

FAIRFIELD SCHOOL (LEVIN)

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023



Principal:	Alasdair Maclean
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Ministry Number:	2838
Accountant / Service Provider:	Accounting For Schools Limited

FAIRFIELD SCHOOL (LEVIN)

Annual Financial Statements - For the year ended 31 December 2023

Index

Page	Statement
1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 11	Statement of Accounting Policies
12 - 20	Notes to the Financial Statements

Other Information

21	Members of the Board
22	Kiwisport Statement
	Statement of Compliance with Employment Policy
	Statement of Variance
	Te Tiriti o Waitangi Disclosure
	Independent Auditor's Report

FAIRFIELD SCHOOL (LEVIN)
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.

Deborah Ann Wright
Full Name of Presiding Member

Alasdair Malcolm Maclean
Full Name of Principal

DAWright
Signature of Presiding Member

AMMac
Signature of Principal

30 May 2024
Date:

30 May 2024
Date:

FAIRFIELD SCHOOL (LEVIN)

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue				
Government Grants	2	3,887,913	3,658,442	3,759,075
Locally Raised Funds	3	62,831	73,050	72,784
Interest		26,115	2,000	1,521
		3,976,859	3,733,492	3,833,380
Expenses				
Locally Raised Funds	3	17,494	13,500	13,282
Learning Resources	4	2,900,699	2,913,748	3,029,447
Administration	5	240,665	235,866	237,536
Interest		2,936	8,000	3,570
Property	6	771,129	557,819	633,206
Loss on Disposal of Property, Plant and Equipment		1,338	-	-
		3,934,261	3,728,933	3,917,041
Net Surplus / (Deficit) for Year		42,598	4,559	(83,661)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		42,598	4,559	(83,661)

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

FAIRFIELD SCHOOL (LEVIN)

Statement of Changes in Net Assets/Equity For the year ended 31 December 2023

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Balance at 1 January	681,835	681,835	744,121
Total comprehensive revenue and expense for the year	42,598	4,559	(83,661)
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	25,225	-	21,375
Contribution - Te Mana Tuuhono	30,960		
Equity at 31 December	780,618	686,394	681,835
Accumulated Comprehensive Revenue and Expense	780,618	686,394	681,835
Equity at 31 December	780,618	686,394	681,835

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.

FAIRFIELD SCHOOL (LEVIN)

Statement of Financial Position

As at 31 December 2023

		2023	2023	2022
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	7	657,388	559,794	782,177
Accounts Receivable	8	200,340	190,500	201,680
GST Receivable		47,773	25,000	-
Inventories	9	741	600	489
Investments	10	19,693	16,500	18,929
Prepayments		3,623	4,000	3,803
		929,558	796,394	1,007,078
Current Liabilities				
GST Payable		-	-	19,979
Accounts Payable	12	264,628	225,000	275,173
Finance Lease Liability	15	12,807	13,000	13,700
Funds held for Capital Works Projects	16	84,791	70,000	331,778
Provision for Cyclical Maintenance	14	129,600	125,000	106,667
Revenue Received in Advance	13	9,174	3,000	4,808
		501,000	436,000	752,105
Working Capital Surplus/(Deficit)		428,558	360,394	254,973
Non-current Assets				
Property, Plant and Equipment	11	394,798	360,000	470,140
		394,798	360,000	470,140
Non-current Liabilities				
Finance Lease Liability	15	2,738	2,000	14,111
Provision for Cyclical Maintenance	14	40,000	32,000	29,167
		42,738	34,000	43,278
Net Assets		780,618	686,394	681,835
Equity		780,618	686,394	681,835

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

FAIRFIELD SCHOOL (LEVIN)

Statement of Cash Flows

For the year ended 31 December 2023

		2023	2023	2022
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		1,032,603	1,012,559	950,344
Locally Raised Funds		59,077	72,483	76,512
Goods and Services Tax (net)		(67,752)	(44,981)	28,939
Payments to Employees		(611,845)	(601,242)	(634,077)
Payments to Suppliers		(303,734)	(493,182)	(347,577)
Interest Paid		(2,936)	(8,000)	(3,570)
Interest Received		26,115	2,000	1,817
Net cash from / (to) the Operating Activities		131,528	(60,363)	72,388
Cash flows from Investing Activities				
Purchase of Property, Plant and Equipment		(113,110)	110,140	(75,900)
Proceeds from sale/(Purchase) of Investments		(764)	2,429	146,061
Net cash from / (to) the Investing Activities		(115,212)	112,569	70,161
Cash flows from Financing Activities				
Furniture and Equipment Grant		56,185	-	21,375
Finance Lease Payments		49,697	(12,811)	(15,325)
Funds on Behalf of Third Parties		(246,987)	(261,778)	316,455
Net cash from/ (to) the Financing Activities		(141,105)	(274,589)	322,505
Net increase/(decrease) in cash and cash equivalents		(124,789)	(222,383)	465,054
Cash and cash equivalents at the beginning of the year	7	782,177	782,177	317,123
Cash and cash equivalents at the end of the year	7	657,388	559,794	782,177

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.

FAIRFIELD SCHOOL (LEVIN)

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

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 long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

FAIRFIELD SCHOOL (LEVIN)

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

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.

