• Students have choice, but normally within parameters set by teachers</li> </ul>	<p>whānau and tamariki</p> <ul style="list-style-type: none"> <li>• Many successful initiatives to support children with special needs</li> </ul>	<p>like in the 2024 Swanson Suitcase</p> <ul style="list-style-type: none"> <li>• What do GIFTED students 'look like' across cultural groups at SS?</li> <li>• Mana model (Webber &amp; MacFarlane)</li> </ul>
	<p>6. We have a clear and robust system to gather learning information and share it with tamariki and whānau</p>	<ul style="list-style-type: none"> <li>• This area is where we are heading into term three. A real challenge/foci will be to ensure that we don't lose the buy-in/ motivation/ excitement we currently have produced.</li> <li>• gather key assessments we currently are using</li> <li>• We have stopped using learning journals as they stand for the time being due to the conflict of purpose and ways to use</li> <li>• - we have used a more traditional report in the meantime while we look into this further</li> <li>• We have some very strong opinions in this area! Not to lose anyone here is going to be critical</li> <li>• Begin by introducing the three levels of feedback/ feed forward and even the</li> </ul>	<ul style="list-style-type: none"> <li>• In conjunction with assessment data to identify gaps in learning and informs teaching plans</li> <li>• Support plans are focused on meeting children's individual needs</li> <li>• We have a standardized model/ method across the school</li> </ul>	<ul style="list-style-type: none"> <li>• Individual teams have good data gathering systems that suit them, inform practice &amp; fulfill management reporting requirements.</li> <li>• We don't have a school wide system yet.</li> <li>• Learning logs proved to be too difficult to implement. We've gone back to twice-yearly reports</li> </ul>	<ul style="list-style-type: none"> <li>• Learning journals proved to be too difficult to implement and keep consistent across the school.</li> <li>• We've gone back to regular reporting, and using the format of LJs for teachers to ensure there's good coverage or learning progressions</li> </ul>	<ul style="list-style-type: none"> <li>• Establish a school wide assessment schedule (including which assessments are used and how)</li> <li>• Possibility of 'narrative assessment' as our reporting system?</li> <li>• Where does Seesaw sit in reporting/narrative assessment?</li> <li>• Formative/Summative Assessment. What's</li> </ul>

Analysis of Variance 2023						
Goal	Initiatives	Actions	Intended Outcomes	Actual outcomes	Variance	Where to next?
		<p>meaning of these two words. Three different levels and gather example of each level we use daily by the staff</p> <ul style="list-style-type: none"> <li>• discuss re-naming the 'learning logs'.</li> <li>• ways of using the current (ie: learning progressions- summative data gathering) 'up proposing' a new formative log with exemplars from across the school.</li> <li>• this is going to be a key aspect to getting these back off the ground.</li> <li>• will require some set minimum aspects</li> </ul>	<ul style="list-style-type: none"> <li>• Staff use learning information in conjunction with Te Manawa to inform planning and teaching</li> <li>• We have a whole school toolkit for data gathering that teams use to meet their needs – Fit for purpose</li> <li>• Tamariki and whānau have easy access to learning information</li> <li>• Learning information is easy to understand</li> <li>• Te Manawa is actively used to gather holistic information about students, identify individual needs, and implement support</li> </ul>	<ul style="list-style-type: none"> <li>• We don't have clear guidelines around how to use testing tools, or a schedule for children that need it to access learning support (formative vs summative data schedule?)</li> <li>• We don't formally gather learning data on learner traits other than academic achievement, but teachers do celebrate it</li> <li>• Is our celebration model monocultural and Eurocentric? How could we do it different?</li> </ul>	<ul style="list-style-type: none"> <li>• Learning information is formatively used by teachers</li> </ul>	<p>the difference? Making OTJS. What are syndicates currently using - purpose?</p>
	7. Te Manawa is well used to identify children's needs and	<ul style="list-style-type: none"> <li>• This area is where we are heading into term three. A real challenge/foci will be to ensure that we don't lose the buy-in/ motivation/ excitement we currently have produced.</li> </ul>	<ul style="list-style-type: none"> <li>• Used regularly as needed</li> <li>• Teachers know their children well</li> </ul>	<ul style="list-style-type: none"> <li>• Use of Te Manawa has grown through the year</li> <li>• Teachers know their children well</li> </ul>	<ul style="list-style-type: none"> <li>• More teachers are accessing Te Manawa</li> <li>• eTAP does not seem to offer an</li> </ul>	<ul style="list-style-type: none"> <li>• Place how to fill in Te Manawa in Swanson Suitcase to discuss at ToD 2024.</li> <li>• Place on Etap</li> </ul>

