

BROOKLYN SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number: 2816

Principal: Liz Rhodes

School Address: 58 Washington Ave
Brooklyn
Wellington

School Postal Address: as above

School Phone: 04-389-6758

School Email: office@brooklynprimary.school.nz

Members of the Board

	Principal	ex Officio	
May-25	Presiding member	elected	Liz Rhodes
May-25	Parent Rep	elected	Jessica Kellow
May-25	Parent Rep	elected	Mike Brown
May-25	Parent Rep	elected	Fiona Lowndes
May-25	Parent Rep	elected	Nicola Houlding
May-25	Parent Rep	elected	Sean Keaney
May-25	Parent Rep	elected	Ivan Rangitonga
May-25	Parent Rep	elected	Lara Connolly

Resigned

Sep-22		David Harkness
Sep-22		Kathleen Kerr
Sep-22		Kelvin Wong
Feb-22		Debbie Chitty

Accountant / Service Provider: Davidson Dickson Ltd

BROOKLYN SCHOOL

Annual Report - For the year ended 31 December 2022

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Brooklyn 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.

Jessica Kellow
Full Name of Presiding Member

Elizabeth Rhodes
Full Name of Principal

Kellow
Signature of Presiding Member

ERhodes
Signature of Principal

7 July 2023
Date:

7 July 2023
Date:

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

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	3,403,296	3,283,110	3,066,027
Locally Raised Funds	3	286,441	123,750	204,895
Interest Income		15,524	8,500	6,717
Total Revenue		3,705,261	3,415,360	3,277,639
Expenses				
Locally Raised Funds	3	150,254	1,000	90,647
Learning Resources	4	2,651,345	2,678,618	2,541,172
Administration	5	151,427	136,175	129,627
Finance		1,589	-	1,281
Property	6	735,492	705,335	501,600
Loss on Disposal of Property, Plant and Equipment		3,195	-	706
		3,693,302	3,521,128	3,265,033
Net Surplus / (Deficit) for the year		11,959	(105,768)	12,606
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		11,959	(105,768)	12,606

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

Brooklyn 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		932,582	932,582	919,976
Total comprehensive revenue and expense for the year		11,959	(105,768)	12,606
Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant		10,805	-	-
Equity at 31 December		955,346	826,814	932,582
Accumulated comprehensive revenue and expense Reserves		955,346	826,814	932,582
Equity at 31 December		955,346	826,814	932,582

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.

Brooklyn 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	90,992	71,708	57,386
Accounts Receivable	8	182,942	160,000	166,623
GST Receivable		15,885	-	12,584
Prepayments		13,853	5,000	15,313
Inventories	9	1,229	1,000	2,939
Investments	10	700,870	590,000	695,940
Funds Receivable for Capital Works Projects	16	6,555	-	20,523
		1,012,326	827,708	971,308
Current Liabilities				
Accounts Payable	12	202,679	227,138	247,900
Revenue Received in Advance	13	583	2,000	22,509
Provision for Cyclical Maintenance	14	18,000	15,000	15,427
Finance Lease Liability	15	10,099	5,000	4,861
Funds held for Capital Works Projects	16	24,992	-	433
		256,353	249,138	291,130
Working Capital Surplus/(Deficit)		755,973	578,570	680,178
Non-current Assets				
Property, Plant and Equipment	11	281,114	298,287	293,129
		281,114	298,287	293,129
Non-current Liabilities				
Provision for Cyclical Maintenance	14	71,750	45,043	35,043
Finance Lease Liability	15	9,991	5,000	5,682
		81,741	50,043	40,725
Net Assets		955,346	826,814	932,582
Equity		955,346	826,814	932,582

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

Brooklyn 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		817,803	765,884	678,370
Locally Raised Funds		276,667	126,470	217,384
Goods and Services Tax (net)		(3,301)	-	2,271
Payments to Employees		(448,338)	(451,588)	(335,911)
Payments to Suppliers		(612,054)	(392,861)	(393,421)
Interest Paid		(1,589)	-	(1,281)
Interest Received		11,605	10,500	8,098
Net cash from/(to) Operating Activities		40,793	58,405	175,510
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	(20,000)	(706)
Purchase of Property Plant & Equipment (and Intangibles)		(42,830)	(55,030)	(61,950)
Purchase of Investments		(4,930)	(90,000)	(137,942)
Net cash from/(to) Investing Activities		(47,760)	(165,030)	(200,598)
Cash flows from Financing Activities				
Furniture and Equipment Grant		10,805	-	-
Finance Lease Payments		(8,758)	(15,000)	1,311
Funds Administered on Behalf of Third Parties		38,527	-	(14,463)
Net cash from/(to) Financing Activities		40,574	(15,000)	(13,152)
Net increase/(decrease) in cash and cash equivalents		33,607	(121,625)	(38,240)
Cash and cash equivalents at the beginning of the year	7	57,385	193,333	95,626
Cash and cash equivalents at the end of the year	7	90,992	71,708	57,386

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.

Brooklyn School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

a) Reporting Entity

Brooklyn 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:

Board Owned Buildings	50 years
Furniture and equipment	5-14 years
Information and communication technology	5 years
Motor vehicles	10 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

k) 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.

l) 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.

m) 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.

n) Funds held for Capital works

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

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

o) Provision for Cyclical Maintenance

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

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

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

p) 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.

q) 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.

r) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

s) Budget Figures

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

t) Services received in-kind

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

2. Government Grants

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
Government Grants - Ministry of Education	\$ 805,472	\$ 702,217	\$ 657,115
Teachers' Salaries Grants	2,067,031	2,067,030	2,062,896
Use of Land and Buildings Grants	513,863	513,863	329,362
Other Government Grants	16,930	-	16,654
	<u>3,403,296</u>	<u>3,283,110</u>	<u>3,066,027</u>

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	85,960	85,000	81,465
Fees for Extra Curricular Activities	135,405	-	76,939
Trading	5,213	1,750	5,330
Fundraising & Community Grants	47,566	37,000	37,669
Other Revenue	12,297	-	3,492
	<u>286,441</u>	<u>123,750</u>	<u>204,895</u>
Expenses			
Extra Curricular Activities Costs	133,096	-	78,715
Trading	6,977	-	6,607
Fundraising and Community Grant Costs	10,181	1,000	5,325
	<u>150,254</u>	<u>1,000</u>	<u>90,647</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>136,187</u>	<u>122,750</u>	<u>114,248</u>