FAIRFIELD SCHOOL (LEVIN)

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

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 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 comprise of 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.

FAIRFIELD SCHOOL (LEVIN)

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

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:

Buildings and improvements	10 - 50 years
Furniture and equipment	3 - 10 years
Information and communication technology	3 years
Textbooks	3 years
Library resources	12.5% Diminishing value
Leased assets held under a Finance Lease	Term of lease

FAIRFIELD SCHOOL (LEVIN)

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

k) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

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

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

l) Accounts Payable

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

m) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders 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 also 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.

FAIRFIELD SCHOOL (LEVIN)

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

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) Revenue Received in Advance

Revenue received in advance relates to parent fees and grants received 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 earned.

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

p) Provision for Cyclical Maintenance

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

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

The School carries out painting maintenance of the whole school over a 10 to 12 year period, the economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these Accounts. .

q) Financial Instruments

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

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.

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 at the start of the year.

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.



FAIRFIELD SCHOOL (LEVIN)

Notes to the Financial Statements

For the year ended 31 December 2023

2. Government Grants

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Government Grants - Ministry of Education	1,028,127	1,020,934	1,039,701
Other government grants	14,651	1,800	5,066
Teachers' salaries grants	2,279,054	2,250,000	2,255,435
Use of Land and Buildings grants	566,081	385,708	458,873
	3,887,913	3,658,442	3,759,075

The school has opted in to the donations scheme for this year. Total amount received was \$67,505 (2022: \$70,800).

3. Locally Raised Funds

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

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Fees for Extra Curricular Activities	20,823	19,950	10,294
Donations & Bequests	30,253	44,500	57,614
Fundraising & Community Grants	3,528	1,500	1,784
Other revenue	7,853	6,000	2,953
Trading	374	1,100	139
	62,831	73,050	72,784
Expenses			
Extra Curricular Activities Costs	17,061	9,000	9,842
Other Locally Raised Funds Expenditure	-	4,000	2,848
Trading	433	500	592
	17,494	13,500	13,282
<i>Surplus/(Deficit) for the year Locally raised funds</i>	45,337	59,550	59,502

4. Learning Resources

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	119,297	161,690	138,054
Depreciation	126,489	135,000	153,943
Employee Benefits - Salaries	2,637,310	2,601,308	2,708,249
Information and Communication Technology	757	5,000	8,201
Library Resources	818	1,000	1,521
Staff Development	16,028	9,750	19,479
	2,900,699	2,913,748	3,029,447



FAIRFIELD SCHOOL (LEVIN)

Notes to the Financial Statements

For the year ended 31 December 2023

5. Administration

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	5,035	4,000	3,938
Board of Trustees Expenses	10,457	9,900	9,616
Board of Trustees Fees	2,825	3,500	4,180
Communication	1,122	1,200	906
Consumables	9,664	8,500	4,351
Employee Benefits - Salaries	149,824	126,126	143,086
Insurance	5,434	4,300	4,383
Photocopier Expenses	8,340	15,100	8,564
Other	35,062	48,240	43,904
Service Providers, Contractors and Consultancy	12,902	15,000	14,608
	240,665	235,866	237,536

6. Property

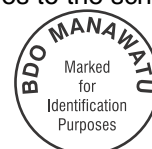
	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	12,906	17,000	35,075
Cyclical Maintenance Provision	33,766	14,000	5,834
Employee Benefits - Salaries	108,707	91,311	83,082
Grounds	14,257	11,100	16,234
Heat, Light and Water	14,901	11,200	11,096
Rates	984	1,000	975
Repairs and Maintenance	17,616	24,000	20,458
Security	1,911	2,500	1,579
Use of Land and Buildings	566,081	385,708	458,873
	771,129	557,819	633,206

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

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Current Account	6,127	5,000	67,919
Bank Call Account	651,261	554,794	714,258
Net cash and cash equivalents for Statement of Cash Flows	657,388	559,794	782,177

Of the \$657,388 Cash and Cash Equivalents, \$84,791 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.



FAIRFIELD SCHOOL (LEVIN)

Notes to the Financial Statements

For the year ended 31 December 2023

8. Accounts Receivable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	467	500	1,741
Receivables from the Ministry of Education	9,394	-	7,585
Teacher Salaries Grant Receivable	190,479	190,000	192,354
	<u>200,340</u>	<u>190,500</u>	<u>201,680</u>
Receivables from Exchange Transactions	467	500	1,741
Receivables from Non-Exchange Transactions	199,873	190,000	199,939
	<u>200,340</u>	<u>190,500</u>	<u>201,680</u>

9. Inventories

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
School Uniforms	741	600	489
	<u>741</u>	<u>600</u>	<u>489</u>

10. Investments

The School's investment activities are classified as follows:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Asset			
Short-term Bank Deposits	19,693	16,500	18,929
Total Investments	<u>19,693</u>	<u>16,500</u>	<u>18,929</u>

FAIRFIELD SCHOOL (LEVIN)

Notes to the Financial Statements

For the year ended 31 December 2023

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Buildings and Improvements	288,229	-	(1,137)	-	(23,110)	263,982
Furniture and Equipment	69,119	9,504	-	-	(20,164)	58,461
Information Technology	68,440	31,886	-	-	(67,623)	32,703
Leased Assets	25,038	1,549	(200)	-	(13,078)	13,307
Library Resources	19,314	9,544	-	-	(2,513)	26,345
Balance at 31 December 2023	470,140	52,483	(1,337)	-	(126,488)	394,798

The net carrying value of equipment held under a finance lease is \$13,309 (2022: \$25,038).