Analysis of Variance 2023

Goal	Initiatives	Actions	Intended Outcomes	Actual outcomes	Variance	Where to next?
	identify support	<ul style="list-style-type: none"> <li>gather key assessments we currently are using</li> <li>We have stopped using learning journals as they stand for the time being due to the conflict of purpose and ways to use</li> <li>- we have used a more traditional report in the meantime while we look into this further</li> <li>We have some very strong opinions in this area! Not to lose anyone here is going to be critical</li> <li>Begin by introducing the three levels of feedback/ feed forward and even the meaning of these two words. Three different levels and gather example of each level we use daily by the staff</li> <li>discuss re-naming the 'learning logs'.</li> <li>ways of using the current (ie: learning progressions- summative data gathering) 'up proposing' a new formative log with exemplars from across the school.</li> <li>this is going to be a key aspect to getting these back off the ground.</li> <li>will require some set minimum aspects</li> </ul>	<ul style="list-style-type: none"> <li>Children's individual needs are identified through Te Manawa</li> <li>Te Manawa is used to identify target students, establish support, and reflect on progress</li> <li>There is evidence of improved learning outcomes as a result of focusing on children's hauora</li> </ul>	<ul style="list-style-type: none"> <li>Some syndicates do have discussions around the data in Te Manawa, but sometimes the data does not go on to Te Manawa, stays on the minutes</li> <li>Some staff use Information on Te Manawa to know children and adapt what they do accordingly.</li> </ul>	alternative to take TM online <ul style="list-style-type: none"> <li>There are still some concerns among staff about privacy</li> </ul>	<ul style="list-style-type: none"> <li>Enter relevant data on a weekly basis as well as in team minutes? Some syndicates have a 'link' already in place.</li> <li>Termly data gathered by team leaders linked</li> </ul>
	8. Embed our Vision, Values and Skills	<ul style="list-style-type: none"> <li>Discussed creating a resource bank to support the teaching of each of the Swanson Values</li> <li>Assemblies have included blurbs about values and videos to share concepts. Students are leading this discussion.</li> <li>School wide events have been planned to support the values work of the culture team.</li> <li>Discussed possibility of whole school art project to represent each student's culture</li> <li>Tiles for every student - to go on the end of C1</li> </ul>	<ul style="list-style-type: none"> <li>Our vision, values and skills are visible across the school</li> <li>"Steps Towards Mana and Success" is inherent in our daily classroom programmes and practices</li> <li>Students and whānau understand the</li> </ul>	<ul style="list-style-type: none"> <li>We have seen visible increase in use of our values across the school.</li> <li>The new logos and trees are spoken about and students have had the opportunities to learn more about these values.</li> <li>Some teams are working to do fortnightly sessions focussing on values.</li> </ul>	<ul style="list-style-type: none"> <li>Vision and values are present in all areas of school</li> <li>Teachers teach values well and refer to them, just needs to be more intentionally linked to our Kauri tree</li> </ul>	<ul style="list-style-type: none"> <li>Encourage teams to actively teach our values</li> <li>Values are visible in classrooms</li> <li>Resource bank created for Values teaching</li> <li>Mahi Tahi presence in teams/classes - Walkthroughs?</li> </ul>