4. Learning Resources

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
Curricular	\$ 73,722	\$ 89,000	\$ 67,776
Information and Communication Technology	25,125	24,000	23,040
Library Resources	2,273	2,000	1,621
Employee Benefits - Salaries	2,416,809	2,452,618	2,336,576
Staff Development	63,462	36,000	44,462
Depreciation	69,954	75,000	67,697
	<u>2,651,345</u>	<u>2,678,618</u>	<u>2,541,172</u>

5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	6,925	6,925	6,723
Board Fees	3,171	4,500	4,065
Board Expenses	7,742	7,400	5,197
Communication	3,838	5,500	5,847
Consumables	1,653	5,500	4,278
Other	22,061	20,100	16,124
Employee Benefits - Salaries	88,424	71,000	73,146
Insurance	2,705	6,500	5,838
Service Providers, Contractors and Consultancy	14,908	8,750	8,409
	<u>151,427</u>	<u>136,175</u>	<u>129,627</u>

6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	16,520	16,500	13,744
Consultancy and Contract Services	81,221	97,875	85,365
Cyclical Maintenance Provision	58,564	10,000	20,825
Grounds	8,442	5,000	3,786
Heat, Light and Water	23,453	27,193	16,325
Rates	1,794	2,400	2,252
Repairs and Maintenance	22,694	22,504	16,964
Use of Land and Buildings	513,863	513,863	329,362
Security	8,941	10,000	12,977
	<u>735,492</u>	<u>705,335</u>	<u>501,600</u>

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

7. Cash and Cash Equivalents

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
ASB Main account	90,683	71,708	57,078
Call Account	259	-	258
Cash on Hand	50	-	50
	<u>90,992</u>	<u>71,708</u>	<u>57,386</u>

Cash and cash equivalents for Statement of Cash Flows

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

Of the \$90,992 Cash and Cash Equivalents, \$24,992 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 Actual	2022 Budget (Unaudited)	2021 Actual
Receivables	\$ 99	\$ -	7,649
Interest Receivable	6,688	-	2,769
Teacher Salaries Grant Receivable	176,155	160,000	156,205
	<u>182,942</u>	<u>160,000</u>	<u>166,623</u>
Receivables from Exchange Transactions	6,787	-	10,418
Receivables from Non-Exchange Transactions	176,155	160,000	156,205
	<u>182,942</u>	<u>160,000</u>	<u>166,623</u>

9. Inventories

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
Stationery	\$ -	\$ -	297
School Uniforms	1,229	1,000	2,642
	<u>1,229</u>	<u>1,000</u>	<u>2,939</u>

10. Investments

The School's investment activities are classified as follows:

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
Current Asset	\$	\$	\$
Short-term Bank Deposits	700,870	590,000	695,940
Total Investments	<u>700,870</u>	<u>590,000</u>	<u>695,940</u>

11. Property, Plant and Equipment

	Opening Balance	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Furniture and Equipment	106,716	14,058	(3,194)		(20,571)	97,009
Information and Communication Technology	11,797	23,637	-		(11,050)	24,384
Grounds Equipment	136,089	-	-		(23,672)	112,417
Leased Assets	9,477	19,425	-		(11,029)	17,873
Library Resources	29,050	4,013	-		(3,632)	29,431
Balance at 31 December 2022	293,129	61,133	(3,194)	-	(69,954)	281,114

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
	\$	\$	\$	\$	\$	\$
Furniture and Equipment	250,891	(153,882)	97,009	247,615	(140,899)	106,716
Information and Communication Technology	156,949	(132,565)	24,384	143,061	(131,264)	11,797
Grounds equipment	262,977	(150,560)	112,417	304,072	(167,983)	136,089
Leased Assets	51,648	(33,775)	17,873	33,343	(23,866)	9,477
Library Resources	70,223	(40,792)	29,431	66,210	(37,160)	29,050
Balance at 31 December	792,688	(511,574)	281,114	794,301	(501,172)	293,129

12. Accounts Payable

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	17,434	42,138	69,901
Accruals	4,155	5,000	6,723
Employee Entitlements - Salaries	176,593	175,000	167,240
Employee Entitlements - Leave Accrual	4,497	5,000	4,036
	202,679	227,138	247,900
Payables for Exchange Transactions	202,679	227,138	247,900
	202,679	227,138	247,900

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Grants in Advance - Ministry of Education	-	-	4,600
Other revenue in Advance	583	2,000	17,909
	<u>583</u>	<u>2,000</u>	<u>22,509</u>

14. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	50,470	50,470	29,645
Increase to the Provision During the Year	58,564	10,000	20,825
Use of the Provision During the Year	(19,284)	-	-
Provision at the End of the Year	<u>89,750</u>	<u>60,470</u>	<u>50,470</u>
Cyclical Maintenance - Current	18,000	15,000	15,427
Cyclical Maintenance - Non current	71,750	45,043	35,043
	<u>89,750</u>	<u>60,043</u>	<u>50,470</u>

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

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	9,556		4,218
Later than One Year and no Later than Five Years	9,740		5,421
Future Finance Charges	794		904
	<u>20,090</u>	<u>-</u>	<u>10,543</u>
Represented by			
Finance lease liability - Current	10,099		4,861
Finance lease liability - Non current	9,991		5,682
	<u>20,090</u>	<u>-</u>	<u>10,543</u>

16. Funds Held for Capital Works Projects

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

	2022	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Block A and F Toilet upgrades	<i>ongoing</i>	-	-	(5,500)	-	(5,500)
Tui Block leaks	<i>ongoing</i>	433	-	-	-	433
SiP Court upgrade	<i>ongoing</i>	(16,266)	67,542	(26,717)	-	24,559
SiP Bleachers		(1,055)	-	-	-	(1,055)
Electrical Work / Admin	<i>closed</i>	(3,202)	4,202	(1,000)	-	-
Totals		(20,090)	71,744	(33,217)	-	18,437

Represented by:

Funds Held on Behalf of the Ministry of Education	24,992
Funds Receivable from the Ministry of Education	6,555

	2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Tui Block leaks		433	-	-	-	433
Court upgrades	<i>ongoing</i>	(2,265)	165,000	(179,001)	-	(16,266)
Sip Playground 1	<i>closed</i>	(1,055)	-	-	-	(1,055)
Electrical Work / Admin	<i>closed</i>	(2,740)	100,000	(100,462)	-	(3,202)
Totals		(5,627)	265,000	(279,463)	-	(20,090)

Represented by:

Funds Held on Behalf of the Ministry of Education	433
Funds Receivable from the Ministry of Education	20,523

17. Related Party Transactions

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

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

18. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
Board Members Remuneration	3,170	4,065
Leadership Team Remuneration	372,765	371,885
Full-time equivalent members	3	3
Total key management personnel remuneration	375,935	375,950

There are 8 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 meetings and Property meetings. 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	150-160	140-150
Benefits and Other Emoluments	0-5	0-5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 - 110	5.00	4.00
110-120	1.00	1.00
	6.00	5.00

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

19. Compensation and Other Benefits Upon Leaving

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

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

20. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

Contingent Asset: Additional funding washup payment.