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 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$	2022 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$
Buildings and Improvements	741,237	(474,097)	267,140	765,832	(474,445)	291,387
Furniture and Equipment	366,823	(311,520)	55,303	396,850	(330,889)	65,961
Information Technology	373,789	(341,086)	32,703	725,400	(656,960)	68,440
Leased Assets	45,020	(31,713)	13,307	106,983	(81,945)	25,038
Library Resources	100,733	(74,388)	26,345	91,188	(71,874)	19,314
Textbooks	98,754	(98,754)	-	98,754	(98,754)	-
Balance at 31 December	1,726,356	(1,331,558)	394,798	2,185,007	(1,714,867)	470,140

12. Accounts Payable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Creditors	31,675	30,000	27,674
Accruals	14,429	5,000	4,888
Banking staffing overuse	-	-	17,760
Employee Entitlements - salaries	206,688	190,000	213,969
Employee Entitlements - leave accrual	11,836	-	10,882
	264,628	225,000	275,173
Payables for Exchange Transactions	264,628	225,000	275,173
	264,628	225,000	275,173

The carrying value of payables approximates their fair value.

FAIRFIELD SCHOOL (LEVIN)

Notes to the Financial Statements

For the year ended 31 December 2023

13. Revenue Received in Advance

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Grants in Advance - Ministry	6,193	-	-
Other Revenue in Advance	2,981	3,000	4,808
	9,174	3,000	4,808

14. Provision for Cyclical Maintenance

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	135,834	135,834	130,000
Increase to the Provision During the Year	33,766	14,000	17,500
Other Adjustments	-	7,166	(11,666)
Provision at the End of the Year	169,600	157,000	135,834
Cyclical Maintenance - Current	129,600	125,000	106,667
Cyclical Maintenance - Non Current	40,000	32,000	29,167
	169,600	157,000	135,834

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2024. This plan is based on the schools 10 Year Property plan.

15. Finance Lease Liability

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

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	13,517	13,000	15,135
Later than One Year and no Later than Five Years	2,858	2,000	14,198
Future Finance Charges	(830)	-	(1,522)
	15,545	15,000	27,811
Represented by			
Finance lease liability - Current	12,807	13,000	13,700
Finance lease liability - Non Current	2,738	2,000	14,111
	15,545	15,000	27,811

FAIRFIELD SCHOOL (LEVIN)

Notes to the Financial Statements

For the year ended 31 December 2023

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 projects is included under cash and cash equivalents in note 7.

2023	Project Number	Opening Balances	Receipts from MoE	Payments	Board Contribution	Closing Balances
		\$	\$	\$		\$
Refurbish/Extend Staff Room	218474	317,407	25,925	(338,374)	-	4,958
Roofing & Spouting	219508	14,371	310,000	(284,538)	-	39,833
Block G Ventilation Group	240724	-	40,000	-	-	40,000
Goal Posts	229774	-	7,118	(7,118)	-	-
Totals		331,778	383,043	(630,030)	-	84,791

Represented by:

Funds Held on Behalf of the Ministry of Education
Funds Receivable from the Ministry of Education

84,791

-

84,791

2022	Project Number	Opening Balances	Receipts from MoE	Payments	Board Contribution	Closing Balances
		\$	\$	\$		\$
Refurbish/Extend Staff Room	218474	(1,750)	335,412	(16,255)	-	317,407
Roofing & Spouting	219508	17,073	-	(2,702)	-	14,371
Outdoor Safety Ramp	229774	-	12,221	(12,221)	-	-
Totals		15,323	347,633	(31,178)	-	331,778

Represented by:

Funds Held on Behalf of the Ministry of Education
Funds Receivable from the Ministry of Education

331,778

-

331,778

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.



FAIRFIELD SCHOOL (LEVIN)

Notes to the Financial Statements

For the year ended 31 December 2023

18. Remuneration

Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	2,825	4,180
<i>Leadership Team</i>		
Remuneration	396,841	359,678
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	399,666	363,858

There are 7 members of the Board, excluding the Principal. The Board held nine full meetings of the Board during 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:

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	150 - 160
Benefits and Other Emoluments	-	-

Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100 - 110	-	4
110 - 120	3	1
120 - 130	3	-
	6	5

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 trustees, committee member, 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:

	2023 Actual	2022 Actual
Total	-	-
Number of People	-	-

FAIRFIELD SCHOOL (LEVIN)

Notes to the Financial Statements

For the year ended 31 December 2023

20. Contingencies

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

Teacher Aide & Support Staff Settlement Wash Up

In 2023 the Ministry of Education provided additional funding for both the support staff in School's Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School is yet to receive a final wash up that adjusts the estimated quarterly installments for the actual teacher aides employed in 2023. The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2023. Even though the payment is confirmed, the amount to be received is not known with a high level of certainty. The School has therefore not recognised the expected receipt (asset) and income in its financial statements.

