

WAINUIOMATA PRIMARY SCHOOL



FINANCIAL STATEMENTS and ANNUAL REPORT FOR THE YEAR ENDED 31 DECEMBER 2021

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Ministry Number:	3059
Accountant / Service Provider:	Accounting for Schools Ltd

WAINUIOMATA PRIMARY SCHOOL

Statement of Responsibility

For the year ended 31 December 2021

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 2021 fairly reflects the financial position and operations of

The School's 2021 financial statements are authorised for issue by the Board.

Lisa Preston

Full Name of Presiding Member



Signature of Presiding Member

30 May 2022

Date:

Allison Burdon

Full Name of Principal



Signature of Principal

30 May 2022

Date:

WAINUIOMATA PRIMARY SCHOOL

Financial Statements and Annual report - For the year ended 31 December 2021

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WAINUIOMATA PRIMARY SCHOOL
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue				
Government Grants	2	2,114,972	762,366	2,043,336
Locally Raised Funds	3	48,713	14,500	19,972
Interest Earned		2,956	7,000	7,330
		<u>2,166,641</u>	<u>783,866</u>	<u>2,070,638</u>
Expenses				
Locally Raised Funds	3	31,805	4,500	6,622
International Students	4	-	-	28
Learning Resources	5	1,412,692	146,664	1,430,532
Administration	6	384,623	141,800	148,215
Finance		3,230	2,000	6,124
Property	7	252,417	451,200	433,429
Depreciation		39,103	35,000	50,110
		<u>2,123,870</u>	<u>781,164</u>	<u>2,075,060</u>
Net Surplus for the year		42,771	2,702	(4,422)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>42,771</u>	<u>2,702</u>	<u>(4,422)</u>

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

WAINUIOMATA PRIMARY SCHOOL
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2021

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Balance at 1 January	334,858	334,858	339,280
Total comprehensive revenue and expense for the year	42,771	2,702	(4,422)
Capital Contributions from the Ministry of Education			
Ministry Capital Contribution for Equipment	5,946	-	-
Equity at 31 December	<u>383,575</u>	<u>337,560</u>	<u>334,858</u>
Retained Earnings	383,575	337,560	334,858
Equity at 31 December	<u>383,575</u>	<u>337,560</u>	<u>334,858</u>

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.

WAINUIOMATA PRIMARY SCHOOL

Statement of Financial Position

As at 31 December 2021

		2021	2021	2020
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
Current Assets				
Cash and Cash Equivalents	8	45,837	68,740	77,694
Accounts Receivable	9	100,870	110,000	111,328
GST Receivable		5,462	-	-
Inventories	10	2,275	3,500	3,940
Investments	11	297,897	300,000	345,595
Prepayments		8,919	9,500	9,249
		<u>461,260</u>	<u>491,740</u>	<u>547,806</u>
Current Liabilities				
Accounts Payable	13	152,829	140,000	156,771
GST Payable		-	-	6,236
Finance Lease Liability	16	19,412	19,000	19,229
Revenue Received in Advance	14	-	-	85
Provision for Cyclical Maintenance	15	1,778	77,625	65,625
Funds Held in Trust	17	8,287	-	8,904
Funds Held for Capital Works Projects	18	21,682	-	55,964
		<u>203,988</u>	<u>236,625</u>	<u>312,814</u>
Working Capital Surplus/(Deficit)		257,272	255,115	234,992
Non-current Assets				
Property, Plant and Equipment	12	150,918	110,945	145,945
		<u>150,918</u>	<u>110,945</u>	<u>145,945</u>
Non-current Liabilities				
Finance Lease Liability	16	9,795	6,000	23,579
Provision for Cyclical Maintenance	15	14,820	22,500	22,500
		<u>24,615</u>	<u>28,500</u>	<u>46,079</u>
Net Assets		<u>383,575</u>	<u>337,560</u>	<u>334,858</u>
Equity		<u>383,575</u>	<u>337,560</u>	<u>334,858</u>

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

WAINUIOMATA PRIMARY SCHOOL

Statement of Cash Flows

For the year ended 31 December 2021

	2021	2020	2020
Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities			
Government Grants	575,315	409,703	603,189
Locally Raised Funds	62,181	22,577	23,036
Goods and Services Tax (net)	(11,698)	(6,233)	31,402
Payments to Employees	(374,137)	(210,507)	(343,910)
Payments to Suppliers	(244,173)	(192,483)	(212,188)
Interest Paid	(3,230)	(2,000)	(6,124)
Interest Received	2,817	7,070	8,080
Net cash from / (to) the Operating Activities	7,075	28,127	103,485
Cash flows from Investing Activities			
Purchase of PPE (and Intangibles)	(44,076)	-	(8,436)
Purchase of Investments	(297,897)	-	(345,595)
Proceeds from Sale of Investments	345,595	45,595	-
Net cash from / (to) the Investing Activities	3,622	45,595	(354,031)
Cash flows from Financing Activities			
Finance Lease Payments	(13,601)	(17,808)	(23,703)
Funds Administered on Behalf of Third Parties	(34,899)	(64,868)	47,623
Net cash from Financing Activities	(42,554)	(82,676)	23,920
Net increase/(decrease) in cash and cash equivalents	(31,857)	(8,954)	(226,626)
Cash and cash equivalents at the beginning of the year	8	77,694	77,694
Cash and cash equivalents at the end of the year	8	45,837	68,740

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

WAINUIOMATA PRIMARY SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

a) Reporting Entity

Wainuiomata Primary 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 2021 to 31 December 2021 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 15.

WAINUIOMATA PRIMARY SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2021

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 12.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. 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.

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carryforward 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.

Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. These 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.

Other Grants

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 recorded as revenue when their receipt is formally acknowledged by the School.

Interest Revenue

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

WAINUIOMATA PRIMARY SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

d) Use of Land and Buildings Expense

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of 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 expense that is offset by a non-cash grant from the Ministry.

e) 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.

f) 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.

g) 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.

h) 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.

i) Inventories

Inventories are consumable items held for sale and comprise of stationery. 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.

j) 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.

WAINUIOMATA PRIMARY SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

k) 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 to buildings owned by the Crown are recorded at cost, less accumulated depreciation and impairment losses.

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

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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 and resource books are depreciated over their estimated useful lives on a straight line basis. Library resources and resource books are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	20 years
Furniture and equipment	10–14 years
Information and communication technology	5-10 years
Resource Books	8 years Diminishing Value
Leased assets held under a Finance Lease	5 years
Library resources	12.5% Diminishing Value

WAINUIOMATA PRIMARY SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

l) Intangible Assets

Software costs

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

Computer software licences with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. It's fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

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

m) Accounts Payable

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

n) Employee Entitlements

Short-term employee entitlements

Employee 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.

o) Revenue Received in Advance

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

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

p) Funds Held in Trust

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

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

WAINUIOMATA PRIMARY SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

q) 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 for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

r) 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 categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

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.