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 has not been notified of the final wash up calculation relating to 31 December 2022. The final calculations impact on the financial statements is unable to be determined as the date

21. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board had not entered into contract agreements for capital works, other than as Agent for the Ministry:

As 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 Actual	2022 Budget (Unaudited)	2021 Actual
Cash and Cash Equivalents	\$ 90,992	\$ 71,708	\$ 57,386
Receivables	182,942	160,000	166,621
Investments - Term Deposits	700,870	590,000	695,940
Total Financial assets measured at amortised cost	<u>974,804</u>	<u>821,708</u>	<u>919,947</u>

Financial liabilities measured at amortised cost

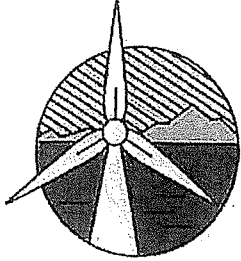
Payables	202,679	227,138	247,900
Finance Leases	20,090	10,000	10,543
Total Financial Liabilities Measured at Amortised Cost	<u>222,769</u>	<u>237,138</u>	<u>258,443</u>

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.



Brooklyn School Est. 1883

Take up the challenge - Mauria te taki

Statement of Kiwisport Funding 2022

Our entitlement for 2022 was \$6132. We used our Kiwisport funding:

- To increase the number of children participating in organised sport.
- Increase the availability and accessibility of sport opportunities for all our children.
- Support children in developing skills that will enable them to participate effectively in sport.

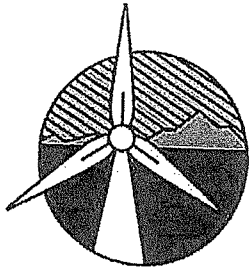
This was achieved through:

- the purchase of sports equipment across the whole school, including a new Sports Trolley set for our newly resurfaced courts.
- subsidising each of the syndicates ASB sports visits.
- Annual Membership for Primary Sport Wellington.
- loaning Wellington Athletics equipment for school athletics.
- subsidising the cost of sport activities for children involved in a tournament for developing sporting skills, including swimming.
- Taking opportunities offered to us through Sport Wellington Basketball, tennis, cricket and rugby league etc.
- Holding school wide events such as athletics, cross country and swimming sports.
- Attending cluster sporting events, Interzone, and regional events.

Signed: *Ellen Knodes*

Principal *Ellen Knodes*

Date *14 December 2022*



Brooklyn School Est. 1883
Take up the challenge - Mauria te taki

Statement of Compliance with Employment Policy

For the year ended 31st December 2022 the Brooklyn 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.





2022 Analysis of Variance

This has continued to be a disrupted year as we have continued to navigate our third year through the pandemic.

We have continued to focus on these key principles throughout this time:

- Wellbeing - first and foremost
- Relationships - making connections
- Learning - equity and inclusion


These have been driven by our school values.

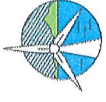



Key	
● Work in progress On target!	● Work in progress Major issues
● Work in progress Minor issues	✓ Work completed
	☑ Yet to commence

Prepare our tamariki for an extraordinary world ahead						
Strategic Initiatives	Key Actions	Outcomes	Success Measures	Timeframe	Status	What We've Achieved
1.1 Empower our tamariki to be active learners and future-ready	<p>Review ■ BPS Active Learner Pat... Gather Learner voice Continue to embrace the digital world as an integral part of the learning environment</p>	Tamariki and teachers co-design ways for tamariki to regularly 'show' and demonstrate their learning progress/pathway	Tamariki know themselves as learners. They are able to articulate their learning journey-successes, challenges and next steps	<p>Term 2</p> <p>Term 3 - 4</p>	●	<p>Using the Active Learner Pathway our teachers and tamariki have been co-designing ways to regularly 'show' and demonstrate their learning progress/pathway.</p> <p>We are continuing to use Seesaw to share our tamariki learning snapshots and Hero to share our digital reporting. Teachers are using the Active Learner Pathway to inform the learning comments in the reports.</p> <p>Tamariki are reflecting on their learning against the Active Learner Pathway.</p>
<p>What We've Achieved Using the Active Learner Pathway our teachers and tamariki have been co-designing ways to regularly 'show' and demonstrate their learning progress/pathway. We are continuing to use Seesaw to share our tamariki learning snapshots and Hero to share our digital reporting. Teachers are using the Active Learner Pathway to inform the learning comments in the reports. Tamariki are reflecting on their learning against the Active Learner Pathway.</p> <p>Reasons for the Variance (why did it happen?) We now have an across-school model for our Active Learner Pathway which enables consistency across our school. We have reviewed our Active Learner Pathway as a Senior Leadership Team and no changes are currently required.</p>						