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

At 31 December 2023, the Board had capital commitments of \$196,993 (2022: \$707,991) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
Refurbish/Extend Staff Room	401,485	356,379	45,106
Roofing & Spouting	402,904	300,167	102,737
Block G Ventilation	49,150	-	49,150
Total	853,539	656,546	196,993

At 31 December 2023 the Board has not entered into any operating commitments.
(Operating commitments at 31 December 2022: Nil)

FAIRFIELD SCHOOL (LEVIN)

Notes to the Financial Statements

For the year ended 31 December 2023

22. Financial Instruments

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

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
Financial assets measured at amortised cost			
	\$	\$	\$
Cash and Cash Equivalents	657,388	559,794	782,177
Receivables	200,340	190,500	201,680
Investments - Term Deposits	19,693	16,500	18,929
Total Financial Assets Measured at Amortised Cost	877,421	766,794	1,002,786
Financial liabilities measured at amortised cost			
Payables	264,628	225,000	275,173
Finance Leases	15,545	127,000	27,811
Total Financial Liabilities Measured at Amortised Cost	280,173	352,000	302,984

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.

FAIRFIELD SCHOOL (LEVIN)

Members of the Board

For the year ended 31 December 2023

Name	Position	How position on Board gained	Term expired/expires
Debbie Wright	Presiding Member	Re-elected August 2022	May 2025
Alasdair Maclean	Principal ex Officio	Appointed July 2019	
Abraham Chamberlain	Parent Rep	Elected August 2022	Resigned June 2023
Ashley Huria	Parent Rep	Re-elected August 2022	May 2025
Jane Masoe	Parent Rep	Re-elected August 2022	May 2025
Sally Rollinson	Staff Rep	Re-elected August 2022	May 2025
Joshua Nicholls	Parent Rep	Elected August 2022	May 2025
Sjan Giles-Oza	Parent Rep	Selected September 2023	May 2025
Robert Slade	Treasurer	Co-opted September 2023	May 2025



Fairfield School – Use of Kiwisport Funding 2023

In the 2023 year, Fairfield School received a total of **\$5,947.92**

Kiwisport funding is provided to schools to assist with three key aims:

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

During the 2023 year we used Kiwisport funding for:

- Sports equipment for student physical education lessons and recreational play: balls for basketball, volleyball, soccer, dodgeball and tennis. T-ball and scoop ball sets, softball bat, skipping ropes, basketball hoop chain nets
- Coaching supplies: whistles, inflating needles, bibs
- Sports uniforms: netball singlets and skorts, basketball singlets
- Laundering rugby uniforms
- Participation fee for AIMS Games
- Swimming pool charge for interschool competition
- Bus transportation costs for students to participate in interschool cross country, athletics and tackle rugby competition

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:

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<ul style="list-style-type: none"> • Health and Safety Committee meet each term to identify and address any concerns • Monthly health and safety checks to ensure the physical grounds and rooms are safe to teach in • Staff injuries and incidents are tracked and investigated • Well-being team meets regularly to care and support staff and their mental wellness. Also organise activities that encourage staff connection • Policies on sexual harassment • Professional counselling available for staff • Continued work around culture building within school • Yearly well-being survey to staff • Teaching staff well-being check each term
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<ul style="list-style-type: none"> • The Equal Opportunities Employment Programme is outlined in the school policy • Adhere to school employment policy for all employment
How do you practise impartial selection of suitably qualified persons for appointment?	<ul style="list-style-type: none"> • Committee will review if multiple applications • Interview team will consist of 3 to 4 people - BOT member, principal, team leader or senior leadership team member • Conflict of interest avoided by not having applicant friends or relations on the interview panel
<p>How are you recognising,</p> <ul style="list-style-type: none"> • The aims and aspirations of Maori, • The employment requirements of Maori, and • Greater involvement of Maori in the Education service? 	<ul style="list-style-type: none"> • Pōwhiri to welcome new staff • Consulting local iwi to ensure correct use of tikanga • Curriculum refresh with a Te ao Māori lens • Community of Learning Iwi days • Kaupapa professional development for all teaching staff • Normalising the use of Te Reo Māori • Kaupapa teaching unit

How have you enhanced the abilities of individual employees?	<ul style="list-style-type: none"> • Regular performance reviews • Professional development opportunities
How are you recognising the employment requirements of women?	<ul style="list-style-type: none"> • Staffing is 85.4% women. • Staff promoted on leadership ability. Six out of eight of the wider leadership team are women (75%) • Flexibility to work non- teaching days at home
How are you recognising the employment requirements of persons with disabilities?	<ul style="list-style-type: none"> • Currently no staff with disabilities. • School has wheelchair access and disabled toilet Would follow our employment policies to ensure an equitable outcome

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?		•
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	•	
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?		•

ANNUAL TARGETS

Targets 2023

1. Writing

With a focus on Maori and Pasifika students

To accelerate the progress of at least **5** students in **Year 4** to have **32/45 (71%)** at their expected curriculum level.

Term 4 Week 5 Data indicates **28/47 60(%)** of Year 4 students are achieving at the expected curriculum level

However, 3 new students who arrived at Fairfield School this year are below/well below expectations. The data for the original cohort from the end of 2022, would be 62% achieving At expectations, showing an increase of 2%.

To accelerate the progress of at least **7** students in Year **8** to have **48/63 (76%)** at their expected curriculum level.