The School's financial liabilities comprise accounts payable, borrowings and finance lease liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

s) 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.

t) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

u) 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.

v) Changes to prior year figures

Some prior year balances have been categorised differently from the prior year approved financials grouping in the current year. There is no effect on the prior year profit nor opening equity for the current year.

WAINUIOMATA PRIMARY SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2021

2. Government Grants

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Operational grants	453,507	427,366	460,614
Other MoE Grants	317,473	12,000	116,428
Teachers' salaries grants	1,183,885	20,000	1,181,784
Use of Land and Buildings grants	167,201	300,000	259,863
Other government grants	(7,094)	3,000	24,647
	2,114,972	762,366	2,043,336

The school has opted in to the donations scheme for this year. Total amount received was \$34,950 (2020: \$39,600).

Other MOE Grants total includes no COVID-19 funding for the year ended 31 December 2021 (2020: \$11,154).

3. Locally Raised Funds

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue			
Fees for Extra Curricular Activities	5,211	-	788
Donations & Bequests	3,150	3,000	2,025
Fundraising & Community Grants	32,969	-	-
Other revenue	864	-	-
Trading	6,519	11,500	17,159
	48,713	14,500	19,972
Expenses			
Extra Curricular Activities Costs	9,362	-	870
Trading	7,017	4,500	5,752
Fundraising & Community Grant Costs	15,426	-	-
	31,805	4,500	6,622
<i>Surplus for the year Locally raised funds</i>	16,908	10,000	13,350

WAINUIOMATA PRIMARY SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2021

4. International Student Revenue and Expenses

	2021 Actual Number	2021 Budget (Unaudited) Number	2020 Actual Number
International Student Roll	0	0	0
	2021 Actual \$	2020 Budget (Unaudited) \$	2020 Actual \$
Revenue			
International student fees	-	-	-
Expenses			
Other Expenses	-	-	28
	-	-	28
<i>Surplus for the year International Students'</i>	-	-	(28)

5. Learning Resources

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Curricular	24,385	52,364	26,278
Employee benefits - salaries	1,382,827	90,700	1,395,985
Extra-curricular activities	10	-	90
Information and communication technology	2,519	1,500	1,492
Staff development	2,951	2,100	6,687
	1,412,692	146,664	1,430,532

6. Administration

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Audit Fee	6,995	6,500	6,469
Board of Trustees Expenses	4,122	2,200	3,746
Board of Trustees Fees	3,285	5,000	3,395
Communication	4,659	4,500	5,051
Consumables	26,099	21,000	21,259
Employee Benefits - Salaries	136,570	86,000	92,627
Insurance	10,504	12,000	11,262
Other	1,568	1,600	1,616
School Lunch Programme	188,571	-	-
Service Providers	2,250	3,000	2,790
	384,623	141,800	148,215

WAINUIOMATA PRIMARY SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2021

7. Property

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Caretaking and Cleaning Consumables	16,148	12,400	16,432
Consultancy and Contract Services	45,260	45,000	47,180
Cyclical Maintenance Expense	(71,527)	12,000	13,125
Employee Benefits - Salaries	43,914	44,000	43,537
Grounds	2,163	2,000	2,300
Heat, Light and Water	16,101	19,800	29,210
Rates	10,031	7,000	-
Repairs and Maintenance	23,126	9,000	21,782
Use of Land and Buildings	167,201	300,000	259,863
	252,417	451,200	433,429

In 2021, the Ministry of Education revised the notional rent rate from 8% to 5% to align it with the Government Capital Charge rate. This is considered to be a reasonable proxy for the market rental yield on the value of land and buildings used by schools. Accordingly in 2021, the use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

8. Cash and Cash Equivalents

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Bank Current Account	45,837	68,740	77,694
Cash equivalents and bank overdraft for Cash Flow Statement	45,837	68,740	77,694

Of the \$45,837 Cash and Cash Equivalents, \$25,432 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2021 on Crown owned school buildings under the School's Five Year Property Plan.

9. Accounts Receivable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Receivables	-	-	8,162
Interest Receivable	209	-	70
Teacher Salaries Grant Receivable	100,661	110,000	103,096
	100,870	110,000	111,328
Receivables from Exchange Transactions	209	-	8,232
Receivables from Non-Exchange Transactions	100,661	110,000	103,096
	100,870	110,000	111,328

WAINUIOMATA PRIMARY SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2021

10. Inventories

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Stationery	2,275	3,500	3,940

11. Investments

The School's investment activities are classified as follows:

	2021 Actual \$	2021 Budget \$	2020 Actual \$
Current Asset			
Short-term Bank Deposits	297,897	300,000	345,595

12. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2021						
Building Improvements	36,900	-	-	-	(3,232)	33,668
Furniture and Equipment	6,477	-	-	-	(1,032)	5,445
Information Technology	29,831	37,489	-	-	(13,731)	53,589
Leased Assets	45,710	6,587	-	-	(16,503)	35,794
Library Resources	11,607	-	-	-	(1,451)	10,156
Playground	7,390	-	-	-	(2,150)	5,240
Resource Books	8,030	-	-	-	(1,004)	7,026
Balance at 31 December 2021	145,945	44,076	-	-	(39,103)	150,918

The net carrying value of equipment held under a finance lease is \$35,794 (2020: \$45,710).

	2021 Cost or Valuation \$	2021 Accum Depreciation \$	2021 Net Book Value \$	2020 Cost or Valuation \$	2020 Accum Depreciation \$	2020 Net Book Value \$
Building Improvements	103,932	(70,263)	33,668	103,932	(67,032)	36,900
Furniture and Equipment	170,078	(164,633)	5,445	170,078	(163,601)	6,477
Information Technology	226,296	(172,710)	53,589	188,810	(158,979)	29,831
Leased Assets	160,882	(125,089)	35,794	154,295	(108,585)	45,710
Library Resources	66,089	(55,932)	10,156	66,089	(54,482)	11,607
Playground	53,703	(48,461)	5,240	53,703	(46,313)	7,390
Resource Books	31,925	(24,899)	7,026	31,925	(23,895)	8,030
Balance at 31 December 2020	812,905	(661,987)	150,918	768,832	(622,887)	145,945

WAINUIOMATA PRIMARY SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2021

13. Accounts Payable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Creditors	21,907	25,000	11,236
Accruals	6,995	10,000	4,969
Banking staffing overuse	17,029	-	32,663
Employee Entitlements - salaries	100,661	100,000	103,096
Employee Entitlements - leave accrual	6,237	5,000	4,807
	<u>152,829</u>	<u>140,000</u>	<u>156,771</u>
Payables for Exchange Transactions	146,592	135,000	151,964
Payables for Non-exchange Transactions - Other	6,237	5,000	4,807
	<u>152,829</u>	<u>140,000</u>	<u>156,771</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Other	-	-	85
	<u>-</u>	<u>-</u>	<u>85</u>