Evaluation (where to next?) To review our school values through a culturally responsive lens.					
1.2 Continue to develop the Brooklyn School Curriculum	Review and update curriculum in Maths, Health/PE as part of the Curriculum Refresh	Tamariki plan and lead environmental action projects	Integration of local curriculum into real-world contexts	Term 2 - 4	 <p>We have taken part in the Ministry of Education's consultation of the refresh of the Curriculum Framework. Our culturally responsive professional learning and our learning around our local stories/pūrākau align with the Aotearoa New Zealand Histories document and the Understand, Know, Do framework. Teachers' knowledge of Manau Whenua pūrākau and the use of te reo within the stories has been built and/or extended. Storytelling as a deliberate act of teaching was highlighted in the modelling sessions and it was good to hear teachers refer to this throughout the syndicate planning sessions.</p> <p>We have consulted with our community regarding our health programmes. We have collated this feedback and are using the findings to plan our next steps in teaching the Health Curriculum to encapsulate the greatest needs of our tamariki.</p>
<p>Reasons for the Variance (why did it happen?) This year we have focused on exploring the draft Aotearoa New Zealand's Histories curriculum, by familiarising ourselves with the progressions model and the three interwoven elements of Understand, Know, and Do (UKD). We have used support from the Aotearoa New Zealand Histories website and our external professional development providers to help us understand and learn about our local histories through a cultural lens. We started the year by visiting local landmarks across Te Whanganui a Tara as a staff. Our Kura Ahurea facilitators used storytelling as a deliberate act of teaching to tell Manau Whenua pūrākau and the use of te reo within the stories has been built and/or extended. This culminated in a whole school production around 'Our Pūrākau', telling our local stories at the end of term 3. We invited our local iwi facilitators to the show and received really positive feedback. The depth of understanding of the local Manau Whenua pūrākau was commented on by staff and parents/community. Increased use of te reo with accuracy in pronunciation was observed in ākonga and kaiako. An authentic working relationship is being developed with Te Ātiawa.</p> <p>Evaluation (where to next?) We are going to continue to build on our authentic working relationship with Te Ātiawa by continuing to be engaged with Kura Ahurea. In January 2023 our senior leadership team are meeting with our facilitators to strategically plan our local histories curriculum over a three-year cycle. We have 6 months left of Ministry-funded professional learning to help us build on our cultural knowledge and understanding of the draft Aotearoa New Zealand's Histories curriculum.</p> <p>In 2023 we will continue to grow our understanding of Te Mātaiao (working title for the refreshed New Zealand Curriculum), using the readiness tool to review and identify the next steps.</p>					



<p>1.3 Meaningfully incorporate Te Reo Maori and tikanga Maori into the everyday life of the place of learning</p>	<p>Taku Reo Survey Implement and embed content of Te Ao Maori pathway Develop Kura Ahurea progression (Te Reo Māori, location-based history and connection with local iwi)</p>	<p>Tamariki can talk about their perceptions of where te reo Māori is being used across the school</p>	<p>Increased visibility of Te reo Māori within Brooklyn school Tamariki can talk about the local place-based stories of the history of Te Whanganui-a-tara,</p>	<p>Term 2 Throughout the year through our staff professional learning</p>		<p>Through the Taku Reo Survey our tamariki identify that they are being taught Te Reo and they see this across the school. This isn't being transferred to the tamariki using it in their everyday interactions and at home. Our tamariki need to feel comfortable in their knowledge and understanding first before they will use it.</p> <p>We have a <u>Te Ao Maori pathway</u> which we have implemented and embedded across the school.</p> <p>We have made great progress around developing our local histories knowledge and understanding in the area of Aotearoa NZ Histories through our professional development with Kura Ahurea.</p> <p>This year the teaching staff took part in learning Te Reo. While some teachers have taken up the Ministry Funded course, the majority have taken part in an online course provided by our professional development providers.</p>
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Reasons for the Variance (why did it happen?)
We now have baseline data around our tamariki perceptions of where te reo Māori is being used across the school. Our Te Ao Maori pathway has been a useful framework for our tamariki and teachers to use.


As mentioned in 1.2 we are developing our Kura Ahurea progression.

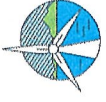
Our teaching staff have readily taken up the opportunity of continuing to learn more te reo and are keen to keep developing their capability.

Evaluation (where to next?)
Moving forward the school will prioritise:

- Continuing to resource a Te Reo Specialist. Ask our Te Reo Specialist to ask the children how they are using it- making explicit links,
- Continuing with our Kura Ahurea programme,
- Continuing to embed culturally responsive practices that will support learners' sense of identity and culture,
- Encouraging all staff to learn te reo Māori in order the better support tamariki,
- Using our Māori Graduate Profile to help guide us in our refresh of the Curriculum Framework,
- Getting bilingual signage across the school- this is in progress,
- We will use this as Taku Reo baseline data to compare against when we next complete the Taku Reo survey in 2024.



<p>1.4 Provide a learning environment where all students enjoy and achieve education success that embraces languages, culture and identities</p>	<p>NZCER Wellbeing@School Survey conducted, reviewed and findings used for next steps</p> <p>Collect overall achievement data in reading, maths and writing</p>	<p>Wellbeing data shows growth and development in areas identified from the 2020 Wellbeing@School Survey</p>	<p>Wellbeing data shows improvement when compared with data from 2020</p> <p>85% of students are achieving to expected curriculum levels</p>	<p>Term 3</p>		<p>We have analysed our 2022 NZCER Wellbeing data against our 2020 data. In 2020, the data highlighted that we needed to have a particular focus on our school-wide climate, strengthening pro-social behaviours and strategies for managing anti-social behaviours. As a result, we decided to focus on Cultural Identity (particularly in response to 'Our teachers are interested in my culture or family background.'). We recognised we needed to do more to promote practices that reflect effective pedagogy. This became a strategic focus for professional development in 2021 - 22. These actions are identified above in 1.3.</p> <p>Syndicate teams used the Teaching as Inquiry framework to develop an aspect of cultural competence in response to the 2020 Wellbeing data. Matua Breach 'Across School' and Anita Patel 'Within School' Kāhui Ako leaders are influencing greater cultural awareness in their roles. An effort is made to recognise a diverse range of cultures, their celebrations and practices of importance. Students are encouraged to bring their culture to their learning across a range of contexts.</p> <p>Syndicate leaders have written a mid-year review to share with the board. We have collected more overall teacher judgements at the end of the term after syndicates have moderated together. Our results show we have achieved 85% for Maths, 87% for Reading and 84% for Writing.</p>
<p>Reasons for the Variance (why did it happen?) Each syndicate team reviewed the 2020 data and the strategies we had put in place over the past two years. Later, syndicates compared their perceptions with those of the students. Attention was focused on data showing the three most positive areas of agreement and 3 strongest areas of disagreement. We reflected again to assess our success against the initiatives in place and identify areas that we need to strengthen.</p>						



This is what the evidence is telling us:

We can take heart that despite the disruption of Covid, we have maintained many aspects of a positive school climate. Students and teachers recognise that **we promote a safe and caring school where students have a strong sense of belonging**. The 2022 data continues to show that the school **values are embedded in the culture of our school**. Students can use the language of the values, and talk about them in different contexts. There is also a perception of **strong home-school partnerships**.

Overall the 2022 Wellbeing survey shows that we have maintained and/or made some positive shifts across our focus area of **Cultural Identity**: The work that teachers have put in over the past two years has had a positive impact across some areas of the school.