Term 4 Week 5 Data indicates **52/65 (80%)** of Year 8 students are achieving at the expected curriculum level

Students in Year 8 have progressed from the end of year 2022 at 65% to 80% at the end of year, **exceeding the target by 4%**. Two students arrived at Fairfield this year who are below/well below standard - the data for the original cohort would be 83% achieving At/Above curriculum expectations.

2. Mathematics

To accelerate the progress of at least 4 students in Year **6** to have **44/58 (75%)** at their expected curriculum level.

Term 4 Week 5 Data indicates **46/61 (75%)** of Year 6 students are achieving at the expected curriculum level

Students in Year 6 have progressed from the end of year 2022 at 69% to 75% at the end of year 6. **They have met the target.**

To accelerate the progress of at least 5 students in Year **8** to have **45/63 (71%)** at their expected curriculum level.

Term 4 Week 5 Data indicates **45/65 (69%)** of Year 8 students are achieving at the expected curriculum level

Students in Year 8 have progressed from the end of year 2022 at 63% to 69% at the end of year 8.

3. Wellbeing -

To improve overall attendance with a goal of having at least 80% attendance with a focus on the **61/391 (16%)** students who were identified in term 3 & 4, 2022

Term 4 Week 6 Data indicates **40/57** students **(70%)** of our focus group of 57 (4 students from this group left Fairfield School in 2023) are attending 80% or more of the time.

Analysis of Variance

Key: Pakihi, Raekura

Mathematics

Actions - what did we do?	Outcomes - what happened?	Reasons for the variance - why did it happen?	Evaluation - where to next?
Pakihi <ul style="list-style-type: none"> Constant reflection on grouping Target teaching Basic Facts Progressions Strand focus through IXL Repetition of tasks through IXL Buddy/peer assessment taught in a structured format Banqer as a teaching tool (financial Literacy) Regular GloSS 	Pakihi <ul style="list-style-type: none"> Raised student achievement to meet our team target for number of students AT or Above the expected curriculum level for Y6 	Pakihi <ul style="list-style-type: none"> <i>Structured and deliberate teaching</i> <i>Implementation of the basic facts progressions Team-wide. Students took ownership of their progression documents and were taught to self and peer assessment.</i> <i>Dedicated teaching of new concepts using IXL, with students having time to practise and be constantly challenged to apply new learning across a range of contexts.</i> 	Pakihi <ul style="list-style-type: none"> <i>Continue to prioritise structured and explicit teaching of mathematics</i> <i>Continue to integrate the Basic Facts Progressions into daily teaching and learning</i> <i>Continue to promote IXL Jam sessions and scaffolded teaching sessions in class</i> <i>Continue to promote IXL as a tool for learning and/or reinforcing concepts at home</i> <i>Continue to regularly use assessment tools to inform teaching</i>

<ul style="list-style-type: none"> ● Priority/target comments assist with regular reflection on student needs ● T/A and Donna support across classrooms 		<ul style="list-style-type: none"> ● <i>Promotion of IXL at home during parent conferences.</i> ● <i>Increased engagement through the implementation of Banqer (financial literacy tool)</i> ● <i>ALiM maths sessions for target learning saw an increase of at least one stage over 8 weeks</i> ● <i>Regular Gloss testing ensured classroom teacher and learner were both aware of learning progress, goals and relevant next steps</i> ● <i>Having T/A support and Donna in classes allowed each teacher time to either front-load or prioritise target student learning</i> 	<ul style="list-style-type: none"> ● <i>Continue to utilise T/A support to provide extra time for target learner teaching sessions</i> ● <i>Continue to look for ways to accelerate learning (as in ALiM, maths sessions or other 'block-learning' style sessions)</i>
Raekura <ul style="list-style-type: none"> ● Teaching gaps identified by PAT test. 	Raekura <ul style="list-style-type: none"> ● PAT was used as a formative tool. Teachers then taught that specific gap in their own classroom. 	Raekura <ul style="list-style-type: none"> ● <i>Students appeared to be more engaged in their learning. Their intrinsic motivation improved.</i> ● <i>One of the key things to note is that we were teaching at the expected curriculum level that</i> 	Raekura <ul style="list-style-type: none"> ● <i>Continue to utilise assessment in a formative way to ensure that we are filling the gaps of our learners.</i>

<ul style="list-style-type: none"> ● Gloss testing to identify specific gaps - workshops suited to this. ● Basic facts model - used this from NZ maths and taught from this on a Monday. ● Mental maths across all classes. ● Taranaki sprints. ● IXL upskilling. ● Priority/target comments used and checked to inform current next steps and interventions. ● Modelling books for evidence and a 'check in' point for students to look back at as needed. 	<ul style="list-style-type: none"> ● Gloss test used on those students who are identified as below or well below. Also those who we needed to check. ● Basic facts taught explicitly on a Monday, as well as throughout the week. ● Mental maths used as a tool to ensure all strands and number knowledge was accessed regularly. ● Times tables were taught and practised. These became embedded for students. ● We saw an incredible amount of tamariki accessing IXL both at school and at home. The amount of questions at the correct curriculum level has improved. ● We saw a specific focus on checking what the students needed to do next. ● Modelling books became a point for students to check back. This increased their self motivation and accountability. 	<p><i>students should be working at. We were then able to scaffold those who are working below or well below, and to extend those who are working above the expected curriculum for their age. This meant that all students were able to experience success. This also meant that we built on the mana that each individual had!</i></p> <ul style="list-style-type: none"> ● <i>All programmes were tailored to the needs of every child. IXL supports us with that as we have access to a range of learning levels.</i> 	
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<ul style="list-style-type: none"> ● TA support across all classrooms. ● Place value focus every term to ensure success. 	<ul style="list-style-type: none"> ● TAs sometimes took the class so the teacher could work with priority/target tamariki. ● Place value was a big part of our explicit teaching programme. 		
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Writing- Te Kama, Raekura