15. Provision for Cyclical Maintenance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Provision at the Start of the Year	88,125	88,125	75,000
Decrease to the Provision During the Year	(71,527)	12,000	13,125
Use of the Provision During the Year	-	-	-
Provision at the End of the Year	<u>16,598</u>	<u>100,125</u>	<u>88,125</u>
Cyclical Maintenance - Current	1,778	77,625	65,625
Cyclical Maintenance - Term	14,820	22,500	22,500
	<u>16,598</u>	<u>100,125</u>	<u>88,125</u>

WAINUIOMATA PRIMARY SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2021

16. Finance Lease Liability

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year	20,053	19,000	19,229
Later than One Year and no Later than Five Years	10,009	6,000	23,579
Future Finance Charges	(855)	-	-
	<u>29,207</u>	<u>25,000</u>	<u>42,808</u>
Represented By			
Finance Lease Liability - Current	19,412	19,000	19,229
Finance Lease Liability - Term	9,795	6,000	23,579
	<u>29,207</u>	<u>25,000</u>	<u>42,808</u>

17. Funds held in Trust

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	8,287	-	8,904

These funds are held on behalf of EHSAS.

18. 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:

2021		Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Leaky Buildings	<i>Completed</i>	6,882	-	-	-	6,882
Block A - Heating Improvements	<i>In Progress</i>	(3,450)	-	-	-	(3,450)
Classroom Building Replacement	<i>Completed</i>	52,532	(38,654)	(13,878)	-	-
Boundary Fence	<i>In Progress</i>	-	25,000	(6,750)	-	18,250
Totals		<u>55,964</u>	<u>(13,654)</u>	<u>(20,628)</u>	-	<u>21,682</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	25,132
Funds Due from the Ministry of Education	(3,450)
	<u>21,682</u>

WAINUIOMATA PRIMARY SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2021

18. Funds Held for Capital Works Projects (cont.)

2020		Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Capital Works Project	<i>Completed</i>	1,625	-	-	(1,625)	-
Leaky Buildings	<i>Completed</i>	6,882			-	6,882
Block A - Replace Spouting	<i>Completed</i>	(166)	1,216	(1,050)	-	-
Block A - Heating Improvements	<i>In Progress</i>		-	(3,450)	-	(3,450)
Blocks A, B, F - Electrical Switchboard	<i>Completed</i>		10,210	(10,210)	-	-
Classroom Building Replacement	<i>In Progress</i>		99,848	(47,316)	-	52,532
Totals		8,341	111,274	(62,026)	(1,625)	55,964

19. 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.

WAINUIOMATA PRIMARY SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2021

20. Remuneration

Key management personnel compensation

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

	2021 Actual \$	2020 Actual \$
<i>Board Members</i> Remuneration	3,285	3,395
<i>Leadership Team</i> Remuneration	559,208	604,483
Full-time equivalent members	5.07	6.00
Total key management personnel remuneration	562,493	607,878
Total full-time equivalent personnel	5.07	6.00

There are 6 members of the Board excluding the Principal. The Board had held 9 full meetings of the Board in the year. The Board also has XX Finance and XX Property that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140 - 150	140 - 150
Benefits and Other Emoluments	4 - 5	4 - 5

Other Employees

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

Remuneration \$000	2021 FTE Number	2020 FTE Number
100 - 110	4	1
	4	1

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

21. 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:

	2021 Actual	2020 Actual
Total	-	-
Number of People	-	-

WAINUIOMATA PRIMARY SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2021

22. Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2021 (Contingent liabilities and assets at 31 December 2020: 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 2021, a contingent liability for the school may exist.

23. Commitments

(a) Capital Commitments

As at 31 December 2021 the Board has entered into the following agreements for Capital Commitments:

(i) to improve the heating in Block A at a total cost of \$43,584, of which \$3,450 has been spent to date; and
(ii) to improve the Boundary Fence at a total cost of \$236,345, of which \$6,750 has been spent to date.

(Capital commitments at 31 December 2020: \$2,040,539)

(b) Operating Commitments

As at 31 December 2021 the Board has not entered into any contracts.

(Operating commitments at 31 December 2020: \$nil)

24. 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

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Cash and Cash Equivalents	45,837	68,740	77,694
Receivables	100,870	110,000	111,328
Investments - Term Deposits	297,897	300,000	345,595
Total Financial Assets Measured at Amortised Cost	<u>444,604</u>	<u>478,740</u>	<u>534,617</u>

Financial liabilities measured at amortised cost

Payables	152,829	140,000	156,771
Finance Leases	29,207	25,000	42,808
Total Financial Liabilities Measured at Amortised Cost	<u>182,036</u>	<u>165,000</u>	<u>199,579</u>

WAINUIOMATA PRIMARY SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2021

25. Events After Balance Date

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

26. COVID-19 Pandemic on going implications

Impact of Covid-19

During 2021 the country moved between alert levels. During February and March 2021 Auckland was placed into alert levels 2 and 2 and other parts of the country moved into alert level 2.

Towards the end of June 2021, the Wellington region was placed into alert level 2 for one week.

Towards the end of August 2021, the entire country moved to alert level 4, with a move to alert level 3 and 2 for everyone outside of the Auckland region three weeks later. While Auckland has remained in alert level 3 for a prolonged period of time the Northland and Waikato regions have also returned to alert level 3 restrictions during this period.

Impact on Operations

Schools have been required to continue adapting to remote and online learning practices when physical attendance is unable to occur in alert level 4 and 3. Schools continue to receive funding from the Te Tahuu o te Matauranga | Ministry to Education, even while closed.

However, the ongoing interruptions resulting from the moves in alert levels have impacted schools in various ways which potentially will negatively affect the operations and services of the school.

Reduction in locally raised

Under alert levels 4,3, and 2 the school's ability to undertake fund raising events in the community and/or collect donations or other contributions from parents, may have been compromised. Costs already incurred arranging future events may not be recoverable.

Increased remote learning additional costs

Under alert levels 4 and 3 ensuring that students have the ability to undertake remote or distance learning often incurs additional costs in the supply of materials and devices to students to enable alternative methods of curriculum delivery.