There has been a shift from 67% - 85% agreement among our year 4 -6 students to the statement: 'teachers are interested in my culture or family background.' The Year 7-8 students reported c.45% agreement in 2020 and this remained the same in 2022.

We have also been tracking our children's progress and achievement by collecting end-of-year overall teacher judgments in reading, writing and maths. This helps us to allocate resources and support.

- In 2021 we had 84% achieving at or above the curriculum level in **reading**, this year we have tbc%.
- In 2021 we had 75% achieving at or above the curriculum level in **writing**, this year we had tbc%.
- In 2021 we had 80% achieving at or above the curriculum level in **maths**, this year we had tbc%.


These align very closely with our results from previous years, even after our third year of being in a pandemic.

We have moderated our milestones/expectations across the school in reading, writing and maths across and within syndicates. It is important to remember that we track individual student's progress and achievement and target their needs accordingly. We are really pleased with the students' progress, even after another disrupted year. As you can see Brooklyn School continues to achieve well above national trends. Curriculum levels generally span two years of a child's schooling.

Evaluation (where to next?)

In term 1 2023 we are undergoing a whole school inquiry around 'Our culture, our backgrounds, our heritage- This is me!! Kaiako will make explicit links to what they do in their practice. As mentioned in 1.1 we will review our school values through a culturally responsive lens.

We will continue to collect overall teacher judgments in reading, writing and maths. To better understand how these levels work, please refer to the Ministry of Education's NZ Curriculum Year and Levels Graphic. We have continued to gather rich data on each child to allow us to provide targeted teaching to address their needs. This focus has ensured each child is learning to their full potential. We have targeted support for children in literacy and numeracy in the form of extra teacher time and learning assistants.

<p>1.5 Provide a safe, inclusive environment free from racism, discrimination and bullying</p>	<p>Develop a proactive approach to provide a safe and inclusive environment Continue to embed the school values</p>	<p>Students will review positively against the wellbeing indicators</p>	<p>Wellbeing data shows improvement when compared with data from 2020</p>	<p>Term 3</p>		<p>The data in 2020 suggested we needed to do more around expressing our feelings: We have identified that more needs to be done to build a 'whole school' understanding and response to behaviour. We need to give students the skills and strategies to manage anti-social behaviours, know how to express</p>
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	<p>Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying</p>			<p>how they are feeling and know who they can go to when they need help.</p> <p><u>Actions:</u></p> <ul style="list-style-type: none">● Building relationships with whānau to understand the child and their context● Embedding our school values● Taking a strengths-based approach to solving problems● Staff PD to understand what sits behind anti-social behaviours● Promoting a growth mindset and seeing behaviour is an opportunity for learning● Regularly collecting 'student voice' to monitor shifts and plan future initiatives.● Taking collective responsibility for student welfare and having systems within syndicate teams to monitor and support the welfare of our students, in particular our vulnerable children● Building a culture of 'checking in' and responding to what our students are saying about how they are feeling. As a response, the Tūi and Kiwi syndicates have put in place 'Zones of Regulation' while the Takahē and Mōa syndicates have a daily check-in system. These programmes encourage students to identify how they are feeling. Teachers monitor trends over time and the students who need more support.● Developed the Active Learner Pathway to make connections to our school values and grow capabilities for life. <p>This year we have implemented several specific programmes to develop pro-social</p>
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							skills and experiences: <ul style="list-style-type: none"> • Year 3 - 4 Friendship Lounge • Year 3 - 4 Social Skills group • Year 4 - 6 Skylight Tai Oranga programme
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Reasons for the Variance (why did it happen?)
 We have analysed our 2022 NZCER Wellbeing data against our 2020 data. **The data in 2020** suggested we needed to do more around **expressing our feelings**. We have identified that more needs to be done to build a 'whole school' understanding and response to behaviour. We need to give students the skills and strategies to manage anti-social behaviours, know how to express how they are feeling and know who they can go to when they need help.

The Year 4 - 6 students reported c.65% agreement in 2020 and this improved by c.10% to 75% agreement in 2022.

These are the common themes that emerged across years 4 - 8:

1. We have strong home-school partnerships.
2. Teachers expect that students can do well.
3. Students get on well with students from other cultures and are prepared to stand up to cultural prejudice.
4. There are clear boundaries around acceptable behaviours including online safety.
5. Students are respectful of their teachers.
6. Students think that it is okay to learn in different ways.

Areas we need to strengthen:



1. **Social strategies:** Students can stand up for themselves and say how they are feeling.
2. **Strategies for seeking help** and having someone to go to.
3. **Student perception of fairness:** understanding that different students need different supports to set them up for success.
4. **Teachers are interested in the culture and family backgrounds of our students:** making clear, explicit links to what we do in our practice (Year 7 -8)
5. **Involving students in decisions around social problem-solving.**

Evaluation (where to next?)
The 2022 data shows we need to do more to help our students develop:


1. **Pro-social student culture and strategies, particularly for Year 6 boys and Year 7 - 8 students.** Our year 6 and 7 boys need support with conflict resolution and restorative practices.
2. **Resilience strategies** to work through challenges and have someone to go to for help.

As a staff and Kāhui Ako, we are currently exploring options to strengthen these areas.