Actions - what did we do?	Outcomes - what happened?	Reasons for the variance - why did it happen?	Evaluation - where to next?
<p>Te Kama</p> <ul style="list-style-type: none"> ● Began the year with class discussions around who writers are, what writers do, and what makes them successful. ● Explicit teaching of the writing process. ● Creating co-constructed success criteria. 	<p>Te Kama</p> <ul style="list-style-type: none"> ● This supported students in identifying their writing identity. ● Students were taught to follow the writing process. Visuals are on the walls in classrooms and in some rooms, students will move their name to what stage they are up to when writing. We created a co-constructed s.c. for each stage and students can articulate what happens at each stage. 	<p>Te Kama</p> <ul style="list-style-type: none"> ● <i>Assessment for Learning PD has immensely supported our writing programme. Tamariki have a shared language around writing, are showing greater engagement and independence, and see themselves as writers.</i> ● <i>Continuing to focus on explaining targets/learning intentions and co-constructed success criteria has given students the autonomy to evaluate their own writing and check they've been successful.</i> ● <i>This year, Te Kama has an incredibly wide span of writing abilities. All tamariki are following the writing process, using s.c. criteria and evaluating their</i> 	<p>Te Kama</p> <ul style="list-style-type: none"> ● <i>Continue to support tamariki with both self and peer assessment.</i> ● <i>Continue to support tamariki in being specific with the feedback they require.</i> ● <i>Continue to hold high standards for tamariki and give exposure to higher levels of learning.</i>

<ul style="list-style-type: none"> ● Explicit teaching self and peer assessment (AFL). ● Sharing exemplars of successful writing. ● Teachers modelling aspects of the writing process. ● Long-term plans include time for genre-based writing, ‘free writing’, and needs-based writing workshops. ● Dictation workshops with target students. ● Evaluating and reflecting on our practice (PAC) . 	<ul style="list-style-type: none"> ● Creating co-constructed success criteria to inform us of what we need to be successful, e.g. what a persuasive writing piece needs, and what an introduction needs. ● Assessment for Learning PD has supported teachers in implementing self and peer assessment within the classroom. Students are given their s.c. and use a 3-tiered tick system to evaluate their writing. ● Exemplars are utilised through discussing what makes them successful/unsuccessful. ● Teachers model each stage of the writing process. This also shows tamariki that everyone makes mistakes. ● Students are exposed to genre writing, e.g. persuasive, report, narratives etc. They also have time to ‘free write’ where they choose their own topic. Additionally, we’ll conduct needs-based workshops, e.g. 	<p><i>writing, and all showing success in doing so. This shows how important it is to expose learners to higher levels of learning.</i></p>	
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<ul style="list-style-type: none"> • e-asTTle writing used to inform next steps. 	<p>paragraphs, sentence structure and punctuation etc.</p> <ul style="list-style-type: none"> • Target learners receive dictation workshops using the Little Learners Love Literacy texts. • Teachers videoed a writing lesson and reflected on their practice. We all came away with positives and next steps - success! • e-asTTle results inform needs based workshops and 1:1 conferencing. 		
<p>Raekura</p> <ul style="list-style-type: none"> • Passion based writing. This was free writing where students were able to pick what they wrote about. • Writing all taught at the expected curriculum level. • Specific genre - but not all the time. • Use of exemplars to assist with explicit teaching. 	<p>Raekura</p> <ul style="list-style-type: none"> • Students were able to select writing that is of interest to them. By selecting their own topics we saw a massive rise in the engagement during writing sessions. • All workshops were pitched at the expected curriculum level. As required, we scaffolded and extended. • A lot of self selection, while still covering specific genres, eg: persuasive arguments. 	<p>Raekura</p> <ul style="list-style-type: none"> • <i>Writing has been a very big focus on 2023 and our tamariki are enjoying their writing. They have been able to experience success, with many of our students making accelerated progress.</i> • <i>We have taught by following a very structured programme which has helped our students to know the expectations.</i> • <i>Assessment for Learning was a big part of our year and we went quite deeply into both self and peer assessment. Students now use a checklist to come up with</i> 	<p>Raekura</p> <ul style="list-style-type: none"> • <i>Continue to focus on both the self and peer assessment.</i> • <i>Our expectations for our tamariki have been very high and this needs to continue next year. This has shown that all tamariki are able to reach high expectations and should be able to strive to achieve them.</i>