WAINUIOMATA PRIMARY SCHOOL

Members of the Board

For the year ended 31 December 2021

Name	Position	How position on Board gained	Occupation	Term Expires
Jemal Dixon	Presiding Member	Elected June 2016, Re-elected 2019	Self-employed	September 2022
Allison Burdon	Principal	Appointed January 2015	Principal	
James McGregor	Parent Rep	Elected June 2019	Self-Employed	September 2022
Deb Neho	Staff Rep	Elected June 2019	Teacher	September 2022
Stephanie Ots	Parent Rep	Co-opted June 2017, Elected 2019	ICT Project Manager	September 2022
Lisa Preston	Parent Rep	Co-opted June 2017, Elected 2019	Self-Employed	September 2022
Eileen Salmon	Parent Rep	Elected June 2016, Re-elected 2019	Area Manager	September 2022

WAINUIOMATA PRIMARY SCHOOL

Kiwisport Statement

For the year ended 31 December 2021

Kiwisport is a Government funding initiative to support students' participation in organised sport.

In 2021 the school received \$3,059 of Kiwisport funding (2020 \$3,371).

This funding was used to support and provide sporting programmes and equipment for all students of Wainuiomata Primary School.

The programmes included tennis, touch rugby, swimming and gymnastics.

Independent auditor's report

To the readers of the financial statements of Wainuiomata Primary School for the year ended 31 December 2021

The Auditor-General is the auditor of Wainuiomata Primary School (the School). The Auditor-General has appointed me, Michael Rania, using the staff and resources of Moore Markhams Wellington Audit, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 21, which comprise the statement of financial position as at 31 December 2021, and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, 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 2021, and
 - its financial performance and its 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 (Public Sector PBE Standards RDR)

Our audit was completed on 30 May 2022. 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 of Trustees and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Basis for 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 of Trustees for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as

applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2021, arise from section 87 of the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay 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.

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included on pages 22 to 23, and pages 27 to 43 but does not include the financial statements, and our auditor's report thereon.

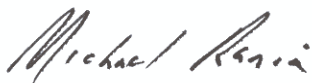
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

Independence

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

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



Michael Rania | **Moore Markhams Wellington Audit**
On behalf of the Auditor-General | Wellington, New Zealand



Wainuiomata Primary School

Achieving Hauora for all



“Living, learning, growing..... together”

Through C.A.R.E

“Mā te mahi ngātahi ... ka ora, ka ako, ka tipu”

Analysis of Variance

2021

ANNUAL GOALS	ACTIONS TO ACHIEVE GOALS	REVIEW
<p>1.1 Improved achievement for all students, with accelerated progress for our at risk learners</p>	<ul style="list-style-type: none"> Continued focus on student agency so learning is authentic and relevant for our learners Introduce Structured Literacy / Science of Reading programme in Years 1 & 2 and for 'at risk learners' throughout the school Continue with DMIC PLD (Mathematics) Continue using the language of the 'Writing Family of 8' 	<p>Student Agency</p> <ul style="list-style-type: none"> PLD for staff Teacher Only Days - 4 & 5 Feb Teaching in class support / staff meetings <ul style="list-style-type: none"> 29 & 30 March 10 & 11 May 8 & 9 June 2 & 3 August 20 & 21 September 26 - 28 October <p>Focus:</p> <ul style="list-style-type: none"> Independent learning system - independent system is up and running and differentiated, so students can independently access the tasks & activities they need for their level Independent tasks - independent tasks are critiqued to ensure that tasks support student learning and engagement Active Learners Waka - this is introduced and visible in classes <div style="display: flex; justify-content: space-around;">   </div> <p>Structured Literacy</p> <ul style="list-style-type: none"> Focus has been on Phonological Awareness <ul style="list-style-type: none"> PLD for staff 16 Feb, 2 March, 16 March, 4 & 25 May, 15 June Reason for Structured Literacy Approach Resources Phonological awareness Orthographic mapping Two learning support staff trained to take year 3 - 6 intervention programme Whole school screening (completed beginning of year and end of year) which included: <ul style="list-style-type: none"> Segmenting sentences into words Discriminating rhyme

- Producing rhyme
- Blending syllables
- Segmenting syllables
- Deleting a syllable
- Identifying first sound
- Identifying last sound
- Blending sounds
- Segmenting sounds
- Deleting a sound in a word - first sound
- Deleting a sound in a word - last sound
- Changing a sound in a word
- Classroom teachers given results from screening to plan classroom programmes

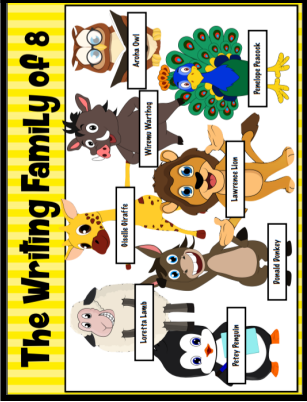
Junior class results

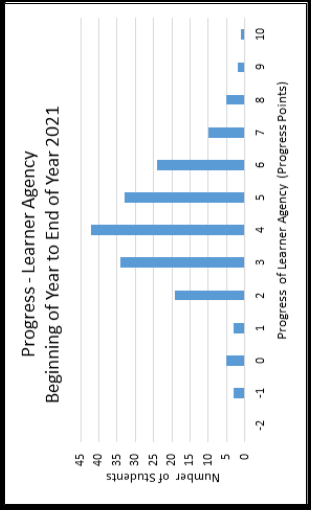
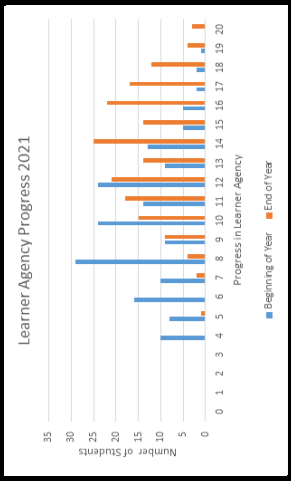
Phonological Awareness Screening Test 1															Phonological Awareness Screening Test 2		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total (20)	Total (15)	Overall Score
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	30
2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	30
3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	30
4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	30
5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	30
6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	30
7	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	30
8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	30
9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	30
10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	30
11	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	30
12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	30
13	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	30
14	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	30
15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	30
Total (20)															22/25	24/25	46/50

Senior class results

Phonological Awareness Screening Test 1															Phonological Awareness Screening Test 2		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total (20)	Total (15)	Overall Score
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	30
2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	30
3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	30
4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	30
5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	30
6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	30
7	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	30
8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	30
9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	30
10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	30
11	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	30
12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	30
13	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	30
14	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	30
15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	30
Total (20)															22/25	24/25	46/50

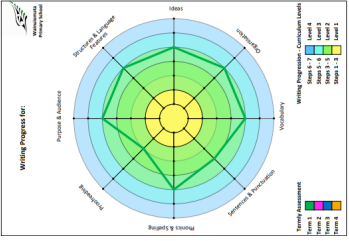
- All classroom teachers were given a packs of activities and lists of websites to support their structured literacy programme
- “The Code” and Heggerty Curriculum resources purchased. Phonics Plus resources received and processed
- Report presented to the Board on progress made with Phonological Awareness