Analysis of Variance 2023						
Goal	Initiatives	Actions	Intended Outcomes	Actual outcomes	Variance	Where to next?
		<ul style="list-style-type: none"> <li>Team logos are being worked on by a new artist, The board have added their input, more progress to come.</li> </ul>	importance of the skills and values in our vision	<ul style="list-style-type: none"> <li>This could still be driven quite a bit more. Could be more explicitly taught and referred to.</li> <li>When we do have assemblies we award students for the values but feel there could be more emphasis on this.</li> </ul>		
	9. Children's learning is connected to their local heroes, local whenua and individual roots	<ul style="list-style-type: none"> <li>Powhiri was run by staff and students in Term 1. Whole school sang and different representatives did their pepeha. (Pita was not involved)</li> <li>there is evidence around the school through pepeha displays</li> <li>Created a calendar for cultural events over the year</li> <li>Put together the Celebrating Our Cultures week Week 10 Term 2</li> <li>Supported Sign language week, Samoan Language week, Bikeathon, Matariki (T3),</li> <li>This is being planned for term ¾</li> <li>Booked in to come and work alongside Matua Tom in term</li> </ul>	<ul style="list-style-type: none"> <li>Learning opportunities/ experiences connect with local people, places and stories</li> <li>We have a good resource bank that identifies ancestors, historical figures, geographical, environmental features, places, land and stories that matter to children's local hapu and iwi</li> <li>All cultures are celebrated in our school</li> <li>Children are proud of their identity</li> </ul>	<ul style="list-style-type: none"> <li>Teachers have been making an effort to make learning more contextual to our area.</li> <li>Making use of the local parks and the Library and drawing on the students' knowledge of their own content has been great.</li> <li>Sharing of personal Pepeha and engaging in kapa haka connected to local tikanga has been powerful.</li> <li>Our Cultural appreciation week helped students and teachers connect about where they were from and we saw huge pride in our students.</li> <li>Change is happening because staff understand why it's important and have a genuine intention to reflect Te Tiriti o Waitangi</li> </ul>	<ul style="list-style-type: none"> <li>The bulk of the PD this year was around this area, and it is evident in the progress it has triggered.</li> <li>Teams plan collaboratively really well and provide effective opportunities to explore the Histories Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Bringing in ODC visitors from local area to</li> <li>Coordinate EOTC visits as a part of curriculum mapping, moving from local to global from Kakano through Kauri</li> <li>School wide event</li> </ul>

Analysis of Variance 2023						
Goal	Initiatives	Actions	Intended Outcomes	Actual outcomes	Variance	Where to next?
	10. Our Local Curriculum is flexible to deliver the NZC	<ul style="list-style-type: none"> <li>• Team leaders, Chris and Andrew have participated in PD around the ANZ Histories curriculum and then presented it to the teaching staff on our TOD.</li> <li>• Planned a cultural celebrations week for week 10 Term 2</li> <li>• Started putting together timetables, some ideas, resources, activities</li> <li>• Chris has been working on aligning the new Swanson values tree with the NZC</li> </ul>	<ul style="list-style-type: none"> <li>• There is shared understanding of planning and practice across the school</li> <li>• Learning opportunities align with school vision and values</li> <li>• Learning contexts are rich and varied to cover breadth of the NZC</li> <li>• Our Local Curriculum is fluid to adapt to changes in our community</li> </ul>	<ul style="list-style-type: none"> <li>• Some good collaboration across classes and teams has meant there is good flow going on with students learning.</li> <li>• There is more work to do with teams being aware of what each year group is working on and sharing ideas and knowledge across teams.</li> <li>• We need more connection and continuity between what teams do (School wide overview).</li> </ul>	<ul style="list-style-type: none"> <li>• We have unpacked or local curriculum and linked it to teaching programmes</li> <li>• Histories curriculum is being taught and linked with other areas of the national curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Create a school wide curriculum map - Including a yearly overview and term map with big ideas that are Tiriti centric - include 'major', 'minor' cross-curricular links</li> <li>• Support teachers to implement Understand, Know, Do framework</li> </ul>