<ul style="list-style-type: none"> ● Sheena Cameron resources utilised. ● Devices to support all writing tasks. ● Literacy focus, as well as reading and writing separately. ● Paragraph structure and the structure for each writing taught. ● Assessment for Learning: <ul style="list-style-type: none"> ○ Self assessment ○ Peer assessment ● Concept driven curriculum. 	<ul style="list-style-type: none"> ● Exemplars were used in workshops and displayed around the classroom too. ● Sheena Cameron resources were used, this included planning formats which really supported our learners. ● Students had the option to complete a lot of their writing tasks online, rather than in their books. ● Students are able to access information on their devices and in books to support their reading and writing. This has meant that a lot of the time we have a 'literacy' focus where students would be both reading and writing. ● SEXC paragraph structure taught. This has meant that every child can experience success as they can write a paragraph with four sentences. ● We had multiple AFL meetings and this has helped us to embed some new learnings. We now use both self and peer 	<p><i>the success criteria, which they can often mark against independently. This has taken away the 'surprise' for writing. They know what their expectation is and how to achieve it. This has proved very successful.</i></p> <ul style="list-style-type: none"> ● <i>It's important to note that we have set high expectations for our tamariki. We believe that every child is capable and we help them to experience success, whatever that may look like for the individual child.</i> 	
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<ul style="list-style-type: none"> ● Analysing our own practice (PAC). ● Conferencing 1:1 and in small groups with students. 	<ul style="list-style-type: none"> ● assessment regularly. This has helped our students to feel success. ● Our concepts were taught within our literacy time as much as possible. ● Teachers were able to analyse their own practice, a very powerful tool! ● Conferencing to ensure that every child is able to feel success. 		
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Attendance- Puna-oho, Te Kama, Raekura, Pakihi, Overall

Actions - what did we do?	Outcomes - what happened?	Reasons for the variance - why did it happen?	Evaluation - where to next?
Puna-oho <ul style="list-style-type: none"> ● Soup during Term 3 - cold term - children were encouraged to come for a hot lunch. ● Teachers contacted families who were of concern to discuss potential ways to support and also celebrated student success at meeting our attendance goal. 	Puna-oho <ul style="list-style-type: none"> ● A large number of students came over each Wednesday to sit in Room 5 and share kai. Many children often asked if it was soup day. ● A few parents hadn't realised how the data stacked up and hadn't realised that their children were late each day. Talked through support strategies. 		Puna-oho <ul style="list-style-type: none"> ● <i>Try and see how we can extend this next year to different hot foods. How can this work over more days?</i> ● <i>Show parents how to utilise the app for next year.</i>

<ul style="list-style-type: none"> Kahui ako attendance survey 	<ul style="list-style-type: none"> Close tracking of data. 		
Te Kama <ul style="list-style-type: none"> Kahui ako attendance survey Teachers made phone calls to those who were identified to track attendance. Hot lunches. Teachers placing emphasis on student and whānau relationships. 	Te Kama <ul style="list-style-type: none"> Teachers chose a specific student to focus on in an effort to support attendance. Contact with whānau was made and strategies were devised with the student. Attendance statistics were given to whānau and discussions were had about absentees and strategies to support. Tamariki were always excited to hear it was soup day. Whānau showed an interest and we had increased numbers each time wanting soup We understand that relationships are a key part of learning. Teachers put considerable effort into forming meaningful relationships with tamariki. 	Te Kama <ul style="list-style-type: none"> <i>Attendance statistics were a fantastic way for teachers and whānau to track attendance and understand how many days their child may be missing.</i> <i>Hot lunches were a huge success, however were sometimes tricky to manage (especially if you wanted to do it more than once a week).</i> 	Te Kama <ul style="list-style-type: none"> <i>Continue providing hot food lunches and/or other options</i> <i>Continue to build meaningful relations with whānau</i>
Raekura <ul style="list-style-type: none"> Hot lunch on a Monday 	Raekura <ul style="list-style-type: none"> We serve hot food for our team on a Monday. We 	Raekura <ul style="list-style-type: none"> <i>Hot food proved to be a very successful initiative that was</i> 	Raekura <ul style="list-style-type: none"> <i>Hot food is something that we should look to do every</i>

<ul style="list-style-type: none"> ● Kāhui ako attendance survey ● Within school teacher focused on attendance ● Relationship building with our tamariki ● Phone calls with those specifically identified students to track attendance. 	<p>initially did this every day of the week and it was very successful.</p> <ul style="list-style-type: none"> ● Every teacher had to focus on a student to help support the rise in attendance. ● Within school teacher shared regular thoughts with the team. Sought both student and teacher feedback about things we can do to improve attendance. ● Relationships are a key part of attendance and success. We focused on teachers having the primary relationship with their students. ● Phone calls home with the students who were a specific focus once per week. We gave them the attendance statistics for their child during this phone call. 	<p><i>added this year. Students drove this, as they said they would like free food at school. We made this happen by putting hot soup, or something similar, in the slow cooker and it was served at lunch time. We were only able to manage this once per week as it is quite time consuming, however, the students really loved this. This is something we need to consider for next year.</i></p> <ul style="list-style-type: none"> ● <i>Having an attendance focus through the kāhui ako was a good idea as it ensured we were checking in on the attendance and seeing where we could support more.</i> 	<p><i>day of the week next year. It was very successful, but managing 5 days per week would be tricky.</i></p>
Actions - what did we do?	Outcomes - what happened?	Reasons for the variance - why did it happen?	Evaluation - where to next?
<p>Pakihi</p> <ul style="list-style-type: none"> ● Hot lunch on a Tuesday ● Regular check-in phone calls with students of concern 	<p>Pakihi</p> <ul style="list-style-type: none"> ● Students were excited for hot lunches on Tuesdays with most students having some ● Parents were well-informed of current trends and how the 	<p>Pakihi</p> <ul style="list-style-type: none"> ● <i>Hot food was a highlight. Parents were well-informed. Teachers were constantly thinking about attendance throughout the year.</i> 	<p>Pakihi</p> <ul style="list-style-type: none"> ● <i>Continue to build on the progress</i>