		<p>DMIC</p> <ul style="list-style-type: none"> ● PLD for staff ● Teacher Only days - 1 February & 20 April (callback day April Holidays), 17 September ● In Class support <ul style="list-style-type: none"> ○ Term 1 - 4 ○ Term 2 - 4 ○ Term 3 - 3 ○ Term 4 - 2 ● Teacher staff meetings - 18 May & 25 November ● Collaborative planning - staff planning in whanau groups. This has helped staff develop a better understanding of the curriculum areas ● School wide planning template is being used for units of work ● Continued integration of topics to inquiry units e.g. Statistics - Aotearoa, Money- Auahatanga ● Trialling of assessment tasks and moderation of these tasks across the school <p>Writing Family of 8</p>  <ul style="list-style-type: none"> ● Students introduced to the writing character so they are familiar with their names and their jobs ● Teachers are using the language of the family of 8 when they are modelling writing and taking lessons ● Assessment tasks aligned to 'The Writing Family of 8' ● Writing mawhai graphs used to track the progress of student's writing
<p>1.2 Continue strengthening student agency</p>	<ul style="list-style-type: none"> ● Monitor the progress and evaluate the impact of students' agency on student achievement 	<ul style="list-style-type: none"> ● Use of waka to assess students level of agency within classrooms ● Focus on four agency skills <ul style="list-style-type: none"> ○ Take responsibility for choices ○ Put in the effort ○ Rise to the challenge ○ Use initiative

		<ul style="list-style-type: none"> ● Progress across the year graphed ● The majority of our students have improved between 3 and 5 points in their agency level ● Some of the children that showed no movement started the year at a high level to begin with 
<p>1.3 Continue strengthening systems for identifying and responding to students at risk of low achievement</p>	<ul style="list-style-type: none"> ● Work with and provide support for new AP/SENCo to become familiar with school systems and processes ● Reflect on the systems put in place and adapt if required <ul style="list-style-type: none"> ● Referral flowchart – check it aligns with PB4L ● Use of eTap ● Progress of in-class support students ● IEP format 	<ul style="list-style-type: none"> ● There has generally been positive movement in the agency levels of children ● The majority of children have moved from scoring between 8 and 12 in term 1 to between 12 and 16 by term 4  <ul style="list-style-type: none"> ● Upskilling of SENCO with school wide system <ul style="list-style-type: none"> ● Special needs folders ● eTap ● Whakaora ● Mutukaroa ● Anniversary testing spreadsheet ● In class support students receiving support from designated learning coach ● Learning coaches supporting the transition of students extended due to Covid Alert level changes/student needs ● Learning programmes developed for In-class support students ● Structured literacy intervention programme developed and implemented for year 4 - 6 reading target students - 6 week review was carried out and will be presented to the Board in Term 3

	<ul style="list-style-type: none">● Review processes for monitoring internal learning support programmes	
<p>We were disappointed that our achievement data had dropped slightly from the previous year and feel that the impact of the Lockdowns is becoming more evident. Staff have continued to work tirelessly to support the health and wellbeing of our tamariki as well as trying to mitigate the negative impacts on learning programmes.</p> <p>We are planning and implementing learning programmes to meet our at risk students and are continuing to track and monitor these students.</p>		

ANNUAL GOALS	ACTIONS TO ACHIEVE GOALS	REVIEW
<p>2.1 Effective teaching practice is supported and strengthened</p>	<ul style="list-style-type: none"> Refine and embed our observation process Develop a system to collate teachers' self-review data to track and report to the Board Grow the collaborative culture within our staff – provide opportunities to utilise the strengths of our staff to support teacher practice 	<p>Completion of our appraisal cycle 2020/21</p> <ul style="list-style-type: none"> Staff observations continued Senior management team completed PLD re Professional Growth Cycle Professional Growth Cycle (PGC) system developed for our school PLD to unpack the professional growth cycle with staff and PLD time given for staff to write up their goals and action plans <div style="display: flex; justify-content: space-around;"> <div data-bbox="444 789 824 1325"> </div> <div data-bbox="444 233 824 768"> </div> </div>
<p>2.2 Implement our local integrated curriculum</p>	<ul style="list-style-type: none"> Continue working with Bek Galloway re Developing Active Learners with High levels of Agency & Engagement Introduce curriculum matrices beginning with writing for assessment Implement our local curriculum and gather feedback from whānau re content Introduce Akoranga throughout the school – realising that moving from learning through exploration to learning through rich projects is a 	<ul style="list-style-type: none"> Teacher observation process continued Whanau group planning continued for mathematics PLD for staff <ul style="list-style-type: none"> Teacher Only Days - 4 & 5 Feb Teaching staff meetings - 29 & 30 March Focus: <ul style="list-style-type: none"> Unpacking and understanding 'Akoranga @ Wainuiomata' <div data-bbox="1065 453 1432 936" style="text-align: center;"> </div>

	developmental stage rather than being specific to a year level	<ul style="list-style-type: none"> ● Understanding the nature and purpose of activations <ul style="list-style-type: none"> ○ How will akonga engage in and learn a little about multiple contexts to find the one/s that interest and intrigue them the most ○ Activating interest and curiosity about the korowai - Term 1 - Aotearoa ● Curriculum Matrices <ul style="list-style-type: none"> ● School wide assessment of writing has been aligned to the the writing matrix ● Use of a new graph to align matrices, identify student's strengths and weaknesses, and show progress 
2.3 Teachers will inquire into their practice and engage in professional discussions about student learning	<ul style="list-style-type: none"> ● Embed the peer planning check system throughout the school – planning checks will include <ul style="list-style-type: none"> ● Curriculum coverage ● Student agency ● Differentiated learning ● Cultural responsiveness ● Student voice ● Provide opportunities for staff to share expertise and plan collaboratively 	<ul style="list-style-type: none"> ● Positive feedback from parents re Mawhai Graph ● Planning checks were carried out with a whānau group colleague. This allowed teachers to see planning at a different year level ● PLD has been held as a whole staff with break out into whānau groups - this has allowed teachers to work with teachers from different year levels and become more familiar with all curriculum areas relevant to our students ● Professional Growth Cycle introduced see 2.1

<p>2.4 Enviro school principles are evident in school programmes</p>	<ul style="list-style-type: none"> Align our school rubbish and recycling systems with the new Hutt Valley collection system 	<ul style="list-style-type: none"> Information sent to Hutt City Council re recycling options as requested School lunches has seen the need for a different rubbish collection system <ul style="list-style-type: none"> Food scraps are put into the old milk carton bins paper packaging is stacked outside of classrooms and caretaker places in JJ Richards bin supplied by Eat My Lunch Year 4 - 6 classes cleared blackberries along the river bank below the school (3 weeks) Year 4 - 6 classes helped plant the area they had cleared School gardens have continued to be maintained by our enviro learning coach and tamariki
<p>Our DMIC and Student Agency PLD have really aligned to support teacher practice. Teachers set goals for their Professional Growth Cycle related to the school foci has helped grow practice. The use of video has enhanced our observation process - teachers can see and reflect on their practice</p> <p>Lockdown and COVID restrictions impacted on the delivery of our Local Curriculum and it will be invaluable to keep working with our facilitator in 2022.</p> <p>Our Enviro schools programme continues to thrive with more children participating in special projects and ongoing beautification of our school's physical environment.</p>		