**School****Swanson School****KIWISPORT NOTE**

*Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2023, the school received total Kiwisport funding of \$8,394.00(excluding GST). The funding was spent on sports equipment and uniforms, competing in interschool athletics and sports days ie Tag, Cricket, Touch, Football, Cross Country, Rugby, & Basketball, transport to sporting events and repairs to the longjump for athletics day. All students participated in organised sports across the 2023 year.*



**Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2023.**

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

<b>Reporting on the principles of being a Good Employer</b>	
<p>How have you met your obligations to provide good and safe working conditions?</p>	<p>We provide good and safe working conditions by:</p> <ul style="list-style-type: none"> <li>• <b>Complying with Health and Safety Regulations:</b> We strictly adhere to all relevant health and safety regulations and standards to ensure a safe working environment. This includes regularly reviewing and updating our policies and procedures to maintain compliance.</li> <li>• <b>Risk Assessments and Mitigation:</b> We conduct thorough risk assessments to identify potential hazards and risks in the workplace. We implement appropriate measures to mitigate risks and ensure the safety of employees.</li> <li>• <b>Training and Education:</b> We provide health and safety training to all employees, ensuring they have the necessary knowledge and skills to maintain a safe work environment. This includes training on emergency procedures, proper use of equipment, and general safety protocols.</li> <li>• <b>Regular Inspections and Maintenance:</b> We conduct routine inspections of the workplace to identify and address any potential safety issues or hazards promptly. Regular maintenance of equipment and facilities is also carried out to ensure their proper functioning and safety.</li> <li>• <b>Employee Involvement and Reporting:</b> We encourage employees to actively participate in maintaining a safe working environment. We establish channels for reporting safety concerns or incidents, and we investigate and address such reports promptly.</li> <li>• <b>Ergonomic Considerations:</b> We assess and provide ergonomic solutions to optimize the work environment and prevent work-related injuries or strain. This may include ergonomic furniture, equipment, and adjustments tailored to individual needs.</li> <li>• <b>Continuous Improvement:</b> We foster a culture of continuous improvement by regularly reviewing our health and safety practices, seeking employee feedback, and implementing necessary improvements based on lessons learned and best practices</li> </ul>
<p>What is in your equal employment opportunities programme?  How have you been fulfilling this programme?</p>	<ul style="list-style-type: none"> <li>• We guarantee equal opportunities for job seekers and employees to pursue their desired employment and showcase their complete capabilities.</li> <li>• We establish a flexible work environment that promotes productivity and efficiency.</li> <li>• We prioritize selecting the most suitable individual or team for each role.</li> <li>• We eliminate obstacles to enable all employees to achieve their utmost performance.</li> <li>• We unlock the full potential of New Zealand's diverse population.</li> <li>• We appreciate individuals, honouring their skills, backgrounds, and talent</li> </ul>