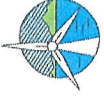
Attract, grow and retain the best teachers and staff						
Our Kaiako (Staff)						
Strategic Initiatives	Key Actions	Outcomes	Success Measures	Timeframe	Status	Why? / Next Steps
<p>2.1 Promote best practice at Brooklyn School both within and outside of school</p>	<p>To use Ministry funded professional learning around cultural capability through Kura Ahurea and Core Education (school PLD plan)</p> <p>BSLA (Better Start to Literacy) PD for Tūi kaiako</p> <p>Professional Growth Cycle for kaiako through cultural capability lens</p>	<p>Teachers who are growing their skills and capabilities reflecting best practice</p>	<p>100% utilisation of MoE PLD hours</p> <p>Professional growth has been achieved by 90% through the Professional Growth Cycle.</p>	<p>Throughout the year</p>		<p>Our professional learning around cultural responsiveness is well underway. The teachers are using the professional growth cycle as a framework to guide their learning.</p> <p>We have 3 new entrant teachers undergoing training in BSLA. Karen is the trained facilitator and is working with 3 other schools across our Kāhui Ako.</p> <p>As mentioned above all teaching staff are taking part in Te Reo professional learning this year. They are also taking part in the Kura Ahurea programme which links seamlessly into the Aotearoa NZ Histories curriculum.</p>
<p>Reasons for the Variance (why did it happen?) Due to the pandemic, we have extended out the professional development timeframes and this will now extend to June 2023. All teaching staff have taken part in the Professional Growth Cycle. Each syndicate team has worked with our external facilitator from CORE Education to identify how they are progressing on their culturally responsive practice kaupapa. They have identified next steps and are using this to inform their plans for 2023. As a staff, we have used to Culturally Responsive Practice Self-Review Tool developed in 2021 to reflect on our shifts we've made.</p>						
<p>Evaluation (where to next?) Continuing to develop knowledge and understanding of culturally responsive practice across the school. We will consolidate our understanding of the culturally responsive practice and will self-review at the end of 2023 using the reflections from 2022.</p>						
<p>2.2 Continue to be responsive to providing leadership pathways to develop high performing staff</p>	<p>Te Kāhui Ako o Te Whanganui a Tara involvement throughout the year</p> <p>Promoting Across School and Within</p>	<p>Brooklyn School is providing leadership opportunities to grow and develop staff</p>	<p>Demonstrate a growth in leadership capacity and capability across the school</p>	<p>Throughout the year</p>		<p>Te Kāhui Ako o Te Whanganui a Tara progress has been slow due to Covid. Kathryn Harris, one of our Within School Teachers has gone on maternity leave and Danny Johanson has taken up this opportunity. Anifa Patel is the other Within</p>

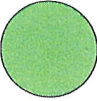


	<p>School Leadership to maximise opportunities through Kāhui Ako roles</p> <p>Providing leadership opportunities that align with our strategic initiatives</p>					<p>School Teacher and Matt Beach is our Across School Teacher.</p> <p>The Te Kāhui Ako o Te Whanganui a Tara Staff Only Day was online in term 1 and last term we held a parent information evening at Wellington College around Navigating the Teenage Years with Kathryn Berkett.</p> <p>We have subject-specific kōrero across our KA.</p>
<p>Reasons for the Variance (why did it happen?) After a lot of uncertainty at the beginning of the year, we are proud of the connections and relationships that have been strengthened this year. We will continue to work with this group for the benefit of our kura.</p> <p>Evaluation (where to next?) Reviewing our NZCER Wellbeing@School data across our schools, identify targets so we can work collectively to impact our kura across 2023.</p>						
<p>2.3 Support staff hauora (wellbeing) to be adaptive and agile to external challenges</p>	<p>Staff and Student wellbeing focus through RTLB (understanding neuro-diverse learners)</p> <p>Providing adaptive PLD to support staff to grow their resilience to navigate these challenging times</p>	<p>Brooklyn school provides and maintains a safe emotional environment for staff</p>	<p>Staff feel supported</p> <p>Wellbeing data shows a positive shift in light of the 2020 data</p>	<p>Throughout the year</p>		<p>This has been another complex year as we navigated the complexities around the Covid Protection Framework for the first 6 months. We will use the Wellbeing data collected this term to help inform us. We are currently analysing this.</p> <p>Our Resource Teachers of Learning and Behaviour have run professional development sessions around understanding neuro-diverse learners.</p>
<p>Reasons for the Variance (why did it happen?) We have provided adaptive professional learning to support staff throughout the year. This year we have had a focus on resilience strategies in our Kāhui Ako Staff Only Day through Kathryn Berkett. All staff have attended professional learning around our neuro-diverse learners as we develop our understanding of tamariki with high and complex needs.</p> <p>We have a stable staff who have worked together to keep themselves and our tamariki safe through the pandemic. We have been fortunate to stay open throughout the year as we have been able to cover staff absences.</p> <p>Evaluation (where to next?) We will continue to offer professional learning around understanding behaviour and responding safely (UBRS) early in the year.</p>						



<p>2.4 Showcase Brooklyn school as a great place to work</p>		<p>High quality applicants for staff vacancies</p>	<p>Staff have presented at 2 conferences this year</p> <p>Other schools visit Brooklyn School as an exemplar of best practice</p>			<p>Brooklyn School is part of the Wellington Loop and this year our staff-only day for LoopEd has a hybrid of online and face-to-face learning. The principal helped open the conference.</p> <p>We have hosted some schools across Wellington as they were keen to see how we were teaching in flexible learning environments.</p>
<p>Reasons for the Variance (why did it happen?) Due to the pandemic and being in the covid protection framework for 6 months of the year some of our opportunities for presenting were postponed until 2023. This also has impacted on schools being able to visit other schools.</p> <p>We have had a stable staff and will continue to have 98% of the same staff for 2023.</p> <p>Evaluation (where to next?) We will continue to explore and encourage our staff to present at conferences in 2023.</p>						



Our Whānauatanga (Community)		Connect and engage with our parents and wider community				
Strategic Initiatives	Key Actions	Outcomes	Success Measures	Timeframe	Status	Why? / Next Steps
<p>3.1 Strengthen our communication with whānau and our wider community</p>	<p>Consult with our community over our 2022-24 new Strategic Plan</p> <p>Deepening relationships with our community, mana whenua and Te tiawa</p> <p>Establish the Parent-Led events group</p> <p>Powhiri held each term to welcome new families to our school</p> <p>Hold a Whānau Hui each term</p> <p>Celebrate Matariki as community</p> <p>Gather and respond to community feedback</p> <p>Parent Information Evenings:</p> <ul style="list-style-type: none"> → Maths → Digital Safety → BSLA (Better Start to Literacy Approach) 	<p>Maintain engagement of our whānau hui</p> <p>Deepen connections across our Kāhui Ako</p> <p>Strengthen connections with our local iwi Te Ātiawa</p>	<p>Our community are connected to the school and engage in positive, reciprocal relationships</p> <p>Hold a community event</p> <p>Conduct a Survey around reporting, our Health Curriculum and Digital Citizenship</p>	<p>Term 1</p> <p>Ongoing</p> <p>Term 2</p> <p>Termly</p> <p>Termly</p> <p>Term 2</p> <p>Responsive timing</p> <p>Term 2 -3</p> <p>Term 2 -3</p> <p>Term 1-4</p>		<p>In term 1 we consulted with our community around our Strategic Plan and we now have confirmed our priorities.</p> <p>Our community events have been delayed due to Covid. We have held two Whānau Hui for this year. At the end of term two we held a very successful Matariki celebrations. We worked alongside our parent-led fundraising group for this. This term held our Appetites Evening as part of our fundraising activities. This was postponed from last year.</p> <p>Last term our Te Kāhui Ako o te Whanganui-a-Tara offered our whānau/caregivers from our 9 schools to attend this event "Navigating the Adolescent Years" with Kathryn Berkett.</p> <p>At Brooklyn, we have held two parent information evenings around BSLA (Better Start to Literacy Approach). Our planned Netsafe Evening has been postponed until term one next year due to staff shortages. The maths evening is planned for term one 2023.</p>



Reasons for the Variance (why did it happen?)