ANNUAL GOALS	ACTIONS TO ACHIEVE GOALS	REVIEW
<p>3.1 The community and school share understanding of positive behaviour expectations</p>	<ul style="list-style-type: none"> Learning through exploration (Akoranga) is used to support transition to school for our new entrants Record Professional Development procedures for PB4L in staff handbook (TFI action) 	<p>TERM 1</p> <ul style="list-style-type: none"> Whakaora Data - PB4L team using the Triangle graph to record behaviour referrals as suggested by the PB4L facilitators
<p>3.2 Promoting Positive Behaviour programme (Whakaora) is continued across the school</p>	<ul style="list-style-type: none"> Embed our Promoting Positive Behaviour system Whakaora with a particular focus on <ul style="list-style-type: none"> Step 2 - phone calls Step 3 – timely follow up meetings Ensuring the restorative actions (putting right) happens Continue aligning the teaching of C.A.R.E. values to Whakaora data to target areas of need Training of new peer mediators Review and refine Individual behaviour plans for students seen frequently in Whakaora considering: <ul style="list-style-type: none"> What is the function of their behaviour? What support and interventions do these students need to be 	

	<p>successful with their behaviour</p> <ul style="list-style-type: none"> - How as a school can we provide this? - How can we continue to build relationships with whanau so they are working alongside staff on this journey? 	<ul style="list-style-type: none"> ● PB4L team has reviewed the C.A.R.E. coupon reward system - class receiving the most coupons gets a prize ● Allison, Kylie and Alison attended PLD on the MoE resource - Teaching for Positive Behaviour ● PLD - Call back day in April holidays on Teaching for Positive Behaviour. Focus on section 1 Creating a positive learning environment ● Colour coded system for CARE coupons introduced to monitor use of free and frequent rewards <ul style="list-style-type: none"> ○ Orange - office staff / senior management ○ Green - classroom teachers ○ White - duty teachers ○ Pink - peer mediators ● Golden CARE certificates introduced for relieving teachers to use ● All Golden CARE certificates go in for a draw once a term to win lunch with the principal ● School participated in the Ministry funded data collection tool Sensemaker - evidence gathered will be used in 2022
<p>3.3 Behaviour data is collated and reported regularly to the Board</p>	<ul style="list-style-type: none"> ● Develop ways to regularly update staff, students and school community re Whakaora data - investigate the use of the PB4L data triangle to share data 	

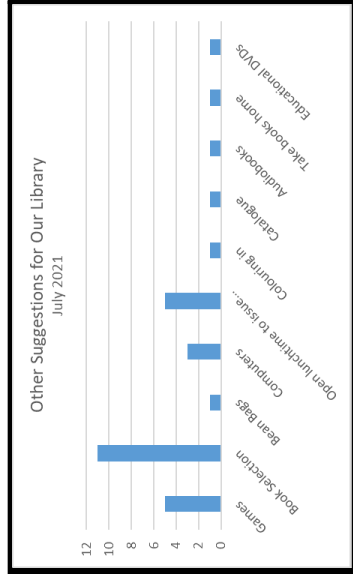
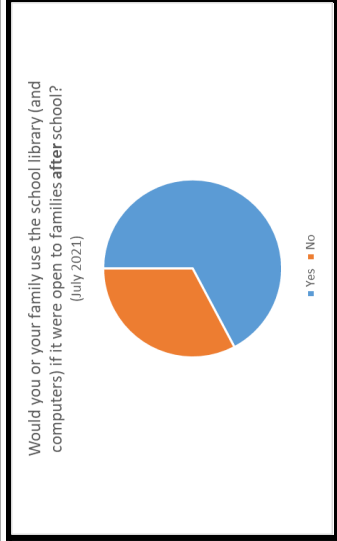
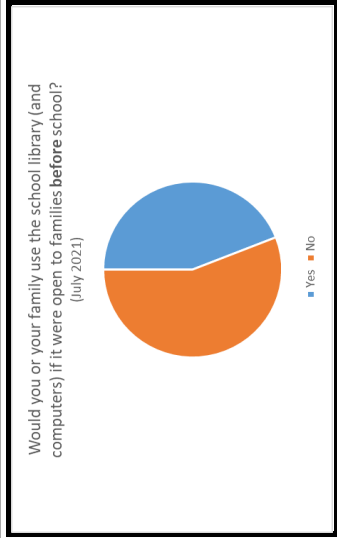
Our PB4L behaviour data shows that we are making positive progress in this area.

It has been difficult comparing data due to COVID-19 restrictions and Lockdowns although it is noticeable that there are more behaviour incidents from our younger students who are less familiar with our C.A.R.E. values.

In 2022, the PB4L team and staff will unpack the data we received from the Sensemaker Tool.

ANNUAL GOALS	ACTIONS TO ACHIEVE GOALS	REVIEW
<p>4.1 Continue to seek effective use of technologies to support learning and assessment</p>	<ul style="list-style-type: none"> ● Purchasing of chromebooks and tablets to ensure <ul style="list-style-type: none"> - 1:2 ratio for chromebooks in years 4 - 6 - sufficient number of chromebooks and tablets in years 1 - 3 ● Parents are informed of how students are using BYOnD to support their learning 	<ul style="list-style-type: none"> ● Chromebooks <ul style="list-style-type: none"> ● 30 leased chromebooks were returned ● 35 Chromebooks purchased ● Distribution of Chromebooks is as follows: <ul style="list-style-type: none"> ○ Room 1- 20 chromebooks (25 students) ○ Room 2 - 14 chromebooks (25 students) ○ Room 6 - 19 chromebooks (26 students) ○ Room 7 - 20 chromebooks (28 students) ○ Room 8 - 15 chromebooks (22 students) ○ Room 14 - 4 chromebooks (23 students) ● Tablets <ul style="list-style-type: none"> ● 35 lease tablets were returned ● 30 tablets purchased ● Distribution of tablets is as follows: <ul style="list-style-type: none"> ○ Room 13 - 8 tablets (25 students) ○ Room 14 - 6 tablets + 4 chromebooks (23 students) ○ Room 15 - 8 tablets (17students) ○ Room 16 - 8 tablets (16students) ● Learner hubs used extensively in years 3 -6 to support literacy and mathematics programmes ● Matific used in years 3 - 6 ● Hapara used to monitor student activity on school Chromebooks ● SeeSaw used to set independent activities for students. These can be teacher made or drawn from a library of activities on SeeSaw (full version gives us the ability to set multi page activities)
<p>4.2 eTap is used to full potential</p>	<ul style="list-style-type: none"> ● Include Learner Agency skills on eTap ● Using eTap for invoicing and receipting purposes 	<ul style="list-style-type: none"> ● eTap <ul style="list-style-type: none"> ● Learner Agency skills on eTap ● Stationery receipts generated using eTap ● Camp invoices created using eTap ● Report comments reviewed and edited ● Structured Literacy progress can be recorded on eTap - still investigating if graphs are possible ● Writing graphs modified to include <1B ● Structured Literacy comments included in report comments
<p>4.3 Technology is introduced and used in the library to support students' learning</p>	<ul style="list-style-type: none"> ● Survey carried out with staff, students and whānau as to how they would like to see the library used conducted 	<ul style="list-style-type: none"> ● Due to COVID this goal will be carried over to 2022 ● Staff ideas collated re Blue Sky thinking for our school library ● Data was collected from parents at the July Learning Conversations is included below