<ul style="list-style-type: none"> ● Attendance survey ● Discussions with parents at conferences around attendance data 	<p>importance of attendance and 'every day counts'</p> <ul style="list-style-type: none"> ● Teachers were always considering strategies for improving attendance. ● Parents were proactively trying to keep attendance up and considering how to improve it for their children 		
<p>Overall</p> <ul style="list-style-type: none"> ● On the reports we have information about attendance, which indicates the % for students present, justified absence and unjustified absence. ● Parents, through the At School app, can click on the absence icon to get up to date information about their child's absence (percentages). ● We referred some students to the MOE Attendance site, where a local Life to the Max attendance mentor could work with whānau (whānau can choose to engage/or not 	<p>Overall</p> <ul style="list-style-type: none"> ● For 40/57 of our focus group we improved attendance at school to 80% or more. ● We improved communication with our whānau. ● Whānau were able to see the cumulative impact on overall attendance at any given moment in time. ● There was not much uptake with this particular strategy. 		<p>Overall</p> <p><i>If we continue to have a focus on attendance in 2024, we would benefit from using the attendance data and criteria for analysis that the MOE are extracting from our SMS, to track and monitor attendance across the school (the MOE target of attendance set for 90% and above).</i></p>

engage with this service) to support attendance at school.			
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Giving Effect to Te Tiriti o Waitangi

At Fairfield School we acknowledge New Zealand's cultural diversity, and in doing so acknowledge the unique position of Māori as tangata whenua. Fairfield School provided opportunities that supported its students in Te Reo and Tikanga Māori (Education Standards Act 2001).

We have high expectations for all our students in their educational progression and achievement. In 2023, we continued to ensure that Māori can effectively achieve 'educational success as Māori'. Achievement of Māori students is regularly reported to the Board. A key priority area remains in raising Māori achievement.

From our Whānau Hui, we devised clear goals that we aim to achieve to further strengthen the partnership between school and our Māori community. A key conduit to achieving these goals is the establishment and continuation of our Whānau Hui group, who will meet to discuss what is important for Māori and how we can further progress the learning of their tamariki.

To raise the prominence of Māori in our school and to grow the capacity, understanding, and application of Tikanga and Te Reo Māori, we contracted Pā Jack Nelson-Paki, who supported staff and ākonga to build and embed Māori principles and 'ways of thinking'. These foundational elements included: Whakapapa, Wairuatanga, Tikanga and Whānaungatanga. Alongside this, we established a school Kapa Haka group, to be a proud representation of our Māori learners, and Mau Rākau was offered as an extracurricular activity.

All staff and ākonga actively grew their cultural capability, to ensure Māori children are supported to embrace their culture and in turn, provide cultural leadership across our school in 2024. .

:

- provided opportunities for all students to respect and understand Kaupapa Māori, Te Reo and Tikanga Māori;
- grew the use of and correct pronunciation of Te Reo throughout our school;
- engaged and involved our whānau through hui and community events;
- consulted with whānau as part of our regular self-review;
- established and grew a Kapa Haka group;
- Mau Raku group tutors were resourced by the school
- unpacked, explored and met the aims of Ka Hikitia and Tātaiako.
- a unit of responsibility has been focused on growing knowledge of Tikanga Maori – teacher led
- Student-led mihi whakatau welcomed new staff and students to the school each term
- Developed a school song and haka that reflects our local Muaūpoko community
- Consulted local iwi to ensure correct use of tikanga
- Curriculum refreshed with a te ao Māori lens
- Community of Learning Iwi day attended by all teaching staff
- Kaupapa professional development for all teaching staff

- Several staff have completed stages of the Te Ahu o te Reo Maori course
- Normalised the use of Te Reo Māori in school communications and newsletters
- Value awards are in Maori and English

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF FAIRFIELD SCHOOL (LEVIN)'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

The Auditor-General is the auditor of Fairfield School (Levin) (the School). The Auditor-General has appointed me, Glenn Fan-Robertson, using the staff and resources of BDO Manawatu, 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 20, 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 Standards Reduced Disclosure Regime as applicable to entities that qualify as tier 2.

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

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

The Board's responsibilities arise from section 134 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 is responsible for the other information. The other information comprises Board of trustees listing, Analysis of Variance, Statement of Compliance with Employment Policy, Te Tiriti O Waitangi Disclosure 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 (including International Independence Standards) (New Zealand) (PES 1) issued by the New Zealand Auditing and Assurance Standards Board.

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



Glenn Fan-Robertson
BDO Manawatu
On behalf of the Auditor-General
Palmerston North, New Zealand