At our last hui our whānau shared their ideas around a Māori Graduate Profile. We will use this to help inform our next steps in the framework for the Curriculum Refresh.

Through our Kura Ahurea mahi we have developed an authentic working relationship is being developed with Te Ātiawa.

We held our Appetites evening in term 4 and are in the process of scoping a parent-led fundraising group.

Our planned Netsafe Evening has been postponed until term one next year due to staff shortages. The maths evening is planned for term one 2023.

Evaluation (where to next?)

To provide more opportunities for parent education in 2023, especially around the Curriculum Refresh. We also need to set up our Parent-Led Fundraising Group.

3.2 Encourage whānau participation across the school

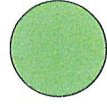
Encourage Māori contribution to our board of trustees
Gather whānau voice around cultural responsive teaching and learning and honouring Te Tiriti

Encouraging participation in elections from broad range of candidates to best represent our community
Survey whānau sentiment

Build relationships with Māori, involve them in decision making, and partner with them to support Māori educational success as Māori

Our community engage in one event during the year
Representative range of nominations for Board of Trustee roles
High voter turnout in BoT election

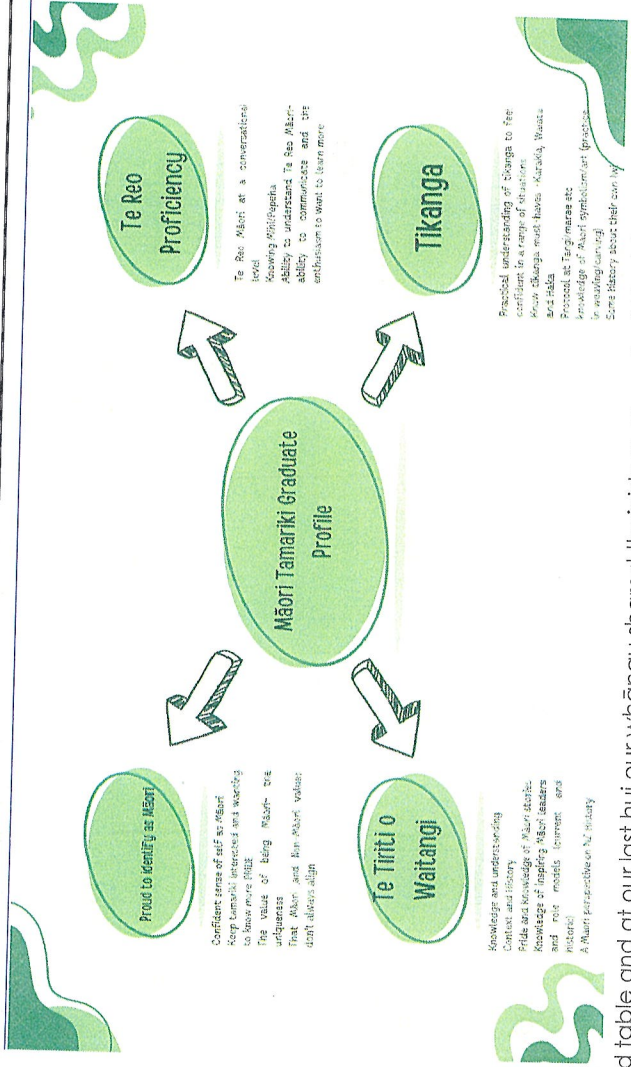
Throughout the year



This has been delayed due to Covid and it is only now that we are starting to be able to have whānau/caregivers in.

At our Term 2 Whānau Hui, we had Board of Trustees attend and promote being on the board. We held whānau hui each term

Board Elections moved to September. We have a new board with more diversity on it. We had good voter turnout at the BoT elections.



Reasons for the Variance (why did it happen?)

We now have whānau voice around the board table and at our last hui our whānau shared their ideas around a Māori Graduate Profile.

Evaluation (where to next?)

Now that we have a Māori Graduate Profile, we will use this to help inform our next steps in the framework for the Curriculum Refresh.

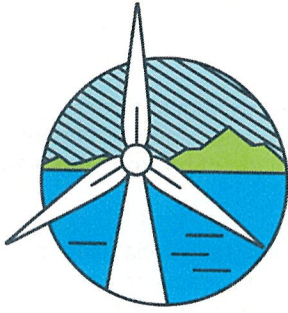


Our Taiao (Environment)		Provide an excellent environment for learning and play				
Strategic Initiatives	Key Actions	Outcomes	Success Measures	Timeframe	Status	Why? / Next Steps
4.1 Continue to improve the physical environment	<p>Further develop landscaping area by new Moa block and orchard area</p> <p>Enviro group established</p> <p>Design and install new signage for our school</p>	Tamariki plan and lead environmental action projects	<p>Establish a baseline for environmental practices at Brooklyn School</p> <p>Completion of landscaping plan</p>	Throughout the year		<p>The Garden-to-Table programme has been set up and we have 2 lead teachers working with our tamariki.</p> <p>We have successfully received grants from BRC and WCC to go towards our landscaping areas by Moa. Any funds from Matariki were used towards further developing this area.</p> <p>Our signage project is underway and we are currently obtaining quotes.</p>
<p>Reasons for the Variance (why did it happen?) Our Garden-to-Table group has been set up and this is running successfully. The tamariki are working alongside the Garden-to-Table team to grow, harvest, prepare and share great food. We also have a sustainability group who collects our food scraps, composts them and uses this in our school garden.</p> <p>The landscaping area by the Moa is fully planted out and we were successful in gaining grants from the Brooklyn Resource Centre and Wellington City Council as well as using fundraising monies raised from our Matariki evening to fund this. Our signage project is underway and this should be completed by the start of the 2023 school year.</p> <p>Evaluation (where to next?) To further develop our Garden-to-Table and sustainability groups and build on the success of this year.</p>						
4.2 Apply a sustainability lens across our development plans	<p>Develop 5YPP based on priorities with advice from MoE Approved Property Advisor and Submit for MoE approval</p> <p>Implement 2022 5YPP priorities</p>	Our tamariki have an excellent learning environment	Full utilisation of MoE funding to maximise property asset upgrade	<p>Term 1</p> <p>Throughout the year</p>		We have developed our 5YPP based on priorities with advice from MoE Approved Property Advisor and this has been approved. We are working with IR Group to further develop these projects.
<p>Reasons for the Variance (why did it happen?) We have our approved property plan in place and are currently in the design phase of the plan.</p>						



Evaluation (where to next?)