- Library 5-year plan is developed using data from survey
- Staff and students upskilled in the use of Accessit
- Students take an active role and develop leadership skills in using the library technology



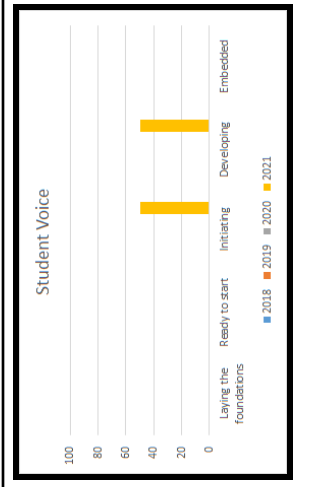
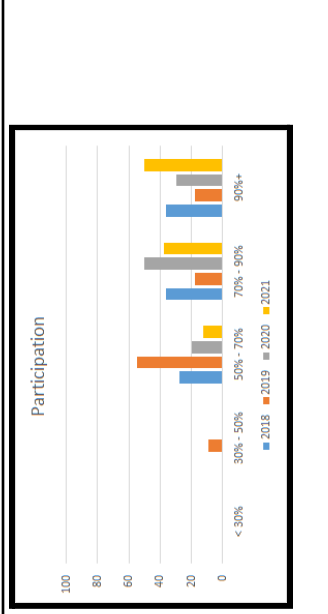
- Further data will be collected in 2022

The school has invested in the full version of SeeSaw as we have seen the positive impact it has had on home school partnerships especially during Lockdown.

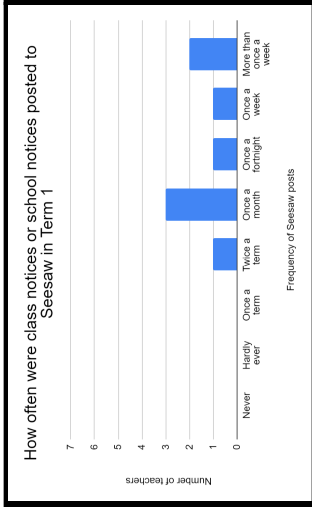
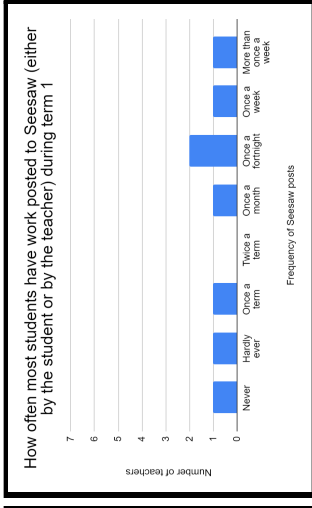
Students have continued using Chromebooks and tablets across the school to access online tools including Bek's Learner Bub and Matific.

We did not complete the Library action point due to the disrupted year and will continue with this goal in 2022.

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<p>5.1 Maintain anniversary testing for first 12 months to align with Mutukaroa</p>	<ul style="list-style-type: none"> Return to anniversary testing for years 1 - 3 (In 2020 anniversary testing was changed due to Covid 19 / Lockdown) Review assessments given for anniversary testing – need to ensure they are aligned to the Structured Literacy / Science of Reading programme Develop resources to align with Structured Literacy / Science of Reading programme 	<ul style="list-style-type: none"> Anniversary Testing <ul style="list-style-type: none"> Anniversary spreadsheet revised and updated Assessments <ul style="list-style-type: none"> Current assessments reviewed Assessment that was 'inline' with the structured literacy programme was developed for recording sounds Little Learners Love Literacy (LLLL) used to assess akonga working on levels 1 - 4+ of the Structured literacy programme - students above this were tested on PM Benchmark 9 (Blue 1) Structured literacy resources created to send home in Mutukaroa packs Mutukaora was difficult to maintain - new personnel, COVID-19 restrictions and lockdowns - this will be a focus in 2022 																																																																																																																								
<p>5.2 Three way learning conversations are continued using student goals</p>	<ul style="list-style-type: none"> Review format of learning conversations is data from 2020 Parent Survey and teacher feedback 	<ul style="list-style-type: none"> Learning conversations held later than normal Term 1 (Week 10 - 13 & 15 April) and Term 3 (Week 3 - 10 & 12 August) due to Covid 19 Alert Level changes Review of Learning conversations by staff was as follows: <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <table border="1"> <caption>Feedback Data</caption> <thead> <tr> <th>Year</th> <th>Laying the foundations</th> <th>Ready to start</th> <th>Initiating</th> <th>Developing</th> <th>Embedded</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>20</td> <td>30</td> <td>40</td> <td>10</td> <td>0</td> </tr> <tr> <td>2019</td> <td>10</td> <td>35</td> <td>45</td> <td>10</td> <td>0</td> </tr> <tr> <td>2020</td> <td>10</td> <td>30</td> <td>40</td> <td>20</td> <td>0</td> </tr> <tr> <td>2021</td> <td>10</td> <td>30</td> <td>40</td> <td>20</td> <td>0</td> </tr> </tbody> </table> </div> <div style="width: 50%;"> <table border="1"> <caption>Engagement Data</caption> <thead> <tr> <th>Year</th> <th>Laying the foundations</th> <th>Ready to start</th> <th>Initiating</th> <th>Developing</th> <th>Embedded</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>10</td> <td>30</td> <td>40</td> <td>20</td> <td>0</td> </tr> <tr> <td>2019</td> <td>10</td> <td>30</td> <td>40</td> <td>20</td> <td>0</td> </tr> <tr> <td>2020</td> <td>10</td> <td>30</td> <td>40</td> <td>20</td> <td>0</td> </tr> <tr> <td>2021</td> <td>10</td> <td>30</td> <td>40</td> <td>20</td> <td>0</td> </tr> </tbody> </table> </div> <div style="width: 50%;"> <table border="1"> <caption>Evidence Data</caption> <thead> <tr> <th>Year</th> <th>Laying the foundations</th> <th>Ready to start</th> <th>Initiating</th> <th>Developing</th> <th>Embedded</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>10</td> <td>30</td> <td>40</td> <td>20</td> <td>0</td> </tr> <tr> <td>2019</td> <td>10</td> <td>30</td> <td>40</td> <td>20</td> <td>0</td> </tr> <tr> <td>2020</td> <td>10</td> <td>30</td> <td>40</td> <td>20</td> <td>0</td> </tr> <tr> <td>2021</td> <td>10</td> <td>30</td> <td>40</td> <td>20</td> <td>0</td> </tr> </tbody> </table> </div> <div style="width: 50%;"> <table border="1"> <caption>Expectations Data</caption> <thead> <tr> <th>Year</th> <th>Laying the foundations</th> <th>Ready to start</th> <th>Initiating</th> <th>Developing</th> <th>Embedded</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>10</td> <td>30</td> <td>40</td> <td>20</td> <td>0</td> </tr> <tr> <td>2019</td> <td>10</td> <td>30</td> <td>40</td> <td>20</td> <td>0</td> </tr> <tr> <td>2020</td> <td>10</td> <td>30</td> <td>40</td> <td>20</td> <td>0</td> </tr> <tr> <td>2021</td> <td>10</td> <td>30</td> <td>40</td> <td>20</td> <td>0</td> </tr> </tbody> </table> </div> </div>	Year	Laying the foundations	Ready to start	Initiating	Developing	Embedded	2018	20	30	40	10	0	2019	10	35	45	10	0	2020	10	30	40	20	0	2021	10	30	40	20	0	Year	Laying the foundations	Ready to start	Initiating	Developing	Embedded	2018	10	30	40	20	0	2019	10	30	40	20	0	2020	10	30	40	20	0	2021	10	30	40	20	0	Year	Laying the foundations	Ready to start	Initiating	Developing	Embedded	2018	10	30	40	20	0	2019	10	30	40	20	0	2020	10	30	40	20	0	2021	10	30	40	20	0	Year	Laying the foundations	Ready to start	Initiating	Developing	Embedded	2018	10	30	40	20	0	2019	10	30	40	20	0	2020	10	30	40	20	0	2021	10	30	40	20	0
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- **SeeSaw**
 - All classes using this digital platform
 - Survey on use of SeeSaw was undertaken at the Learning Conversation. 95 parents/families were surveyed:
 - 100% of those responding value/enjoy seeing their child's work on seesaw
 - 97% liked being updated about school and class events through Seesaw
 - 87% check their Seesaw notifications