<p>How do you practise impartial selection of suitably qualified persons for appointment?</p>	<p>We practice impartial selection of suitably qualified persons for appointment through the following process:</p> <ol style="list-style-type: none"> <li>1. We establish clear and objective job descriptions based on the skills, experience, and qualifications necessary for each position. This helps us create a standard framework for evaluating candidates.</li> <li>2. Secondly, we use blind screening to remove any identifying information that could lead to bias during the initial review of applications. This ensures that candidates are assessed solely based on their qualifications and merits.</li> <li>3. Thirdly, we have a diverse panel of interviewers to help to minimize the potential impact of personal biases and ensures a fair evaluation of candidates during the interview stage.</li> <li>4. We keep detailed records and documentation of the selection process, including the criteria used for evaluation and the rationale behind each decision. This promotes transparency and allows for objective review and audits if needed.</li> </ol>
<p>How are you recognising,                      —The aims and aspirations of Maori,                      —The employment requirements of Maori, and                      —Greater involvement of Maori in the Education service?</p>	<ul style="list-style-type: none"> <li>• We acknowledge and recognize the aims and aspirations of Māori by actively engaging with Māori communities and incorporating their perspectives, values, and cultural practices into our decision-making processes and initiatives.</li> <li>• We strive to understand and respect the employment requirements of Māori by creating opportunities that align with their needs and aspirations. This includes promoting equitable access to education and employment pathways, supporting initiatives that enhance Māori representation and leadership within the school, and collaborating with Māori stakeholders to develop culturally responsive programs and services.</li> <li>• One of our goals is to foster greater involvement of Māori in the school by creating inclusive environments, providing culturally relevant resources, and promoting Māori language and culture throughout our local curriculum</li> </ul>
<p>How have you enhanced the abilities of individual employees?</p>	<p><i>We have taken several steps to enhance the abilities of individual employees:</i></p> <ul style="list-style-type: none"> <li>• PLD: We offer various PLD options to improve employees' skills and knowledge in their respective roles.</li> <li>• Performance Feedback and Coaching: We provide regular performance feedback to employees through a Professional Growth Cycle system, highlighting their strengths and areas for improvement. Coaching and mentoring programs are in place to offer personalized guidance and support for professional growth.</li> <li>• Learning Opportunities: We encourage continuous learning and provide opportunities for employees to expand their knowledge. This helps them stay updated with industry trends and advancements.</li> <li>• Skill Utilization: We strive to align employees' skills with their roles by identifying their strengths and assigning tasks that allow them to leverage their abilities effectively.</li> <li>• Recognition: We recognize employees' achievements and exceptional performance. This motivates them to excel and enhances their sense of fulfilment and job satisfaction.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Supportive Work Environment:</b> We foster a supportive work environment that encourages collaboration, knowledge sharing, and teamwork. This allows employees to learn from each other and grow collectively.</li> </ul>
<p>How are you recognising the employment requirements of women?</p>	<p>Some of the steps we have taken to promote gender equality and create an inclusive work environment include:</p> <ul style="list-style-type: none"> <li>• <b>Equal Opportunity Policies:</b> We have policies and guidelines that promote equal opportunities for women in all aspects of employment, including recruitment, hiring, promotions, and career development.</li> <li>• <b>Work-Life Balance:</b> We provide flexible work arrangements, such as flexible hours, remote work options, and parental leave policies, to support the work-life balance needs of women. This helps them manage their professional and personal responsibilities effectively.</li> <li>• <b>Diversity and Inclusion Initiatives:</b> We actively promote a diverse and inclusive workplace culture that values and respects the contributions of women.</li> <li>• <b>Health and Safety:</b> We prioritize the health and safety of women employees by ensuring a safe working environment, addressing any specific concerns related to their well-being, and providing necessary resources for their physical and mental well-being.</li> </ul>
<p>How are you recognising the employment requirements of persons with disabilities?</p>	<p>We recognize the employment requirements of persons with disabilities by implementing various measures to create an inclusive and accessible work environment:</p> <ul style="list-style-type: none"> <li>• <b>Accessibility:</b> We ensure that the workplace is accessible for persons with disabilities. This may include physical modifications, assistive technologies, or flexible work arrangements tailored to individual needs.</li> <li>• <b>Inclusive Recruitment and Hiring:</b> We ensure that our recruitment and hiring processes are inclusive and accessible to persons with disabilities.</li> <li>• <b>Awareness and Sensitization:</b> We conduct awareness and sensitization programs to educate employees about disability-related issues, foster a supportive work environment, and promote a culture of inclusion and understanding.</li> <li>• <b>Career Development Opportunities:</b> We provide equal opportunities for career development and advancement for persons with disabilities.</li> <li>• <b>Consultation and Collaboration:</b> We actively seek input from persons with disabilities to understand their unique needs and preferences. This helps us make informed decisions and implement policies and practices that address their specific employment requirements.</li> </ul>

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy . The Ministry of Education monitors these policies:

<b>Reporting on Equal Employment Opportunities (EEO) Programme/Policy</b>	<b>YES</b>	<b>NO</b>
Do you operate an EEO programme/policy?	x	

Has this policy or programme been made available to staff?	x	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	x	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	x	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	x	
Does your EEO programme/policy set priorities and objectives?	x	