We will continue to work with the IR Group to deliver this plan in 2023.



Brooklyn School Est. 1883

Take up the challenge - Mauria te taki

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2022.

Reporting on the principles of being a Good Employer	
<p>How have you met your obligations to provide good and safe working conditions?</p>	<p>To meet our obligations, Brooklyn School takes a number of steps, including:</p> <ul style="list-style-type: none"> • Conducting regular risk assessments to identify potential hazards and take steps to mitigate them. • Providing appropriate training and supervision to employees to ensure they can perform their jobs safely. • Providing appropriate personal protective equipment (PPE) when necessary. • Maintaining equipment and machinery to ensure they are safe to use. • Ensuring that the workplace is clean and well-maintained. • Encouraging employees to report any hazards or safety concerns they encounter.
<p>What is in your equal employment opportunities programme? How have you been fulfilling this programme?</p>	<p>Brooklyn School's (EEO) program is designed to ensure that all employees and job applicants are treated fairly and without discrimination.</p> <p>Through School Docs we have an EEO policy that emphasises Brooklyn School's commitment to fairness and equal opportunities.</p> <p>The school has a system for employees to report discrimination or harassment, and we take complaints seriously and investigate them promptly.</p> <p>We do our best to ensure diversity in recruitment while selecting the best candidate for the position. Recruitment practices are fair and inclusive, reaching out to a diverse pool of candidates and avoiding any bias or discrimination.</p> <p>All employees have equal opportunities for advancement.</p>
<p>How do you practise impartial selection of suitably qualified persons for appointment?</p>	<p>Before beginning the recruitment process, we ensure that the job requirements and selection criteria are clearly defined and communicated to all candidates. This helps to ensure that all candidates are assessed against the same standards.</p> <p>We use objective and standardised assessment methods such as structured interviews to evaluate candidates' suitability for the role. These methods are based on the job requirements and selection criteria.</p>

	<p>We recognise and discuss unconscious bias and how it can affect the selection process, in order to avoid it. For example, we avoid making assumptions based on the candidate's gender, race, age, or other personal characteristics.</p> <p>Following our school appointment policies and procedures, we aim to select a diverse appointment panel to ensure that the selection process is fair and impartial. The panel includes a variety of members who represent different backgrounds and perspectives.</p> <p>We keep detailed records of the selection process, including the criteria used to assess candidates, referee comments and the reasons for any decisions made. This helps to ensure that the selection process can be reviewed and audited if necessary.</p> <p>Upon request, we provide feedback to unsuccessful candidates to help them to improve their skills and performance for future job applications.</p>
<p>How are you recognising,</p> <ul style="list-style-type: none"> - The aims and aspirations of Māori, - The employment requirements of Māori, and - Greater involvement of Māori in the Education service? 	<p>We struggle to increase diversity in our workforce due to the very few candidates we have to select from, because of a low number of applications as there are few teachers and teacher aides looking for work currently. This makes it challenging for the diversity in our workforce to reflect our student population.</p> <p>Every second year we do a Taha Māori review to understand the aims and aspirations of our Māori community, and to identify their employment and education needs. This is generally done with face to face hui. In 2022 we gathered whanau voice around our Māori graduate profile, this will be used as a guide.</p> <p>We develop policies and programs that reflect Māori aspirations and needs, such as increasing Māori representation in decision-making positions on our board and incorporating Māori language and culture into our curriculum to help ensure our Māori students have access to culturally appropriate teaching and support.</p>
<p>How have you enhanced the abilities of individual employees?</p>	<p>We provide regular training and professional learning and development opportunities to help employees develop new skills and knowledge. This has included staff PLD, workshops, courses, and conferences.</p> <p>We provide mentoring and coaching to employees, especially new employees, to help them develop their skills and knowledge. This is done by pairing them with experienced staff members or external coaches.</p> <p>We provide regular feedback and recognition to employees for their work, including areas where they have excelled and areas where they can improve. This helps to motivate them and improve their performance. Our Professional Growth Cycle runs throughout the year.</p> <p>We encourage collaboration and teamwork among employees to help them learn from each other and work more effectively together. This is done through team-building activities, collaborative projects, self reflections and assessments.</p> <p>We provide opportunities for employees to take on leadership roles and to advance in their careers. This includes providing opportunities for professional development and career advancement within the school or in external workshops.</p> <p>We foster a positive work environment that supports employee well-being and encourages open communication. This includes providing a safe and healthy work environment, offering flexible work arrangements, and encouraging employee feedback.</p> <p>We provide employees with the resources and tools they need to do their jobs effectively, such as up-to-date technology, instructional materials, and equipment.</p>

<p>How are you recognising the employment requirements of women?</p>	<p>We offer flexible work arrangements, such as part-time work or job sharing, to accommodate the needs of women with caregiving responsibilities. Currently, one class has a 40/60 job share in place between two teachers.</p> <p>We implement family-friendly policies such as parental leave and flexible meeting schedules to support working parents, especially women. We provide a space for breast feeding mothers.</p> <p>We address unconscious bias by providing training to staff and implementing policies that promote gender equality, such as gender-neutral job descriptions and recruitment processes.</p> <p>We promote work-life balance by encouraging employees to prioritise self-care and mental health. We are a tight knit team who have regular check-ins on each other and at times provide access to wellness programs, and offering flexible scheduling.</p> <p>We foster a culture of inclusivity by promoting diversity and inclusion, providing opportunities for feedback and collaboration, and encouraging open communication.</p>
<p>How are you recognising the employment requirements of persons with disabilities?</p>	<p>We have a lift in our hall to cater for those who may need it and we have ramps around our school to make spaces accessible. We have a modified toilet that caters for a wheelchair if needed, this also has a shower in it.</p>

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

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	✓	
Has this policy or programme been made available to staff?	✓	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	✓ For the Principal	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	✓ The Principal	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	✓	
Does your EEO programme/policy set priorities and objectives?	✓	