- **Social Media**
 - Learning coach employed to promote school through social media



- Ensure Seesaw is set up within the first few weeks at school in case of emergency / lockdown - use of SMS function
- Develop the use of technology / social media to communicate student, class and school learning
- Embed the use of learning stories for years 1 & 2

5.3 Technology is used to regularly share students' learning with their whānau

		<ul style="list-style-type: none"> • Lisa Preston (Board member) took photos of school events and posted them on Facebook e.g. Kaumatua Powhiri, Huttfest 2021 • Increased whānau engagement on school facebook page • Learning stories • Learning stories shared on SeeSaw for year 1 & 2 students throughout the year • Learning story example: <div data-bbox="332 558 938 1249" style="border: 1px solid black; padding: 5px;">  <p>A few weeks ago we read 'The Gruffalo' books. As part of our shared reading activities I had given you some stick puppets of the characters and got you to retell the story. You decided to do this again during Akoranga the next day. ## you asked everyone if they wanted to join in with the puppets. 'You handed out the puppets to everyone and then said "Come on guys we have to go, we have to go in my fort, follow me!"</p> <p>'You all went over to the fort, and ## you had the Gruffalo and said "I have to be over here at the end".</p> <p>Good remembering that the Gruffalo came into the story at the end. 'You all look turns going through your lines for the character you had. ## you were the mouse and started telling the story, and then ## you prompted the others to say their part. ## you were the owl and got stuck at the end, but ## jumped in to help and told you to say "owl icecream!"</p> <p>## you returned the favour when it was ## turn and jumped in and said "scrambled snake"</p> <p>After everyone had had their turn, ## you said "now we all have to change, put them back".</p> <p>You all discussed between yourselves who would be what character and there had to be some negotiations as lots of people wanted to be the Gruffalo. In the end you all worked it out and went through the story again with your new character.</p> <p>CURRICULUM</p> <p>Relating to others / belonging</p> <ul style="list-style-type: none"> • Listen actively • Negotiate <p>Participating and contributing / contribution</p> <ul style="list-style-type: none"> • Balance the rights, roles and responsibilities within a group • Know how to treat others fairly and include them in play <p>Using language, symbols and texts / communication</p> <ul style="list-style-type: none"> • Use oral language effectively to interact with others <p>Arts - Developing Practical Knowledge</p> <ul style="list-style-type: none"> • Explore the elements of role, focus, action, tension, time and space through dramatic play. </div>
<p>5.4 Regular events are planned with and for the community</p>	<ul style="list-style-type: none"> • Form parent group to support whānau engagement • Explore other options to engage and gain feedback with whānau using social media • Investigate Principal 'pop ins' to gather whānau voice 	<ul style="list-style-type: none"> • Reporting to Parents • Senior management began inquiring into "How can we report student achievement to parents?" • Survey on reports was sent out to teachers and parents and responses collated on Google Forms • Staff meetings • Term 1 <ul style="list-style-type: none"> • Whanau Pool Day - 8 March • Camp and Adventure Week Meeting - 17 March • Learning Conversations - 13 & 15 April • Term 2 <ul style="list-style-type: none"> • Whanau Hui - 30 June • Term 3 <ul style="list-style-type: none"> • Learning Conversations - 10 & 12 August • Events with whanau were cancelled due to COVID-19 restrictions • Term 4 <ul style="list-style-type: none"> • Book Character Day - 24 September • Events with whanau were cancelled due to COVID-19 restrictions

	<ul style="list-style-type: none">• Parent Information evenings re DMIC, structured literacy	<ul style="list-style-type: none">• Fun Run - 12 November
<p>Social media continues to be an effective way to communicate with our school community.</p> <p>Despite the COVID-19 restrictions and lockdown we were able to hold one whanau hui and we are hopeful to have these on a more regular basis if conditions allow.</p> <p>Numbers of people attending Learning Conversations were down on pre COVID numbers and whanau did not take advantage of meeting online.</p> <p>Due to a number of reasons we struggled to meet parents as part of our Mutukaroa programme - this will be a focus in 2022.</p>		